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MANAGING MULTI-GENERATIONAL TEAMS ACROSS THEIR FEATURES AND COMPETENCIES –THE MANAGERS VERSUS THE TEAM MEMBERS

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ABSTRACT. *Generation diversity as a challenge for organisations, managers, and employees working in multi-generational teams deserves more attention. There is a growing demand in organisations for a better understanding of how such teams function and are managed and whether their characteristics matter in managing such teams. Considering this, the paper aims to identify the features of intergenerational teams and managerial competencies that are important in managing intergenerational teams in enterprises. It also aims at capturing possible differences in how managers and team members representing particular generations assess these features and competencies. The authors carried out qualitative and quantitative research using the dyad interview method using the CATI technique. The purposive sample comprised 214 pairs (a manager managing an intergenerational team and a team member). The research was conducted in 2021–2023 in Polish enterprises. The innovative nature of the research results not only from its subject matter but also from the rarely used dyad interview technique. The results show that there are a few differences in the assessment of features and competencies in managing multi-generational teams that were identified by managers and team members. Competencies related to diversity management are not as valid as other competencies. Additionally, when it comes to managers, Baby Boomers assess their competencies in managing multi-generational teams higher than managers from Generation Z.*

KEYWORDS: diversity management, team management, intergenerational team, managerial competencies.

JEL classification: M12, M14, J24, O15.

Introduction

The prolongation of professional activity, resulting from, e.g., the extension of human life, the ageing of the population, migration or the mismatch of demand and supply in the labour market, means that there are several generations of employees functioning in organisations at the same time. They demonstrate different expectations towards the employer and different motivations for work, as well as professional and personal aspirations (Roodin *et al.*, 2013, pp.213-222). This diversity is a big challenge for the employees working in multi-generational teams and their managers. There is a growing demand in organisations for a better understanding of the essence of the functioning of intergenerational teams and the importance of managerial competencies for managing such teams (Sarraf, 2019, pp.93-105; Shyaa *et al.*, 2023, pp.356-368).

In managing multi-generational teams, it is particularly important to fully understand, respect, and use the potential of each employed person, considering their age, professional

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experience, or length of employment (Kirton *et al.*, 2009), but also to properly identify the specifics of a given team as a group (Suchacka *et al.*, 2023, pp.322-329). Such an approach to teamwork is a challenge for managers, requiring knowledge of individual generations and the characteristics of intergenerational teams and having leadership competencies and appropriate management of such a team (Miranda *et al.*, 2017, pp.14-28), considering their unique diversity.

Previous studies on generational management have focused on analysing the characteristics that identify individual generations. However, there is no comprehensive reference to the characteristics of teams as groups of employees consisting of representatives of several generations and the specificity of their management. In this process, managerial competencies are particularly important. The authors have identified several studies (Kilber *et al.*, 2014, pp.80-91; Bennett *et al.*, 2012, pp.278-288) on the management of representatives of particular generations functioning in organisations, e.g., in the aspect of motivation (Bielińska-Dusza, 2022, pp.1-14; Yusoff *et al.*, 2013, pp.97-103) or employee evaluation (Hansen *et al.*, 2012, pp.34-52; Benson *et al.*, 2011, pp.1843-1865). On the other hand, there is a lack of an in-depth analysis of issues closely related to intergenerational issues in organisations, such as the importance of the characteristics of intergenerational teams and managerial competencies to manage such teams. In analysing this issue, it is particularly important to capture the differences between managers and employees of intergenerational teams representing different generations. This issue is a research gap that the authors tried to fill with their research.

The paper aims to identify the features of intergenerational teams and managerial competencies that are important in managing them in enterprises. It also aims to capture possible differences in the assessment of these features and competencies by managers and employees of the teams they manage, representing individual generations.

In order to achieve this aim, the authors conducted research using the interpretative methodological approach, using incomplete numerical induction. The authors carried out qualitative and then quantitative research on a purposive sample of 214 pairs of managers of intergenerational teams and their employees involved in such teams. The research was conducted in 2021–2023 in Polish enterprises, where such syndromes were identified. The innovative nature of the research results not only from its subject matter but also from the rarely used dyad interview technique.

The theoretical part of the thesis discusses problems such as generational diversity in organisations, characteristics of intergenerational teams, key aspects of managing intergenerational teams, and competencies of managers managing such teams.

The research part presents quantitative research results, including, e.g., the development of rankings of the characteristics of intergenerational teams influencing their management and the determination of the importance of managers' competencies in this regard.

The research conclusions contribute to the theory of team management and can also be applied in companies employing representatives of different generations.

1. The Theoretical Background

1.1 Generational Diversity in Organisations

In today's organisations, employees of different ages, values, lifestyles, attitudes, and needs meet and cooperate. Each generation brings a unique set of knowledge and skills to the organisation but also a different approach to work or different ways of communication (Myers *et al.*, 2012, pp.237-249; Hernaus *et al.*, 2014, pp.615-641).

Table 1. Generations in the Labour Market

Generation	Attitude to work	Values and needs	Motivation and expectations
Baby Boomers (born in 1946–1964)	Respect for work treated as a key duty, strong need for affiliation, respect for authority figures	Loyalty to the employer, work as a value in itself, the need for support	Low professional and geographical mobility, supporters of traditional careers preferably in one company
Generation X (born in 1965–1980)	Growing up in a difficult period of economic transformation, inflation, and high unemployment, committed to work, demonstrate respect for work	Stabilisation of professional and family life	Self-reliance and autonomy, willingness to work overtime
Generation Y (born in 1981–1995)	Claiming attitude, demanding, bold and open to challenges, well versed in technological innovations and using media and digital technologies	Professional challenges, creativity, development, relationships with others	Work-life balance, need for constant feedback, clearly defined career path
Generation Z (born in 1996–2009)	They strive for immediate goals, are socially and ecologically oriented, respect diversity, human rights, and animal rights	They want to receive a satisfactory salary and occupy positions in line with their ambitions and competencies, they strive for self-fulfilment	Remuneration that meets their expectations, fairness, and non-discrimination in the workplace

Source: Lyons *et al.*, 2014, pp.139-S157; Pishchik, 2020, p.20007.

Generational gaps can affect how organisations recruit and develop teams, navigate change, motivate, stimulate and manage employees, and increase the productivity, competitiveness, and effectiveness of their services (Bejtkovský, 2016, pp.105-123).

Currently, researchers distinguish four generations in the labour market, presenting primarily different attitudes to work, needs and values, and different motivations to work. These generations are shown in *Table 1*.

In the perspective of the coming decade, the generations functioning on the labour market, and thus in modern organisations, will be joined by the Alpha generation, i.e., people born between 2010 and 2025, who do not know life without the Internet, spend their time mainly on social networks, treat the virtual world on an equal footing with the real world, are creative, mobile, and who react quickly to changes (Huth, 2020, pp.24-27).

The growing generational gap requires capturing the individuality of particular generations (Bejtkovský, 2016, pp.25-45), as well as conscious management of generations in a way that ensures respect for each employee and the proper use of their potential for the organisation's benefit (Anand *et al.*, 2008). That is why intergenerational management is becoming increasingly important in organisations (North *et al.*, 2015, pp.159-179), which involves creating and maintaining a friendly work environment for employees through respect and sensitivity to their diversity resulting from belonging to different generations (Rajput *et al.*, 2019, pp.37-43).

Managing intergenerational teams is particularly important in organisations where different generations of employees work together. Managers are constantly looking for answers to questions about the synergistic management of intergenerational teams, which, as the results of research show, can experience tensions and conflicts daily (Becker *et al.*, 2022, pp.442-463).

1.2. Characteristics and Competencies of Intergenerational Teams

Teams are an integral part of the architecture of modern organisations, and the team form of work organisation can be a competitive advantage. Western and European economies are gaining an increasing competitive advantage in almost every sector by adopting a teamwork approach (Khan *et al.*, 2017, pp.14-22).

