

Leading a Multigenerational Workforce: Managing Differences in Values, Expectations, and Work Styles

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Abstract

This study examined the management of a multigenerational workforce, focusing on differences in employee values, expectations, and work styles within educational institutions in Cebu, Philippines. Anchored in Social Identity and Social Categorization Theory, Social Exchange Theory, and a life-span perspective, the study adopted a quantitative, cross-sectional descriptive-comparative design with an exploratory correlational component. A structured questionnaire was developed for faculty members, administrators, and non-teaching employees of Indiana Aerospace University and Rizwood College, Inc. (Liloan Campus). The illustrative analysis utilized a synthetic dataset representing 60 hypothetical respondents, equally distributed between the two institutions. The results indicated favorable assessments of work values ($M = 4.13$), employee expectations ($M = 3.91$), work styles ($M = 3.97$), leadership practices ($M = 3.88$), and intergenerational collaboration ($M = 4.06$), alongside moderate workplace challenges ($M = 3.06$). Leadership practices demonstrated a positive association with intergenerational collaboration ($\rho = 0.440$, $p < .001$), while technological familiarity, feedback preferences, and communication differences emerged as potential management concerns. These findings highlighted the relevance of inclusive leadership, equitable treatment, professional development, and constructive communication in promoting workplace cooperation. The study recommended strengthening intergenerational mentoring, reciprocal knowledge sharing, employee recognition, and age-inclusive human resource practices. Its objectives aligned primarily with Sustainable Development Goal 8 (Decent Work and Economic Growth) and SDG 10 (Reduced Inequalities) by promoting equitable workplace participation and inclusive employment practices. The research framework contributes to institutional, social, and socioeconomic sustainability by supporting adaptable leadership and sustainable human resource management. However, the simulated findings require validation through actual employee responses before empirical conclusions can be established.

Keywords: Age-Inclusive Leadership; Employee Expectations; Intergenerational Collaboration; Multigenerational Workforce; Organizational Sustainability; Work Styles; Work Values

1. Introduction

The contemporary workplace is characterized by increasing age diversity, technological transformation, evolving employment expectations, and changing approaches to organizational leadership. Employees from different generations frequently work within the same organizational structures, bringing varied professional experiences, competencies, career priorities, and approaches to accomplishing work-related responsibilities. Although generational differences are often associated with communication difficulties, contrasting expectations, and workplace conflict, emerging research indicates that these differences are not necessarily uniform or attributable to generational membership alone. Effective leadership therefore requires a comprehensive understanding of

individual work values, employment expectations, professional relationships, and organizational conditions. This study examines the leadership and management of multigenerational employees, particularly differences in values, expectations, and work styles, to establish an evidence-based understanding of how organizations may strengthen employee engagement, collaboration, inclusion, and organizational sustainability.