In today's organisations, employees of different ages, skills, values, and attitudes work together in teams. They can be a source of benefits and a challenge for employers (Burton *et al.*, 2019, pp.369-401). On the one hand, much depends on properly recognising the nature and characteristics of such teams and on the other hand, on the competence of the managers managing such teams. Generationally diverse teams are characterised by specificity affecting many areas of employees' functioning, from communication, work-related needs and preferences through issues related to motivation to factors related to knowledge and competencies. A summary of the characteristics that differentiate the representatives of different generations is presented in *Table 2*.

Each feature presented in *Table 2* communicates intergenerational differences, highlighting different approaches to work and career, lifestyles, or perceptions of the work-home relationship.

The phenomenon of intergenerationality is becoming increasingly important for managers and team members, and it is primarily related to the benefits resulting from the organisation of work of generationally diverse teams. The literature on the subject indicates the following benefits (Burton *et al.*, 2019, pp.369-401; Becker *et al.*, 2022, pp.442-463):

1. Maintaining work discipline and a specific work culture that considers the perception of different generations, but also a better use of the intellectual potential of representatives of different generations.
2. Exchange of knowledge, experience, mutual learning of representatives of different generations, joint learning of representatives of all generations (Ropes, 2013, pp.713-727).
3. Mutual intergenerational assistance, using different perspectives of task analysis from the point of view of knowledge and experience of each generation, which broadens the horizons of action.
4. Fostering tolerance, acceptance, and respect for representatives of all generations.
5. Increasing adaptability to the changing market environment through the involvement of a diverse team of employees who demonstrate an understanding of the needs of diverse customers.

In the face of the identified intergenerational differences and the expected benefits for the organisation from the effective management of teams consisting of representatives of different generations, it is necessary to create an appropriate platform for cooperation between these employees.

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Table 2. Differences between generations

Feature	Baby Boomers	Generation X	Generation Y	Generation Z
Synonymous with a sense of security	Savings and steady work	Stability of work	Money and relationships	Self-realisation
Way of learning and acquiring knowledge	Following the adopted schemes	A structure and model that will allow for independence of views	Experience and fun	Self-improvement and development
The importance of employee loyalty	Loyalty to your employer or to your company	Loyalty to oneself	Loyalty to the vision and project	Loyalty to own principles
Perception of soft skills	Principle: you either have it or you do not	Treated as an additional element of education; it is worth getting it and constantly developing it	You build your future on them, soft skills are treated on an equal footing with hard skills	Highly developed soft skills, sometimes better developed than hard skills
Approach to new technologies	Principle: unfortunately, it exists	An excellent tool to use	The world of new technologies is intertwined with the real world	The real world permeates the technological world
Perceptions of leadership	It follows from the statute and is directive	Achieved with knowledge and real-world skills	Team leader, everyone is equal	Self-leadership without responsibility for the decisions made
Approach to values and needs	Order, quality, experience	Freedom, individualism, balance	Tolerance, entrepreneurship, materialism	Activity and independence
Attitude towards work and co-workers	Work ethos	They work to live	Work plays an important role	Dynamic work environment
Perception of motivation to work	Job loss as a loss of motivation to act	Willingness to increase salary at the expense of leisure time	What makes you happy outside of work: working 8 hours a day, working flexibly	Challenges and a variety of tasks; a hobby that is a job
Approach to leisure time	I live to work; lack of free time	Leisure time can be sacrificed for work	Work-life balance	Freedom; remote work

Source: Gruszczyńska-Malec *et al.*, 2019, pp.191-207.

Undoubtedly, the employees' competencies are significant for the management of teams, including employees representing different generations in teams and managers managing them. The problem of differences in the level of knowledge, skills, and attitudes in teams is evident not only in the cross-section of team roles and tasks performed but also in individual generations, which are increasingly better educated but also differ significantly in hard and soft skills (Espinoza *et al.*, 2016). The results of the 2016 research on the self-assessment of Poles' competencies (Kliombka-Jarzyna *et al.*, 2016) prove that individual generations, despite some differences, assess their technical and interpersonal and linguistic competencies at a similar level. Much more significant differences were noted in the case of cognitive, computer, and physical competencies. For instance, there is a low overall self-assessment of most of the competencies possessed by employees of the Baby Boomers generation, a high self-assessment of interpersonal competencies in representatives of

generations X, Y, and Z, and a high self-assessment of competencies related to technology in generations Y and Z.

Undoubtedly, managers' awareness of competence differences in intergenerational teams is essential for adequately assigning roles and responsibilities, delegating tasks, or developing professional development plans for individual employees, which, in turn, translates into effective and effective team management.

1.4 Managers' Competencies to Manage Intergenerational Teams

Harnessing the potential of an intergenerational team requires proper and active management on the part of managers – leaders, who are the link that binds the action team members (Findlay *et al.*, 2016, pp.28-43). The manager's role in teamwork addresses all four functions of management: planning, organising, motivating, and controlling. Managerial roles are shaped under the patterns functioning in the organisational culture, but they also take into account a margin of freedom of action related, e.g., to the specificity of managing the teams they manage in projects (Gelbtuch *et al.*, 2015).

Effective and efficient performance of multiple, often complex roles requires managers to have specific competencies which consist of knowledge, skills, and attitudes (Lewis *et al.*, 2017, pp.1-14). When it comes to managing intergenerational teams, standard knowledge of employee management is no longer sufficient. In a new, generationally diverse organisation, a manager should, first of all:

- be fully aware of various conditions, e.g., economic, social, or technological, which have shaped the representatives of particular generations (Flinchbaugh *et al.*, 2018, pp.517-532),
- assign tasks to employees representing different generations, considering their strengths and weaknesses, knowledge, competencies, attitudes, and experiences (Flinchbaugh *et al.*, 2018, pp.517-532),
- know the differences in attitudes, values, and behaviours of representatives of different generations and understand their impact on the functioning of intergenerational teams,
- use methods of managing intergenerational teams that consider the diversity of employees,
- know the sources of potential intergenerational conflicts and be able to prevent or mitigate them,
- have the competence to build intergenerational dialogue, transfer knowledge, and strengthen the commitment of generationally diverse teams.

Both hard skills, related to the professional qualifications and the area of the manager's involvement in the organisation, as well as the soft skills that help in cooperation with others (Laker *et al.*, 2011, pp.111-122) should take into account the special nature of the intergenerational team led by the manager.

In the literature on the subject, it is possible to identify universal managerial competencies (Bhardwaj *et al.*, 2013, pp.70-84; Hawi *et al.*, 2015, pp.723-735), most of which are also necessary concerning the management of intergenerational teams, e.g.:

1. Communication – the ability to communicate with representatives of all generations involved in the team.

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2. Teamwork – cooperation with others, delegating tasks according to the competencies of employees, balancing the interests of team members, showing interest in the whole group.

3. Leadership – leading people representing different generations.

4. Negotiation skills – building a compromise in conflict situations.

5. Ingenuity – creating new solutions using the potential of the entire team.

6. Energy and motivation – motivating the entire team with the use of tools appropriate for representatives of different generations.

In recent years, increasing attention has been paid to the “generational intelligence” of managers in intergenerational management (Biggs *et al.*, 2013) as a special competence related to managing teams consisting of representatives of several generations. It concerns the ability to take action resulting from understanding one’s own and others’ life courses, family and social histories placed in their social and cultural contexts (Moczydłowska, 2013, pp.33-42).

Therefore, managing intergenerational teams requires managers to have an expanded knowledge of team management, considering the differences between generations in terms of organisational behaviour, competencies, attitude to professional work, and functioning in a group. At the same time, managers need various types of competencies in managing intergenerational teams, which are related to the implementation of the management function, but also consider the diversity of the team managed by the manager. These are e.g., cognitive, digital, creative, self-organisational, interpersonal, managerial, disposable, and linguistic competencies.