Managing a multigenerational workforce has become an important aspect of organizational leadership as employees from different generations, including Baby Boomers, Generation X, Millennials, and Generation Z, work together with varying professional experiences, values, expectations, and work styles. However, generational membership does not necessarily determine employee behavior, as differences may also arise from career stages, organizational tenure, socioeconomic circumstances, and individual experiences. The growing complexity of workforce management is further influenced by technological transformation and changing employment demands. According to the World Economic Forum (WEF, 2025), approximately 39% of existing workforce skills are expected to change or become outdated between 2025 and 2030, while 63% of surveyed employers identified skills gaps as a major barrier to organizational transformation and 85% prioritized employee upskilling. These findings emphasize the importance of leadership practices that promote continuous learning, adaptability, and knowledge sharing across employee groups. Employee expectations concerning compensation, professional growth, meaningful work, organizational recognition, and work-life balance have also become significant considerations in workforce management. Deloitte (2025), in a survey involving 23,482 Generation Z and Millennial respondents across 44 countries, reported that 89% of Generation Z and 92% of Millennials considered meaningful work important to their job satisfaction and well-being. Furthermore, 70% of Generation Z respondents and 59% of Millennials reported developing career-related skills at least once a week. These findings highlight the importance of professional development and supportive organizational environments. Differences in communication preferences, supervision, decision-making, technological practices, and recognition may create workplace misunderstandings when inadequately managed. Nevertheless, such diversity may also strengthen collaboration, mentoring, innovation, and organizational learning through effective leadership. Recent empirical studies challenge assumptions that employees from different generations possess fundamentally distinct workplace characteristics. Ravid et al. (2025) identified few systematic and meaningful generational differences across various work-related outcomes, while Stiglbauer et al. (2022) found substantial similarities in basic work values, suggesting that certain differences may reflect life-cycle influences rather than generational membership alone. These findings emphasize the need for inclusive leadership approaches that recognize individual employee needs, promote fairness, encourage respectful communication, and strengthen workplace relationships. Against this background, the present study examines how differences in values, expectations, and work styles are managed within a multigenerational workforce, particularly the role of leadership in promoting cooperation, professional development, and organizational effectiveness. The investigation seeks to contribute to evidence-based workforce management by identifying practices that support inclusive and sustainable organizational environments.

Contemporary literature on multigenerational workforce management emphasizes work values, employee expectations, communication preferences, work styles, intergenerational relationships, and inclusive leadership. Although these characteristics are frequently associated with generational differences, recent studies suggest that employee attitudes and behaviors may also be influenced by career stage, professional experience, and individual circumstances. Stiglbauer et al. (2022), in their investigation involving 956 respondents, identified substantial similarities in work values across generations, particularly concerning basic needs and sustainable organizational development. However, differences emerged in financial rewards, career opportunities, professional growth, and social relationships, which may reflect life-cycle influences rather than generational membership alone. Similarly, Deloitte (2025) reported that only 6% of surveyed Generation Z and Millennial employees considered attaining senior leadership positions their primary career goal, emphasizing instead meaningful work, financial security, professional development, and well-being. These findings highlight the importance of addressing individual employee expectations rather than relying on generalized generational characteristics. Communication preferences and technological adaptability are also important considerations in managing a multigenerational workforce. Employees may differ in their preferences for digital communication, face-to-face interaction, feedback, task autonomy, and collaborative decision-making. The World Economic Forum (2025) emphasized the increasing importance of technological literacy, adaptability, resilience, and lifelong learning in response to workplace transformation. Similarly, the International Labour Organization (ILO, 2025) identified digital competencies, teamwork, communication, problem-solving, and artificial intelligence literacy as essential workforce skills. These findings suggest that organizational leaders must provide continuous professional development and collaborative learning opportunities across employee groups without assuming that technological competence is determined by age. Intergenerational relationships and workplace inclusion significantly influence organizational cooperation and conflict management. Drury and Fasbender (2024), in a study involving 567 British employees, found that positive interactions between younger and older employees were associated with reduced perceived age discrimination and lower workplace conflict. Their findings emphasized the importance of constructive communication, mentoring, and shared responsibilities in strengthening professional relationships. Likewise, De Saint Priest et al. (2024) demonstrated that promoting age

diversity alone did not necessarily result in meaningful workplace inclusion, highlighting the need for organizational practices that actively encourage equitable participation and respectful treatment. Inclusive leadership further contributes to employee engagement, organizational relationships, and workforce retention. Ali et al. (2025), using data from 502 retail supervisors and employees, established that inclusive supervisory behaviors were positively associated with workplace social inclusion, while greater inclusion was associated with lower turnover intentions. Meanwhile, Zellman et al. (2026), through a systematic review of 194 articles, identified inconsistent findings and methodological limitations in research concerning leadership and workforce age diversity, emphasizing the need for more comprehensive and context-sensitive investigations. Collectively, these studies suggest that effective multigenerational workforce management requires leadership approaches that recognize shared organizational values, accommodate individual expectations, promote continuous learning, and strengthen intergenerational collaboration. Rather than treating generational differences as inevitable sources of conflict, organizations should emphasize fairness, adaptability, mutual respect, and inclusive leadership to support employee well-being, organizational effectiveness, and long-term institutional sustainability.

At the global level, multigenerational workforce management is increasingly influenced by demographic changes, technological transformation, and evolving employment expectations. The World Economic Forum (2025) identified population aging, workforce demographic shifts, and changing skill requirements as significant factors shaping labor markets, emphasizing the importance of leadership, mentoring, talent management, and interpersonal competencies. Workplace inclusion and employee well-being have also become important organizational concerns. The World Health Organization (WHO, 2026) estimated that depression and anxiety contribute to approximately 12 billion lost working days annually, equivalent to US\$1 trillion in lost productivity worldwide. Although these figures are not specific to multigenerational workplaces, they highlight the importance of supportive leadership, equitable treatment, and psychologically healthy working environments. In the Philippines, workforce diversity reflects the country's changing employment structure and labor-market conditions. The Philippine Statistics Authority (PSA, 2026) reported approximately 49.79 million employed Filipinos in August 2026, with an employment rate of 94.7%. The services sector accounted for 61.7% of employment, followed by agriculture at 20.9% and industry at 17.3%, while approximately 5.95 million employed individuals belonged to the 15–24 age group. These figures demonstrate the substantial participation of workers from different age groups in the national economy. Meanwhile, Jobstreet by SEEK (2026), in a survey involving more than 1,000 employed Filipinos, reported that 80% considered themselves fairly or well compensated, although only 59% were satisfied with their salaries. Satisfaction varied across generations, with 54% among Millennials, 61% among Generation Z, and 60% among Generation X. These findings suggest variations in workplace expectations, although compensation satisfaction may also be influenced by career stage, financial responsibilities, and employment conditions. Philippine studies provide further evidence concerning generational differences in organizational settings. Agustin et al. (2023), in a study involving 48 government employees in Nueva Ecija, found that younger employees generally demonstrated greater job involvement, while older employees, particularly Generation X, exhibited relatively higher organizational commitment. Conversely, Lagmay and Florendo (2025), who examined 106 public school teachers in Isabela, found no significant overall generational differences in work values, with both Generation X and Generation Y emphasizing job security, professional development, and workplace respect. Similarly, Ayo et al. (2025), in a study involving 91 healthcare employees, reported no statistically significant generational differences in organizational commitment, identifying value alignment, meaningful work, and workplace support as important considerations. These contrasting findings indicate that employee attitudes and behaviors may be influenced by organizational context, professional responsibilities, and individual circumstances rather than generational membership alone. Collectively, the global and national evidence highlights the importance of examining multigenerational workforce management within specific organizational environments. In educational institutions, where faculty members, administrators, and non-teaching employees perform interdependent responsibilities, differences in values, expectations, and work styles may influence communication, collaboration, and leadership effectiveness. However, findings from other sectors cannot automatically represent the experiences of employees in particular institutions. Accordingly, the present study focuses on Indiana Aerospace University and Rizwood College, Inc. (Liloan Campus), Cebu, Philippines, to examine how multigenerational workplace differences may be understood and managed through inclusive leadership, professional cooperation, and context-responsive human resource practices.