1.5. Managing Intergenerational Teams – Organisational and Personnel Context

At a time when several generations work side by side in organisations, managers face the task of effectively managing such teams. It refers to many activities undertaken by this group of employees, such as the HR process, knowledge transfer, communication, or conflict management. The management process should also take into account the factors affecting the team at the level of the organisation (e.g., organisational culture, development strategy) and the level of the organisation’s environment (e.g., technological, socio-economic, international environment) (Aldhaferi *et al.*, 2023, pp.505-527).

Diversity is an essential link in the network of interpersonal relationships, consisting of different competencies, social backgrounds, and ages (Lawton *et al.*, 2015, pp.20-28). That is why creating a communication bridge between the older and the younger generations at the organisational level is extremely valuable. Intergenerational communication should create new forms of dialogue based on mutual understanding that contributes, e.g., to the transfer of knowledge. The knowledge and experience of older generations of employees, as well as the freshness of the approach of younger generations and their developed digital competencies (Grencíková *et al.*, 2017, pp.557-563), enable the company to survive in a turbulent environment, make better decisions, and anticipate their consequences (Kuivalainen *et al.*, 2004, pp.35-50).

In the management of intergenerational teams, the aspect of engagement, connecting the employee with the place of employment and building his identification with the employer is particularly important (Costa *et al.*, 2017, pp.206-226). Engagement is the result of the employee’s emotional and intellectual connection with the company. They can be influenced by a variety of management practices within teams, such as:

- involving representatives of all generations in solving the project's problems,
- taking care of the development of competencies of employees of all ages,
- ensuring knowledge transfer through an intergenerational mentoring system,
- taking advantage of the different roles of employees of different ages,
- maintaining work-life balance in the team.

Managing an intergenerational team depends not only on its characteristics or the mentioned competencies but also on many elements that have their source inside the organisation and its environment. These factors include everything outside the team, including social and political conditions, legal, financial, and tax regulations, availability of material and personal resources, market situation, the organisation's image and the natural environment, and factors related to the organisation in which the team operates. These factors affect teams, but teams rarely can co-decide on their shape.

The features of intergenerational teams mentioned in the literature, which also significantly affect the way these teams are managed, refer to such issues as the degree of identification of employees with the team, the degree of diversity in the team, e.g., age, the team's openness degree, autonomy, or size (Pachura, 2018, pp.211-221). Team management and results are also significantly influenced by the quality of relationships between individual team members. Positive or negative relationships within a team affect its members' well-being. How team members feel, in turn, determines their motivation to achieve the goals they face. On the other hand, the results of team activities directly depend on motivation (Peterson, 2007, pp.60-69).

2. Research Methodology

2.1. Research Approach

The research gap identified by the authors relates to the lack of knowledge about:

- assessment of the characteristics of intergenerational teams made by their managers and the employees involved in these teams,
- assessment of the significance of individual managerial competencies in the management of intergenerational teams – from the perspective of managers and employees involved in these teams and from the point of view of individual generations.

The paper aims to identify the features of intergenerational teams and managerial competencies important in the management of intergenerational teams in enterprises and to capture possible differences in the assessment of these features and competencies by managers and employees of the teams they manage, representing individual generations.

The authors asked the following research questions:

1. What is the significance of individual features of intergenerational teams for managing these teams?
2. Are there significant differences between managers and employees involved in intergenerational teams in assessing the characteristics of these teams?
3. Which managers' competencies are vital in managing intergenerational teams from the perspective of the managers and the employees involved in their teams?
4. Are there intergenerational differences between managers and employees involved in their teams in assessing the importance of managers' competencies in managing such teams?

The research was carried out in an interpretative methodological approach (Gunbayi, 2020, pp.44-56), with the assumption that social assigning meanings to the formulated conclusions is essential in solving the research problem (Burns *et al.*, 2022, pp.1-13). The method of incomplete numerical induction is indicated as a general method of research. Following the assumptions of the interpretative paradigm, no research hypotheses were put forward (Lisiński, 2013, pp.109-136).

2.2. Research Target Groups and Sampling

The research was carried out in 214 enterprises employing at least 250 employees operating in Poland, where the work organisation is based on intergenerational teams. Due to the lack of precise statistics on the number of companies operating in Poland that meet this condition, it was impossible to determine a representative study sample. Therefore, a deliberate selection of the sample using the snowball method was used. It was assumed that each surveyed company is represented by only one pair of respondents (a manager and an employee involved in an intergenerational team). The research sample consisted of 214 pairs of respondents who met the sampling criteria:

- managers with experience in managing intergenerational teams with employees from at least two generations,
- employees with experience in working in intergenerational teams spanning at least two generations.

The generational structure of the studied intergenerational teams was as follows:

- teams consisting of representatives of two generations (63.6%),
- teams consisting of representatives of three generations (22.9%),
- teams consisting of representatives of four generations (6.1%).

A detailed description of the research sample is presented in *Table 3*.

Table 3. Structure of the Sample of Managers and Employees

Specification			Managers		Employees	
			n	%	n	%
Sex	Woman		50	23,4	55	25,7
	Man		164	76,6	159	74,3
Education	Lower than average		3	1,4	98	45,8
	Average		105	49,1	76	35,5
	Higher		106	49,5	40	18,7
Total length of employment	Less than one year		0	0,0	1	0,5
	1 to 10 years		9	4,2	79	36,9
	Over 10 to 20 years		114	53,3	102	47,7
	Over 20 to 30 years		80	37,4	29	13,6
	Over 30 years		11	5,1	3	1,4
Professional experience of working in intergenerational teams	Under two years		4	1,9		
	2-5 years		30	14,0		
	5-10 years		78	36,4		
	10-15 years		56	26,2		
	Over 15 years		46	21,5		

Source: created by the authors.

2.3 Research Methods and Procedure

In order to obtain answers to the research questions and achieve the study's goal, qualitative research (2021–2022) and quantitative research (2022–2023) were conducted. The qualitative research was based on a critical review of the literature and a method of analysis of existing data, which enabled the preparation of a research tool.

A tool for quantitative research was an interview questionnaire, which consisted of two parts. The first part contained metric questions to collect information about the research's target groups. The second part of the questionnaire included questions on:

- identification of the characteristics of intergenerational teams that impact the management of these teams,
- competencies of managers managing intergenerational teams.

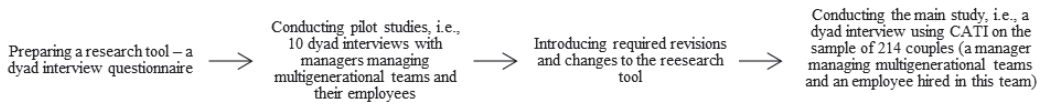
A multi-point Likert scale was used in the questionnaire, as the strength of such a questionnaire structure is the speed of completion by respondents and data analysis.

The study was conducted as a dyad interview using the CATI (*Computer-Assisted Telephone Interviewing*) technique. A distinguishing feature of the dyad interview-based research approach is that it involves pairs consisting of a manager and an employee belonging to a team managed by that manager. It allows for simultaneous assessment of the analysed issues from both perspectives (employee and manager). The comparison of dyads, i.e., the analysis of results for employee-manager pairs, is an innovative but accurate research approach to the analysed issue, where it is essential to capture not only intergenerational differences but also those related to the performance of specific roles in the team. Due to the large diversity of intergenerational teams, the inclusion of respondents representing the same teams in the research sample positively affected the results reliability. Dyad interviews are rarely used in management research. The study of dyads is valuable compared to the separate study of both populations (e.g., team members) because it allows capturing the relationships between them (Dansereau *et al.*, 1975, pp.46-78). Traditional studies treat manager-employee samples as independent populations. In such a situation, it is not possible to assess the agreement of the opinions of both parties to a given process. Dyad, on the other hand, is an example of a social network in which two individuals are linked to each other (Szulc, 2022, pp.11-23), allowing for capturing the interaction between them. In social research, including management research, dyads are studied using qualitative methods, either on the model of focus group research based on an unstructured interview scenario (Wren *et al.*, 1996, pp.63-79) or in questionnaire research, i.e., on larger samples (Ismail *et al.*, 2012, p. 22-32; Beugelsdijk *et al.*, 2009, pp.312-323). The dyad study requires using the same research tools for both groups, as well as the use at the statistical analysis stage not only of methods for independent samples but also methods for dependent samples (such as the t-test for independent samples), which allows to take into account the fact that the results for both groups are related to each other (since the manager and the employee belonging to his multi-generational team cooperate with each other, there is an interaction between them).