The study is anchored in Social Identity and Social Categorization Theory, Social Exchange Theory, and a life-span perspective on workforce development. These complementary perspectives explain how generational perceptions, employee relationships, and individual professional experiences influence workplace behavior and leadership effectiveness. Social Identity and Social Categorization Theory explains how employees classify themselves and others according to age or generational membership, potentially influencing workplace interactions, communication, and professional expectations. However, excessive reliance on generational classifications may contribute to stereotyping, perceived discrimination, and interpersonal conflict. Drury and Fasbender (2024) demonstrated that positive interactions between younger and older employees were associated with reduced perceived age discrimination and workplace conflict, emphasizing the importance of constructive intergenerational relationships. Social Exchange Theory emphasizes reciprocity, organizational support, trust, and

perceived fairness in developing positive employee relationships. Employees who experience equitable treatment, supportive supervision, and opportunities for participation may demonstrate more favorable organizational attitudes and stronger workplace cooperation. Ali et al. (2025) highlighted the importance of inclusive supervisory practices in promoting workplace social inclusion and reducing turnover intentions. Meanwhile, the life-span perspective recognizes that employees' values, expectations, and professional priorities may change according to career stage, organizational experience, and personal circumstances rather than generational membership alone. Stiglbauer et al. (2022) found that certain differences in work values could be explained through life-cycle considerations, suggesting that workforce management should address individual employee needs instead of relying on generalized generational assumptions. The study also incorporates principles of age-inclusive leadership, which emphasize fairness, adaptability, employee participation, and constructive workplace collaboration. Zellman et al. (2026) highlighted the importance of inclusive and individualized leadership approaches in managing age-diverse employees. Collectively, these theoretical perspectives provide a foundation for examining how employee values, expectations, work styles, and leadership practices interact within a multigenerational workforce. Their integration supports the view that effective leadership requires minimizing generational stereotypes, promoting equitable organizational relationships, recognizing individual differences, and strengthening intergenerational cooperation to achieve organizational effectiveness and sustainable workforce management.

Despite increasing interest in multigenerational workforce management, significant conceptual, methodological, and contextual gaps remain in understanding how generational differences influence workplace behavior and organizational leadership. Existing studies frequently attribute variations in employee values, expectations, and work styles to generational membership without adequately considering age, career stage, professional experience, and organizational conditions. Ravid et al. (2025), through a meta-analysis, identified few consistent and meaningful generational differences across work-related outcomes, challenging generalized assumptions about employee behavior. Similarly, Zellman et al. (2026) identified methodological limitations, inconsistent findings, and insufficient theoretical integration in research concerning leadership and age diversity. These findings highlight the need for context-sensitive investigations examining how organizational leaders manage employee differences and promote effective workplace relationships. In the Philippine context, existing studies have produced contrasting findings concerning generational characteristics. Agustin et al. (2023) identified variations in job involvement and organizational commitment among government employees in Nueva Ecija, whereas Lagmay and Florendo (2025) found no significant overall generational differences in work values among public school teachers in Isabela. Similarly, Ayo et al. (2025) reported no significant differences in organizational commitment across generational groups among healthcare employees. These inconsistencies suggest that employee perceptions and workplace behaviors may be influenced by institutional culture, professional responsibilities, leadership practices, and individual circumstances rather than generational membership alone. Furthermore, previous investigations have generally examined specific variables, such as work values, organizational commitment, age discrimination, and turnover intentions, creating a need for studies that collectively consider employee values, expectations, work styles, and leadership practices. The present study addresses these gaps by examining multigenerational workforce management within selected educational institutions in Cebu, Philippines. It seeks to identify similarities and differences in employee perceptions, assess relevant leadership practices, and determine workplace challenges that may require institutional attention. By considering generational characteristics alongside professional roles and organizational experiences, the investigation aims to provide a more comprehensive understanding of workforce diversity. Its anticipated contribution lies in developing evidence-informed recommendations for inclusive leadership, effective communication, professional development, knowledge sharing, and conflict management. Ultimately, the study seeks to strengthen organizational cooperation, employee well-being, and sustainable human resource management through leadership practices responsive to individual and institutional needs.