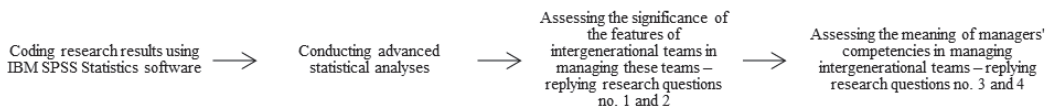
The test procedure consisted of two phases divided into eight phases, as shown in *Figure 1*.

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1st phase (2021–2022)



2nd phase (2022–2023)



Source: authors' elaboration.

Figure 1. Research Procedure

The analysis of the results of the study was carried out using basic descriptive statistics: arithmetic mean (M), median (Me), standard deviation (SD), skewness coefficient (S), and Pearson's linear correlation coefficient (r). The comparison of the opinions of managers and employees on the importance of managerial competencies in managing intergenerational teams was carried out using the Friedman test, which is used to compare at least two populations from the perspective of a variable measured on an ordinal scale but also when the studied phenomenon is quantitative but shows significant deviations from the normal distribution (Wiktorowicz *et al.*, 2020). This test was used to compare answers to questions about managing intergenerational teams. The measurement was made on the Likert scale. Notably, the differences between the compared samples were significant, which was decisive for choosing this procedure. In the next step, the comparison of generations in pairs was carried out using a post hoc test. Differences were considered statistically significant when $p < \alpha$. When analysing the consistency of the opinions of employees and managers, the Wilcoxon test was used to compare the results of two dependent populations. This test was used to analyse managing intergenerational teams within the employee-manager dyads. It is used to study variables measured on an ordinal scale and for variables measured on a quantitative scale where the distribution of differences between the results in the dependent groups significantly differs from the normal distribution.

The statistical analysis included an assessment of the characteristics of intergenerational teams, which managers and employees were asked about. Concerning each feature, the respondents placed them in the first place (the most important for managing intergenerational teams), the second place (the feature of average importance for managing intergenerational teams) or the third place (the feature least important for managing intergenerational teams). Thus, the obtained variables had an ordinal level of measurement. The agreement of the opinions of managers and employees in this respect was assessed using the W-Kendall coefficient of concordance. The high agreement of opinions is evidenced by the coefficient values close to 1. A consensus of opinion is considered statistically significant if the probability of the significance test is higher than the significance level ($p > \alpha$).

3. Main Findings and Discussion

3.1 Assessing the Importance of the Characteristics of Intergenerational Teams for the Management of These Teams

The following is a summary of the assessments of managers and their subordinates on the importance of the characteristics of intergenerational teams for managing such teams (Table 4).

Table 4. The Importance of the Characteristics of Intergenerational Teams in the Management of These Teams

Specification	Managers			Employees			p	
	1st place	2nd place	3rd place	1st place	2nd place	3rd place		
Ways to learn and acquire knowledge	42.1	45.8	12.1	44.4	39.3	16.4	0.695	0.001
Motivation to work	90.7	9.3	0.0	89.3	9.8	0.9	0.602	0.001
Attitude towards work	90.2	8.9	0.9	85.5	13.6	0.9	0.123	0.011
Attitude towards collaborators	76.2	22.0	1.9	75.7	23.4	0.9	0.891	0.000
Attitude towards new technologies	26.2	50.5	23.4	22.9	50.9	26.2	0.217	0.007
Commitment to work	88.8	11.2	0.0	91.1	8.4	0.5	0.353	0.004
Preferred values and needs	65.4	31.8	2.8	68.7	29.4	1.9	0.508	0.002
Approach to leisure time	58.4	21.5	20.1	61.2	21.0	17.8	0.522	0.002
The importance of the sense of security	76.2	21.5	2.3	72.0	27.1	0.9	0.467	0.002
Loyalty to the employer	89.3	9.8	0.9	89.7	8.4	1.9	0.866	0.000
Team member availability	69.2	27.6	3.3	59.8	36.4	3.7	0.033*	0.021
Technical competence	28.0	50.0	22.0	27.6	46.3	26.2	0.225	0.007
Linguistic competence (foreign language)	4.2	33.2	62.6	3.7	29.9	66.4	0.365	0.004
Interpersonal skills	54.7	38.8	6.5	47.2	46.7	6.1	0.206	0.007
Analytical competence	20.1	43.0	36.9	19.2	38.3	42.5	0.458	0.003
Openness to mobility	29.9	44.9	25.2	16.8	57.9	25.2	0.021*	0.025
Openness to change, ease of adaptation	37.4	50.0	12.6	43.5	49.5	7.0	0.050	0.018
Maintaining a work-life balance	22.0	31.3	46.7	22.4	32.7	44.9	0.622	0.001

Notes: W – W-Kendall coefficient, p – probability in Kendall’s test.

Source: authors’ elaboration based on research results.

Respondents rated individual elements as primary (the most important for managing intergenerational teams), secondary (a feature of average importance), or tertiary (the least important feature).

Managers ranked first and foremost in terms of motivation to work (90.7% of responses for the first position), attitude towards work (90.2%), loyalty to the employer (89.3%), and commitment to work (88.8%). From the perspective of employees, the most important role in managing intergenerational teams is played by commitment to work (91.1% of responses for the first position), loyalty to employers (89.7%), motivation to work (89.3%), and attitude towards work (85.5%).

For both target groups, the attitude towards co-workers is important (76.2% of responses for the first place in the case of managers and 75.7% – for employees), the

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importance of a sense of security (76.2% and 72.0%, respectively), preferred values and needs (65.4% and 68.7%), the availability of team members (69.2% and 59.8%), and the attitude towards leisure time (58.4% and 61.2%, respectively).

When it comes to secondary features (of average importance), both sides most often indicated an attitude towards new technologies (50.5% of managers and 50.9% of employees placed this feature in the second position), openness to change, ease of adaptation (50.0% and 49.5%, respectively), and technical competence (50.0% and 46.3%, respectively). On the other hand, openness to mobility was significantly (in the statistical sense) more often indicated in the second position by employees (57.9%) than by managers (44.9%), and interpersonal competencies were more often indicated in the second position by employees (46.7%), while for 54.7% of employers, it is a primary feature, and only for 38.8% – secondary. Differences (although not statistically significant) are also visible in terms of analytical competencies – they are generally not the most important (only about 20% of people from both groups ranked them first), employees more often perceive them as the least important (42.5% vs. 38.3% for the second position), managers – as moderately important (43.0%, and 36.9% for the third position).

Tertiary features (and therefore the least important for managing intergenerational teams) are (in the opinion of both parties) linguistic competencies in foreign languages – 63-66% of people indicated them as the least important, and only about 4% of people – as competencies of the first importance. The importance of maintaining a work-life balance was also rated low (45-47% of respondents said it was not important, 22% said it was highly important), and analytical skills. The evaluations of managers and employees are mostly very similar – the distributions of responses in both groups do not differ significantly ($p > 0.05$), and the Kendall coefficient is close to 0. Only the importance of the availability of team members ($p = 0.033$) and openness to mobility ($p = 0.021$) is significantly higher for managers, and openness to change and ease of adaptation – by employees ($p = 0.05$). However, in their case, the percentage of indications for the second position is almost the same, although slightly more often than managers indicated this feature as highly important and less often as the least important.