The present study is primarily aligned with Sustainable Development Goal 8 (SDG 8), Decent Work and Economic Growth, and SDG 10, Reduced Inequalities, with supporting relevance to SDG 3, Good Health and Well-Being, and SDG 4, Quality Education. SDG 8 emphasizes productive employment, decent working conditions, and inclusive economic development. The United Nations Department of Economic and Social Affairs (UN DESA, 2025) identified employment inequalities and inadequate labor protections as continuing challenges to decent work. Specifically, SDG Targets 8.5 and 8.8 promote equitable employment opportunities, labor rights, and safe working environments. Meanwhile, SDG Targets 10.2 and 10.3 emphasize social inclusion, equal opportunities, and the reduction of discriminatory practices regardless of age. De Saint Priest et al. (2024) demonstrated that workforce diversity does not automatically ensure meaningful inclusion, highlighting the importance of leadership practices that promote fairness, equitable participation, and respect across generations. The study also supports SDG 3 through its emphasis on employee well-being and supportive workplace relationships. The World Health Organization (2026) identified discrimination, organizational inequality, and excessive workloads as potential threats to workplace mental health, underscoring the importance of inclusive leadership and constructive conflict management. Similarly, SDG 4, particularly Target 4.4, promotes skills development and lifelong learning opportunities. The World Economic Forum (2025) emphasized the growing

importance of workforce upskilling and reskilling, while the International Labour Organization (2025) highlighted digital, cognitive, and interpersonal competencies as essential for professional development. These findings reinforce the relevance of intergenerational mentoring, knowledge sharing, and continuous learning in strengthening workforce adaptability. Overall, the study contributes to these SDGs by examining how age-inclusive leadership, equitable organizational practices, and professional development may support productive employment, workplace inclusion, and employee well-being. Although the investigation does not directly measure official SDG indicators, its potential contribution lies in informing sustainable human resource management practices that promote organizational effectiveness, equal opportunities, and long-term institutional development.

The present study contributes to multidisciplinary sustainability by examining how effective leadership and multigenerational workforce management may strengthen institutional development, employee well-being, and long-term organizational performance. Its relevance encompasses institutional, socioeconomic, human resource, technological, educational, and social sustainability. Effective workforce management requires organizations to recognize employees' diverse competencies, professional experiences, and contributions while promoting collaboration and knowledge sharing. Drury and Fasbender (2024) emphasized that positive intergenerational interactions were associated with reduced age discrimination and workplace conflict, highlighting the importance of mentoring, mutual respect, and constructive communication in maintaining organizational stability. From a socioeconomic and human resource sustainability perspective, the study emphasizes equitable employment opportunities, professional development, and supportive working environments. The World Economic Forum (2025) identified continuous workforce development as essential in responding to technological and economic transformation, while Ali et al. (2025) demonstrated the importance of inclusive supervisory practices and workplace social inclusion in relation to employee retention. Similarly, technological and educational sustainability require organizations to strengthen digital competencies, adaptability, and lifelong learning among employees. The International Labour Organization (2025) emphasized that technological proficiency should be complemented by communication, critical thinking, teamwork, and ethical awareness. These considerations highlight the importance of intergenerational knowledge exchange and professional development programs that address employees' actual competencies rather than predetermined generational characteristics. The study also contributes to policy and governance sustainability by emphasizing fair recruitment, employee recognition, performance evaluation, professional advancement, and inclusive organizational policies. De Saint Priest et al. (2024) demonstrated that workforce diversity does not automatically ensure meaningful inclusion, underscoring the need for institutional practices that promote equitable participation. Collectively, these perspectives establish the importance of age-inclusive leadership in strengthening organizational resilience, employee cooperation, and sustainable human resource management. By examining differences in values, expectations, and work styles, the study may provide a foundation for evidence-based leadership recommendations that support productive, adaptable, and socially responsible educational institutions. However, the effectiveness of these practices requires empirical validation before conclusions regarding their organizational impact can be established.

2. Material and methods

2.1 Research Design

The study adopted a quantitative, cross-sectional descriptive-comparative research design, complemented by an exploratory correlational component. The descriptive approach was used to assess the respondents' perceptions of work values, employment expectations, work styles, and leadership practices. The comparative component provided a basis for examining differences in these perceptions according to institutional affiliation, employment classification, and generational membership, where sufficient data were available. The correlational component was intended to examine associations between perceived leadership practices and reported workplace collaboration, communication, and intergenerational relationships. This approach was considered appropriate because the study focused on naturally occurring workplace characteristics without manipulating employee behavior or introducing an experimental intervention. Stiglbauer et al. (2022) demonstrated the relevance of quantitative assessment in examining work values across generations, while Ravid et al. (2025) emphasized the importance of critically evaluating generational differences rather than assuming that birth-cohort membership determines workplace behavior. Consistent with these considerations, the study examined respondents' actual perceptions and experiences while recognizing that age, employment responsibilities, and professional experience may also influence workplace differences. Given its cross-sectional design, the investigation was intended to identify patterns and associations rather than establish causal relationships.

2.2 Locale of the Study

The study was conducted in two educational institutions in Cebu, Philippines: Indiana Aerospace University, located along Kagudoy Road, Basak, Lapu-Lapu City, Cebu; and Rizwood College, Inc., Liloan Campus, located at Purok Water Lily, Tabok Lamac, Yati, Liloan, Cebu. The two institutions constituted the organizational settings for examining multigenerational workforce management. Their inclusion allowed the investigation to consider the perspectives of employees performing academic, administrative, and non-teaching functions within educational workplaces. The institutional comparison was relevant to identifying similarities and differences in

employee expectations, work values, communication preferences, and perceptions of leadership. The study was limited to the participating employees of the two institutions, and the findings were intended to reflect their reported workplace experiences rather than represent educational institutions throughout Cebu or the Philippines.

2.3 Respondents of the Study

The respondents consisted of 60 employees from the two participating educational institutions. Of the total respondents, 30 (50%) were from Indiana Aerospace University, while the remaining 30 (50%) were from Rizwood College, Inc., Liloan Campus. The participants comprised faculty members, administrators, and non-teaching employees who represented different organizational roles and professional responsibilities. Faculty members were included because of their instructional responsibilities and interactions with colleagues and institutional administrators. Administrators were included because of their involvement in organizational coordination, decision-making, supervision, and institutional management. Non-teaching employees were included to incorporate the perspectives of personnel responsible for administrative support and other institutional operations. Together, these employee categories provided opportunities to examine workplace values, professional expectations, communication practices, and experiences of leadership across different organizational functions. The respondents' generational characteristics were to be determined using their reported age or year of birth, subject to the availability of these data in the questionnaire. Generational categories were treated as descriptive classifications rather than fixed indicators of individual behavior. Where relevant, employment classification and length of service were also considered to distinguish possible age-related patterns from differences associated with organizational responsibilities and professional experience.

2.4 Sample and Sampling Procedure

The study involved a sample of 60 respondents, with an equal allocation of 30 participants from each institution. This allocation corresponded to an institution-based quota sampling framework, with faculty members, administrators, and non-teaching employees serving as the relevant employee categories. A purposive approach was appropriate for identifying participants who were employed at the selected institutions and could provide information relevant to multigenerational workplace management. The sampling framework focused on employees from different organizational functions to obtain perspectives from both academic and non-academic operations. The allocation of 30 respondents per institution provided equal institutional sample sizes for descriptive comparison. However, this allocation did not necessarily represent the relative sizes of the employee populations or occupational categories within the institutions. Because the total eligible workforce and individual selection probabilities were not established, the sample was treated as nonprobability rather than statistically representative of the institutional populations. Comparisons were therefore interpreted within the characteristics of the participating respondents. The sample size was considered suitable for preliminary descriptive analysis and exploratory comparisons, although limited subgroup sizes could restrict the statistical precision of generational and occupational comparisons.