Table 5. Rankings of the Significance of the Characteristics of Intergenerational Teams for Managing Such Teams

No	Managers		Employees	
	Feature	%	Feature	%
1	Motivation to work	90.7	Commitment to work	91.1
2	Attitude towards work	90.2	Loyalty to the employer	89.7
3	Loyalty to the employer	89.3	Motivation to work	89.3
4	Commitment to work	88.8	Attitude towards work	85.5
5 / 5	The importance of the sense of security / Attitude towards co-workers	76.2	Attitude towards collaborators	75.7
6	Team member availability	69.2	The importance of the sense of security	72.0
7	Preferred values and needs	65.4	Preferred values and needs	68.7
8	Approach to leisure time	58.4	Approach to leisure time	61.2
9	Interpersonal skills	54.7	Team member availability	59.8

Source: own elaboration based on research results.

Based on the assessments of the significance of the features of intergenerational teams for managing such teams, which were obtained from managers and their subordinates, rankings of these features were formulated for both target groups. The ranking includes only

those characteristics that more than 50% of respondents in both target groups indicated as primary. The ranking of features in the order from the most important to the least important is presented in *Table 5*.

The rankings show that both target groups agree very strongly on assessing the importance of the characteristics of intergenerational teams for managing such teams. Managers identified ten such features, while employees identified nine such traits. The only feature indicated only by managers is interpersonal competence (54.7% of respondents). The other nine traits differ only in their position in both rankings. In both groups of respondents, the highest positions were occupied by team features such as motivation to work, loyalty to the employer, and commitment to work. The team's attitude towards work is very important for the surveyed managers, while for employees, this team's feature is slightly less important. Other features were assessed similarly by both target groups.

3.2 Competencies in Managing Intergenerational Teams – Evaluation of Managers and Employees Involved in Intergenerational Teams

When assessing the competencies of managers managing intergenerational teams, the surveyed managers referred to their competencies and employees – generally to the competencies possessed by their supervisors (*Table 6*). The assessment covered eight competency groups with 15 competencies analysed, with only one competency analysed for some competence groups and two or more competencies for others. The competencies were based on the Human Capital Balance (Czarnik *et al.*, 2021). Competencies were assessed on the Lickert scale, where 1 is the lowest and 10 is the highest.

From the perspective of managers, interpersonal competencies are by far the most important – ease of networking, communication skills, and conflict resolution abilities, equally important is the ability to cooperate and build a team, as well as one of the cognitive competencies – searching for and analysing information, drawing conclusions.

In the case of employees, the ease of networking and communication skills were also considered the most important competence of the supervisor. Searching for and analysing information, drawing conclusions, and having conflict resolution abilities, as well as the ability to cooperate and build a team, were rated very similarly. Despite the slightly different order of these four competencies and slightly lower ratings of employees than managers, the opinions of both groups do not differ statistically significantly. The four competencies mentioned above can be identified as important for managing intergenerational teams. In general, the importance of all the analysed competencies is high – the median for only a few is 6, it is mostly equal to 7, and the lowest marks were recorded for creative and linguistic skills.

Generally speaking, employees and managers agree in their assessments – only in relation to two competencies, i.e., understanding generational differences ($p = 0.019$) and the ability to exert influence in the organisation ($p = 0.028$), managers perceive their greater importance than employees.

Table 6. Assessment of the Importance of Managers’ Competencies for Managing Intergenerational Teams – The Perspective of Managers and Employees

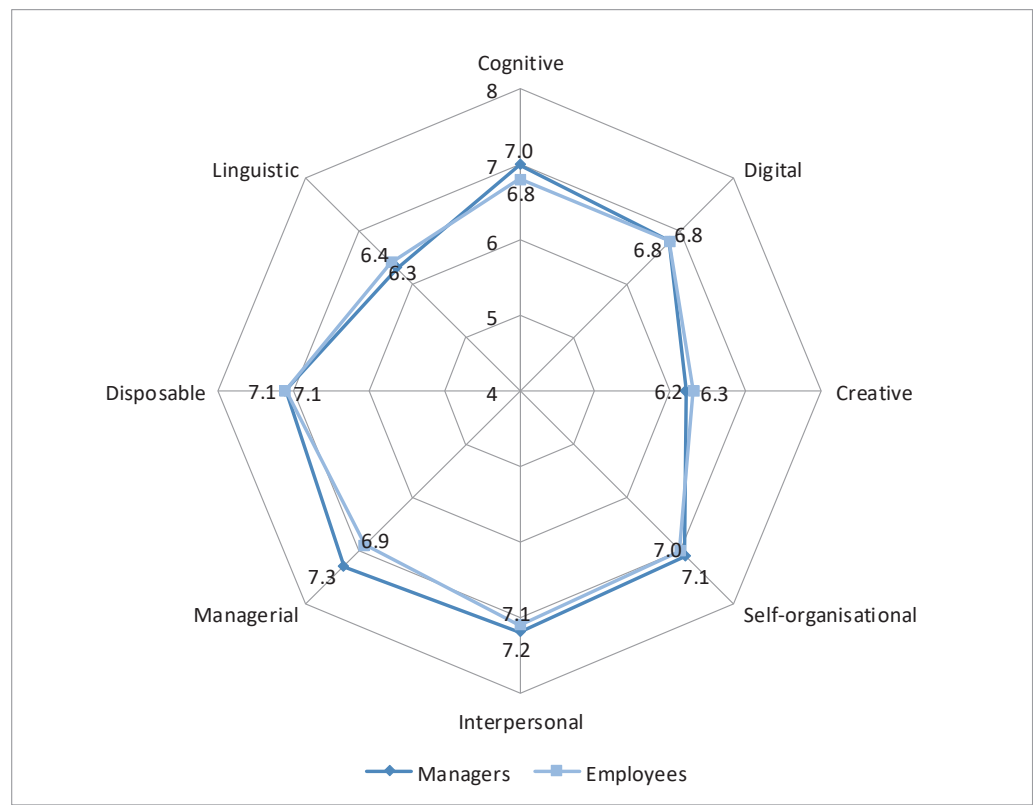
		Managers				Employees				p
		M	Me	SD	S	M	Me	SD	S	
Cognitive	Searching and analysing information, conclusions drawing	7.16	7.00	1.56	0.22	7.12	7.00	1.60	0.16	0.776
	Understanding the intergenerational differences	6.86	7.00	1.39	0.15	6.54	7.00	1.42	0.21	0.019*
Digital	Using a computer, software, and the Internet	6.78	7.00	1.44	-0.27	6.84	7.00	1.49	-0.14	0.755
Creative	Creative abilities	6.15	6.00	1.77	-0.09	6.27	6.00	1.81	-0.13	0.656
Self-organisational	Organisation of work and showing initiative	7.05	7.00	1.45	0.06	7.04	7.00	1.45	0.18	0.902
	Effective time management, punctuality	7.04	7.00	1.42	0.23	7.01	7.00	1.43	0.24	0.896
Interpersonal	Ease of networking, communication skills	7.28	7.00	1.52	0.21	7.14	7.00	1.55	0.03	0.191
	Conflict resolution skills	7.24	7.00	1.55	0.06	7.10	7.00	1.58	0.18	0.264
Managerial	Ability to lead and organise the work of others	6.95	7.00	1.51	0.34	6.97	7.00	1.46	-0.23	0.702
	Ability to collaborate and build a team	7.21	7.00	1.47	0.11	7.10	7.00	1.49	0.04	0.294
	Knowledge of methods and tools for managing different generations	6.98	7.00	1.45	0.07	6.93	7.00	1.48	0.18	0.447
	Ability to exert impact in the organisation	6.93	7.00	1.58	-0.15	6.72	7.00	1.52	0.09	0.028*
	Management capacity of a diverse team	7.07	7.00	1.41	0.22	6.99	7.00	1.54	0.33	0.335
Disposable	Being disposable and available for employees	7.10	7.00	1.41	0.10	7.11	7.00	1.48	0.21	0.828
Linguistic	Proficiency in using languages required in the working environment	6.32	7.00	1.88	-0.64	6.35	6.00	1.66	-0.45	0.872

Notes: p – probability in Wilcoxon’s test.

Source: authors’ elaboration based on research results.