2.5 Research Instrument

A structured questionnaire served as the primary research instrument for gathering quantitative information concerning multigenerational workforce management. The instrument was intended to measure employee perceptions across several interrelated dimensions, including work values, professional expectations, work styles, leadership practices, and intergenerational workplace relationships. The respondent-profile component covered characteristics relevant to the investigation, such as age or year of birth, employment classification, institutional affiliation, and length of service. The work-values component addressed the importance employees assigned to job security, compensation, professional growth, recognition, meaningful work, organizational fairness, and interpersonal relationships. Stiglbauer et al. (2022) identified these and related dimensions as relevant considerations in examining work values across employee generations. The employee-expectations component focused on perceptions concerning leadership support, career advancement, workplace flexibility, feedback, professional development, and organizational participation. The work-styles component covered communication preferences, technology use, teamwork, task autonomy, adaptability, and approaches to accomplishing assigned responsibilities. The leadership component addressed perceived fairness, communication effectiveness, employee recognition, conflict management, professional mentoring, and support for intergenerational collaboration. The selection of these dimensions was informed by contemporary research emphasizing the importance of inclusive supervision and constructive intergenerational relationships (Drury & Fasbender, 2024; Ravid et al., 2025). A five-point Likert-type response format was appropriate for measuring the respondents' assessments. Items concerning the importance of work values could be rated from 1 (Not Important) to 5 (Very Important), while statements concerning workplace expectations, work styles, and leadership practices could use a response scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Separate scoring procedures were necessary because ratings of importance and agreement represent different forms of assessment. For methodological rigor, the questionnaire should undergo content validation by qualified reviewers with expertise in organizational management, human resource management, or research methodology. A pilot administration involving eligible individuals outside the final sample would help establish item clarity and suitability, while internal consistency could be assessed using Cronbach's alpha for each sufficiently coherent multi-item dimension. A coefficient of

approximately 0.70 or higher may serve as a conventional preliminary benchmark, although reliability must be interpreted in relation to the number and nature of the items. Any validation, pilot testing, or reliability results should be reported only when supported by actual documentation and computed data.

2.6 Data Gathering Procedure

Data gathering was undertaken through questionnaire-based collection involving the 60 respondents from the two selected educational institutions. The instrument provided a standardized means of obtaining information concerning the respondents' workplace values, expectations, preferred work practices, and perceptions of organizational leadership. The same substantive questionnaire items were intended to support consistent assessment across the two institutional groups. Appropriate institutional authorization and informed consent were essential procedural requirements. Participation was to be voluntary, with respondents informed about the purpose of the investigation, the intended use of their responses, and their right to decline participation without employment-related consequences. Particular attention was necessary when involving administrators and employees within the same organizations to reduce perceived pressure to participate and concerns regarding the disclosure of individual responses. Completed questionnaires were to be examined for completeness and response consistency before data encoding and analysis. Personally identifying information was not required for the principal statistical comparisons, and institutional reporting was intended to emphasize aggregated results. Questionnaire responses were to be organized according to the relevant study variables while maintaining confidentiality and restricting access to research data. The final methodological record should reflect the actual authorization, administration, retrieval, and data-protection procedures followed during the investigation.

2.7 Data Analysis Techniques

The quantitative data were analyzed using descriptive statistics and appropriate exploratory inferential procedures. Frequency counts and percentages were used to describe respondents' demographic and employment characteristics, including institutional affiliation, employment classification, generational category, and length of service. Means and standard deviations were used to summarize composite assessments of work values, employee expectations, work styles, leadership practices, and intergenerational collaboration, while frequencies, percentages, and medians were considered for individual Likert-type responses. For institutional comparisons, the independent-samples t-test was considered when statistical assumptions were satisfied, with the Mann–Whitney U test as a nonparametric alternative. Comparisons across employment classifications and generational groups could employ one-way analysis of variance (ANOVA) or the Kruskal–Wallis H test, depending on data characteristics and subgroup sizes. Spearman's rank-order correlation was used to examine exploratory associations between leadership practices, intergenerational collaboration, work styles, and workplace challenges. Statistical significance was evaluated at the 0.05 level, with effect sizes and confidence intervals considered where appropriate. The analysis emphasized similarities and differences in workplace perceptions while recognizing that employee attitudes may be influenced by career stage, organizational tenure, professional responsibilities, and individual circumstances rather than generational membership alone. Given the relatively small sample of 60 respondents, nonprobability sampling approach, and cross-sectional design, the analytical framework was intended to provide exploratory, context-specific insights rather than establish causal relationships or population-wide conclusions. The results were intended to inform recommendations for inclusive leadership, effective communication, professional development, and sustainable workforce management.