Below is a graphical presentation of the assessment of the importance of competencies for managing intergenerational teams (*Figure 2*). For those competence groups where more than one competency was assessed, the average assessment of competencies in a given group was used in the graphical presentation.

Virtually all competence groups were assessed by managers and employees in a very similar way. All competence groups were assessed by managers in the range from 6.2 (creative competencies) to 7.3 (managerial competencies). Employees rated competence groups ranging from 6.3 (creative competencies) to 7.1 (availability and interpersonal competencies). The biggest discrepancy occurs in the assessment of the group of managerial competencies, which managers rated at 7.3 and employees only at 6.9.



Source: own analysis based on research results.

Figure 2. The Importance of Competencies for Managing Intergenerational Teams in the Assessment of Managers and Their Subordinates

3.3 Competencies in Managing Intergenerational Teams – Identification of Intergenerational Differences in the Assessment of Managers and Employees Involved in Intergenerational Teams

When assessing the importance of managerial competencies in managing intergenerational teams, the opinions of managers representing different generations do not differ significantly in the statistical sense (Table 7). The situation is different only concerning linguistic competence ($p = 0.009$), which is significantly less important for Generation Z than for others (especially for X). However, it should not be forgotten that –Generation Z managers (as well as Baby Boomers) were underrepresented in the study, so generalisations should be approached with caution.

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Table 7. Assessment of the Importance of Managers’ Competencies for Managing Intergenerational Teams – The Perspective of Managers According to Their Generational Affiliation

			BB (n = 8)			X (n = 156)			Y (n = 44)			Z (n = 6)			p
			M	Me	SD	M	Me	SD	M	Me	SD	M	Me	SD	
Cognitive	Searching and analysing information, drawing conclusions		7.13	7.50	2.30	7.22	7.00	1.54	7.11	7.00	1.50	6.17	6.50	1.17	0.442
	Understanding intergenerational differences		6.75	7.00	1.04	6.88	7.00	1.41	6.86	7.00	1.42	6.33	6.50	1.37	0.814
Digital	Using a computer, software, and the Internet		6.75	6.50	1.49	6.87	7.00	1.43	6.45	7.00	1.56	6.83	7.00	0.75	0.414
Creative	Creative abilities		5.13	5.50	1.96	6.25	6.00	1.70	6.07	6.00	1.89	5.67	6.50	2.25	0.294
Self-organizational	Organisation of work and showing initiative		6.50	6.50	1.93	7.12	7.00	1.37	7.02	7.00	1.65	6.33	6.50	1.21	0.400
	Effective time management, punctuality		7.38	7.00	1.85	7.07	7.00	1.36	6.93	7.00	1.58	6.67	6.50	1.37	0.758
Inter-personal	Ease of networking, communication skills		7.50	7.50	1.85	7.38	7.00	1.49	7.02	7.00	1.58	6.33	6.50	1.21	0.221
	Conflict resolution skills		7.50	7.00	1.41	7.25	7.00	1.52	7.25	8.00	1.71	6.67	7.00	1.37	0.789
Managerial	Ability to lead and organise the work of others		6.75	7.00	2.25	7.01	7.00	1.51	6.89	7.00	1.45	6.17	6.00	0.75	0.554
	Ability to collaborate and build a team		7.13	6.50	2.03	7.28	7.00	1.41	7.05	7.00	1.49	6.83	7.50	2.14	0.721
	Knowledge of methods and tools for managing different generations		7.38	7.00	1.30	7.04	7.00	1.40	6.80	7.00	1.50	6.00	6.00	2.19	0.225
	Ability to exert influence in the organisation		6.38	6.50	2.56	7.08	7.00	1.53	6.70	7.00	1.50	5.67	5.50	1.37	0.069
	Ability to manage a diverse team		7.00	6.50	2.00	7.10	7.00	1.33	7.05	7.00	1.66	6.83	7.00	0.75	0.969
Disposable	Being disposable and available for employees		7.25	7.50	1.58	7.09	7.00	1.43	7.18	7.00	1.37	6.50	6.50	0.55	0.722
Linguistic	Proficiency in the languages required in the work environment		5.75	6.50	2.49	6.49	7.00	1.85	6.16	6.00	1.63	4.00	4.00	2.37	0.009*

Notes: p – probability in the F-test of the analysis of variance.

Source: authors’ elaboration based on research results.

The highest ratings for individual competencies were given by managers from the Baby Boomer generation and the lowest by managers from Generation Z (Table 7). This may be because the Baby Boomers perceive the greater importance of competence in managing

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teams. This result can also be interpreted as the result of Baby Boomer managers assessing their competencies higher than Generation Z managers.

Managers from the Baby Boomer generation rated interpersonal skills the highest, as well as effective time management, punctuality, knowledge of methods and tools for managing different generations (Baby Boomers), and ease of networking and communication skills.

An average score of 7.25 concerns the conflict resolution skills of representatives of generations X and Y, as well as those being disposable and available for employees (Baby Boomers). Generation X rates almost all competences highly (average over 7); slightly lower scores concern only the understanding of intergenerational differences, digital, creative, and linguistic competencies (average 6.25-6.88). Managers from the Baby Boomers generation differentiated their assessments stronger – although the maximum marks were recorded, the average for six competencies is lower than 7, and for linguistic competencies – lower than 6. However, for Generation Z, an average of less than 7 was recorded for all competencies, including three that are lower than 6 (this applies to the ability to influence the organisation and creative abilities in addition to linguistic competencies).

Generation Y managers made a similar assessment as Generation X managers (for most competencies, Generation X's assessment is slightly higher than that of Generation Y). As emphasised, the biggest differences concern linguistic competencies (a difference in assessment of up to 2.5 occurred between Generations X and Z). Significant differences in the assessment of competencies, although not statistically significant, also concern the knowledge of methods and tools of managing different generations (Baby Boomers vs. Z) and the ability to exert influence in the organisation (X vs. Z). On the other hand, the most consistent competency assessments relate to the ability to manage a diverse team, the ability to collaborate and build a team, understanding intergenerational differences and digital competencies.

When it comes to employees, in their opinion, the most important thing for managing intergenerational teams is the ability to collaborate and build a team (for Generation Y – a score of 7.49; for the Baby Boomers generation – 7.33) and searching and analysing information, drawing conclusions (for Generation Y – 7.33), and the ability to manage a diverse team (for Generation Y – 7.30). On the other hand, creative competencies are rated the lowest (especially for Baby Boomers – a score of 5.89). Linguistic competencies are also rated low (especially by Z – 6.20) and – which may be surprising – understanding of intergenerational differences (average from 6.45 to 6.69). Detailed information is presented in *Table 8*.

The assessment of the importance of most of managers' competencies for managing intergenerational teams in their subordinates' opinion (regardless of generation) is similar. Opinions on the understanding of intergenerational differences, disposable, and linguistic competencies are the most unanimous. On the other hand, the biggest (and at the same time statistically significant) differences concern three competencies: the ability to cooperate and build a team ($p = 0.003$), the ability to manage a diverse team ($p = 0.049$), and the knowledge of methods and tools of managing different generations ($p = 0.069$). When it comes to the ability to cooperate, Generation Y and Baby Boomers attach the most significant importance to it (average score close to 7.5 compared to 6.5-7 for X and Z). On the other hand, the ability to manage a diverse team was rated the highest by employees from Generation Y, and the lowest by Generation X, and the knowledge of generational management methods by Generation Y, and the lowest by the Baby Boomers.

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Table 8. Assessment of the importance of managers’ competencies for managing intergenerational teams – the perspective of employees according to their generational affiliation

		BB			X			Y			With			p
		M	Me	SD	M	Me	SD	M	Me	SD	M	Me	SD	
Cognitive	Searching and analysing information, drawing conclusions	7.11	7.00	1.17	6.74	7.00	1.46	7.33	7.00	1.59	7.05	7.00	1.70	0.273
	Understanding intergenerational differences	6.67	6.00	1.00	6.69	7.00	1.32	6.54	7.00	1.60	6.45	6.00	1.30	0.842
Digital	Using a computer, software, and the Internet	7.11	7.00	0.93	6.74	7.00	1.07	7.00	7.00	1.49	6.66	7.00	1.71	0.455
Creative	Creative abilities	5.89	5.00	1.45	6.67	7.00	1.58	6.18	6.00	1.89	6.21	6.00	1.86	0.462
Self-organisatio n	Organisation of work and showing initiative	7.22	7.00	1.30	6.77	7.00	1.20	7.24	7.00	1.60	6.91	7.00	1.37	0.269
	Effective time management, punctuality	7.00	7.00	1.00	6.67	7.00	1.18	7.22	7.00	1.45	6.93	7.00	1.53	0.216
Interperson al	Ease of networking, communication skills	6.67	7.00	1.32	6.72	7.00	1.32	7.30	7.00	1.60	7.22	7.00	1.60	0.177
	Conflict resolution skills	7.22	7.00	1.39	6.82	7.00	1.07	7.16	7.00	1.59	7.17	7.00	1.80	0.675
Managerial	Ability to lead and organise the work of others	6.78	7.00	1.30	6.62	7.00	1.37	7.04	7.00	1.41	7.09	7.00	1.56	0.358
	Ability to collaborate and build a team	7.33	8.00	0.87	6.49	6.00	1.14	7.49	7.00	1.47	6.93	7.00	1.61	0.003*
	Knowledge of methods and tools for managing different generations	6.22	6.00	1.09	6.72	7.00	1.38	7.22	7.00	1.54	6.79	7.00	1.45	0.069
	Ability to exert influence in the organisation	6.78	7.00	0.97	6.74	7.00	1.62	6.92	7.00	1.43	6.47	7.00	1.62	0.311
	Ability to manage a diverse team	6.89	7.00	0.78	6.51	7.00	1.27	7.30	7.00	1.57	6.88	7.00	1.64	0.049*
	Being disposable and available for employees	7.11	7.00	1.45	6.92	7.00	1.38	7.12	7.00	1.50	7.18	7.00	1.54	0.848
Language	Proficiency in the languages required in the work environment	6.56	7.00	1.24	6.49	7.00	1.34	6.39	6.00	1.82	6.20	6.00	1.67	0.781

Notes: p – probability in the F-test of the analysis of variance.

Source: authors’ elaboration based on research results

3.4 Discussion

Managers and employees agree to a large extent on the importance of individual characteristics of intergenerational teams for their management. Considering the generational diversity, when it comes to the approach to work, expectations and needs, as well as ambitions or lifestyle, it should be noted that a high assessment of the primary importance of such

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features as motivation to work, commitment to work, and attitude towards work – indicates the need for managers managing such teams to consider many essential differences between employees. Therefore, managers must effectively respond to these intergenerational differences by providing teams with, for example, flexible working hours, appropriate financial and non-financial incentives, or by implementing good practices, e.g., in the area of employee appraisal.

It is somewhat surprising that managers and employees agree that such features related to the organisation's innovativeness, e.g., attitude to new technologies or openness to change, are of secondary importance. In a world of rapid, innovative changes, such an assessment seems very conservative and indicates a certain passivity in the approach to teamwork.

The study identified two statistically significant differences. The first concerns openness to mobility, which is more often indicated as a secondary feature by employees than managers. It can be assumed that employees combine this trait with work in intergenerational teams characterised by a specific geographical span, which requires, for example, a willingness to travel to other branches of the company. In the case of the studied teams, perhaps the requirement to travel is not so strictly inscribed in the scope of duties, hence the recognition of the trait as secondary. For managers, on the other hand, business travel is mainly related to the nature of work.

Another significant difference concerns the assessment of interpersonal competencies, including communication skills, which managers rated as primary and employees as secondary. Interpersonal competencies are features that differentiate generations, which is why their underestimation by employees is an interesting observation. A possible explanation (although requiring further in-depth analysis) is the difference in the approach to competence assessment. For managers, the assessment of this team feature is primarily related to communication between the supervisor and subordinates, which is crucial for team management. At the same time, employees perceive this feature as more complex and relate it to communication within the team and communication between the team and the manager. It is confirmed by the rankings of team features (*Table 5*), where interpersonal competencies are indicated only by managers as the primary features of teams.

The result of the assessment of tertiary features is also somewhat surprising. In the opinion of both target groups, these include competence in foreign languages, as well as attention to maintaining a work-life balance. It seems that in a globalising business, the ability to communicate in a foreign language is an essential feature of a team, but the explanation for such a low rating of this trait may be the specificity of the research sample. It includes teams communicating in Polish, which indicates a low degree of internationalisation and may mean a low demand for such a feature in the team, as for the low assessment of another trait, i.e., maintaining a balance between work and private life, the specificity of the target group of the surveyed employees may also be an explanation. It was dominated by representatives of Generation X, which is very work-oriented. If this group of respondents were predominantly representatives of Generation Z, the result of the assessment of this trait could differ significantly.

To sum up, the features related to the attitude to professional duties, i.e., motivation to work, attitude towards work, commitment to work and loyalty to the employer, are crucial for managing intergenerational teams. It was followed by features related to the personalities of team members, i.e., attitude towards co-workers, the importance of a sense of security, the availability of team members and their approach to free time, as well as their preferred values and needs. All these features are unanimously indicated by managers and their subordinates as

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key to managing intergenerational teams. The vast majority of the characteristics of intergenerational teams were assessed similarly by managers and their subordinates. The identified differences were only in the availability of team members and openness to mobility, which are more critical for managers, and openness to change and ease of adaptation, which are more important for employees.

When it comes to the assessment of individual managerial competencies for managing intergenerational teams, no statistically significant differences in the perception of this issue by managers and employees were identified. There is a great deal of agreement in both target groups on the assessment of key competencies. They were rated relatively high and at a similar level. Managers rated all the competencies surveyed in the range from 6.15 (creative abilities) to 7.28 (ease of networking and communication skills). The following were considered crucial: ease of networking, communication skills and the ability to resolve conflicts, the ability to cooperate and build a team, as well as searching and analysing information and drawing conclusions. Therefore, it is clear that interpersonal and some managerial competencies are crucial for managers. Considering the fact that competencies in managing intergenerational teams are assessed, it may be surprising that the understanding of intergenerational differences was assessed on average, which seems crucial from the perspective of employee diversity. Employees rated all the surveyed competencies in the range from 6.35 (fluency in languages required in the work environment) to 7.14 (ease of networking and communication skills). Interpersonal competencies, including ease of networking, communication skills, and the ability to resolve conflicts, were also rated the highest. Searching for and analysing information, drawing conclusions, the ability to resolve conflicts, and cooperating and building a team had a very similar assessment.

To sum up, the importance of all the analysed competencies is relatively high. Despite the slightly different order in which the four key competencies were assessed and the slightly lower ratings of employees than managers, the opinions of both groups do not differ significantly. Only in the case of competencies such as understanding generational differences and the ability to exert influence in the organisation, significant differences in the assessment can be noted, which is higher in the case of managers. These differences should be interpreted considering the specificity of the tasks of managers managing intergenerational teams, who must take into account the differences between representatives of different generations. The ability to exert influence in an organisation should be combined with the internal entrepreneurship of managers, e.g., competing for resources to implement projects. The results of the comparative assessment of competence groups, where the largest discrepancy in assessments concerns the group of managerial competencies, is also a confirmation for the respondents. They are perceived differently by managers and employees.

The analysis of the assessment of managerial competencies for managing intergenerational teams carried out separately for individual generations of managers and their subordinates did not show any significant differences. Apart from a few exceptions concerning some competencies, there is a consensus in both groups of respondents regarding the importance of particular competencies in managing intergenerational teams. Such an exception is the assessment of linguistic competencies, which are significantly less important for Generation Z than for other generations. On the one hand, it may be due to the sample's structure, and on the other hand, it is worth remembering that Generation Z generally speaks foreign languages better than other generations and is also good at using electronic communicators. It makes this generation treat these competencies as less important. In the study, there was a noticeable trend in the fact that managers from the Baby Boomers and

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Generation X gave the highest rates to competencies. In contrast, the lowest ratings were given by Generation Z. This may indicate a generational change in the approach to the traditional understanding of competencies, treating them by the younger generation as temporary, related to the work they are doing at the moment, easy to unlearn and, if necessary, easy to replace with the others. It is also possible that the Baby Boomer generation focused on assessing their competencies from the point of view of their importance for managing intergenerational teams. Generations of managers have differentiated the assessment of individual competencies from a score of about 6.00 to a grade of 7.25. Only a very few competencies were rated lower (e.g., Baby Boomers rated productive capacity at 5.13 and Generation Z rated linguistic competence at 4.0) or higher (e.g., Baby Boomers rated interpersonal competencies at 7.5, and knowledge of methods and tools for managing different generations at 7.38, while Generation X rated ease of networking and communication skills at 7.38). The study also revealed other intergenerational differences concerning, for example, the knowledge of methods and tools for managing different generations or the ability to exert influence in an organisation. There is a high level of agreement in the assessment of competencies related to the ability to manage a diverse team, the ability to collaborate and build a team, understanding intergenerational differences, and digital competencies.

To sum up, with a few exceptions, the assessment of managerial competencies to manage intergenerational teams carried out separately for individual generations of managers and their subordinates generally showed a high level of agreement in the approach to this issue, with the importance of competencies (including, for instance, linguistic, interpersonal, or managerial competencies) rated much higher by managers from the Baby Boomers generation than by managers from Generation Z. It means that managers representing different generations are changing their approach to managerial competencies.

The surveyed members of intergenerational teams generally assess the importance of most competencies of their superiors similarly and there are no significant differences between generations in this respect. It applies primarily to understanding intergenerational differences, being disposable, and linguistic competencies. On the other hand, there are competencies that the surveyed generations assess differently. These are cooperation and team-building skills, the ability to manage a diverse team, and knowledge of methods and tools for managing different generations. For Generation Y and Baby Boomers, the key competency of managers is the ability to collaborate and build a team. Moreover, the ability to search for and analyse information and draw conclusions and the ability to manage a diverse team are also important for Generation Y. As with managers, employees from all generations also rate creative competence (especially Baby Boomers) and linguistic competence (especially Z) lower. In the study's subject matter context, there is also a relatively large range of competence assessments concerning intergenerational differences (average from 6.45 to 6.69).

To sum up, although in the case of some competencies, there are slight differences in the assessment of representatives of different generations, employees involved in intergenerational teams generally assess the importance of these competencies at a similar level.

Conclusions

The paper's aim was to indicate the characteristics of intergenerational teams and managerial competencies that play a role in the management of intergenerational teams in enterprises. In order to accept the specificity of intergenerational teams, the authors considered the characteristics of teams and managerial competencies, the importance of which in the management of such teams may depend on the generation that evaluates these characteristics.

Referring to research question no. 1, it can be stated that the features related to the team's attitude to professional duties, i.e., motivation to work, attitude towards work, commitment to work, and loyalty to the employer, are primarily crucial in managing intergenerational teams. It was followed by features related to the personalities of team members, i.e., attitude towards co-workers, the importance of a sense of security, the availability of team members, and their approach to leisure time, as well as their preferred values and needs. All these features are unanimously indicated by managers and their subordinates as key to managing intergenerational teams.

Answering research question no. 2, it should be emphasised that the vast majority of features of intergenerational teams were assessed similarly by managers and their subordinates. The only features whose importance for managing intergenerational teams is rated significantly higher by managers than employees are the availability of team members and openness to mobility. On the other hand, in the case of employees, significantly higher ratings than in the case of managers were recorded for such features as openness to change and ease of adaptability. Therefore, it is clear that managers see the relationship between managing an intergenerational team and the employees' flexibility much more clearly. It is primarily about readiness for change and adapting to the requirements imposed by the existing conditions in terms of time and place of work. On the other hand, employees see more clearly the relationship between managing an intergenerational team and agility. Agility manifests itself in the ability to react quickly and adapt to new conditions in response to constant, unpredictable and surprising changes.

Answering research question no. 3, it should be stated that despite the differences in the perspective of the assessment (managers referred to their competencies, and employees involved in intergenerational teams – the competencies of their superiors), both groups of respondents have a similar opinion on the importance of individual competencies in managing intergenerational teams. Such consistency of assessment has a positive impact on the perception of managers by employees, as their vision of a competent manager coincides with the perception of the managers themselves. Managers are more aware of the need to understand intergenerational differences, which they should consider in their approach to managing intergenerational teams, e.g., when it comes to assigning tasks, motivating employees, employee evaluation, or building a career path. It is worth noting that the surveyed managers identify with the team's interests, recognise the need to exert influence in the organisation, and communicate the importance of the team's work to other internal stakeholders.

Answering research question no. 4, it can be stated that, in general, in generational groups of managers and generational groups of their subordinates, there is a consensus on the assessment of the importance of individual managerial competencies in managing intergenerational teams. Intergenerational differences are revealed among managers only concerning the general level of assessment of individual competencies, which the Baby

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Boomer generation appreciates much higher than, for example, Generation Z. On the other hand, members of intergenerational teams generally similarly assess the importance of most of the competencies of their superiors, and there are no significant differences between generations in this respect.

Although the research has provided new knowledge about the management of intergenerational teams, its limitations can be pointed out. They concern, e.g., the structure of the research sample (the respondents were primarily representatives of generations X and Y and men) and the sampling method (Polish teams were examined, which may have contributed to low scores, e.g., of linguistic competence).

Further research directions in this area may refer to e.g. intergenerational communication in teams and barriers to intergenerational management. An important area of research in the future could also be changes in the management of intergenerational teams, which the professional activity of the Alpha generation will cause.

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KELIŲ KARTŲ KOMANDŲ VALDYMAS ATSIŽVELGIANT Į JŲ BRUOŽUS IR KOMPETENCIJAS – VADOVAI IR KOMANDOS NARIAI

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SANTRAUKA

Kartų įvairovė – iššūkis organizacijoms, vadovams ir darbuotojams, dirbantiems kelių kartų komandose, – nusipelno didesnio dėmesio. Organizacijose auga poreikis geriau suprasti, kaip tokios komandos funkcionuoja ir yra valdomos ir ar jų ypatumai turi reikšmės jas valdant. Atsižvelgiant į tai straipsnyje siekiama nustatyti skirtingų kartų komandų ypatumus ir vadybos kompetencijas, svarbias valdant skirtingų kartų komandas įmonėse. Taip pat siekiama atskleisti galimus skirtumus, kaip vadovai ir komandų nariai, atstovaujantys tam tikroms kartoms, vertina šiuos bruožus ir kompetencijas. Autoriai pristato kokybinį ir kiekybinį tyrimą. Jame taikytas kokybinio interviu metodas CATI. Tikslinę imtį sudarė 214 porų (vadovas, vadovaujantis skirtingų kartų komandai, ir komandos narys). Tyrimas atliktas 2021–2023 m. Lenkijos įmonėse. Tyrimo novatoriškumą lemia ne tik jo objektas, bet ir retai pasitelkiamas kokybinio interviu metodas. Rezultatai parodė, kad egzistuoja keletas skirtumų vertinant vadovų ir komandos narių įvardytas kelių kartų komandų valdymo ypatybes ir kompetencijas. Kompetencijos, susijusios su įvairove, nėra tokios aktualios kaip kitos kompetencijos. Be to, kalbant apie vadovus, kūdikių bumo kartos atstovai savo kompetencijas valdyti kelių kartų komandas vertina geriau nei Z kartos vadovai.

REIKŠMINIAI ŽODŽIAI: įvairovės valdymas; komandos valdymas; skirtingų kartų komanda; vadovų kompetencijos.

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