3. Results and Discussion

3.1 Multigenerational Workforce Characteristics and Main Findings

3.1.1 Demographic and Employment Characteristics of the Respondents

The dataset comprised 60 respondents, equally distributed between Indiana Aerospace University and Rizwood College, Inc. (Liloan Campus), with 30 respondents (50.0%) assigned to each institution. In terms of employment classification, 37 respondents (61.7%) were faculty members, 11 (18.3%) were administrators, and 12 (20.0%) were non-teaching employees. The age distribution included 27 Millennials (45.0%), 17 Generation X employees (28.3%), 14 Generation Z employees (23.3%), and two Baby Boomers (3.3%). This distribution represented employees at different career stages and performing different institutional responsibilities. The composition demonstrates a possible framework for examining organizational leadership across age-diverse educational workplaces. The Organisation for Economic Co-operation and Development (OECD, 2025) emphasized the increasing significance of demographic change, workforce participation, and lifelong learning in maintaining organizational productivity. Within the Philippine context, Agustin et al. (2023) examined 48 government employees and identified differences in selected employment attitudes, while Lagmay and Florendo (2025) found no significant overall generational differences in work values among 106 public school teachers. These contrasting findings demonstrate why institutional context and employee characteristics must be considered when assessing multigenerational workforce management. The two-person Baby Boomer subgroup in the dataset would not support reliable statistical generalizations about that generation.

3.1.2 Work Values Across Generational Groups

The responses indicated a generally high level of importance assigned to positive workplace values, with an overall mean of 4.13 on a five-point importance scale. Cooperation received the highest item mean of 4.22, followed by respect for colleagues from different age groups at 4.17, fair treatment at 4.10, and professional growth at 4.05. In the sample, 51 respondents (85.0%) rated cooperation as important or very important, 49 (81.7%) similarly valued fair treatment, and 47 (78.3%) assigned high importance to intergenerational respect. The results illustrate a workforce in which shared organizational values could provide a foundation for professional cooperation despite differences in age and career experience. These patterns are consistent with recent research emphasizing commonalities rather than rigid distinctions among employee generations. Stiglbauer et al. (2022) found substantial similarities across generations in basic work values and preferences associated with sustainable organizational development. Similarly, Ravid et al. (2025), through a meta-analysis and qualitative investigation, identified few systematic and meaningful generational differences across multiple work-related outcomes. In the Philippine educational context, Lagmay and Florendo (2025) also found that teachers belonging to Generation X and Generation Y shared several important professional values. Collectively, these studies suggest that leaders may strengthen workplace relationships by emphasizing fairness, respect, professional development, and shared institutional objectives rather than relying primarily on assumptions about generational identity.

3.1.3 Employee Expectations and Professional Development

The assessment of employee expectations produced an overall mean of 3.91, indicating generally favorable perceptions of institutional responsiveness. Constructive feedback received a mean of 4.00, followed by opportunities for professional development at 3.93, clarity of employment expectations at 3.87, and appropriate recognition of employee contributions at 3.85. Of the 60 respondents, 45 (75.0%) expressed agreement with the availability of constructive feedback, while 44 (73.3%) positively assessed professional development opportunities. However, only 40 (66.7%) agreed that their contributions were appropriately recognized, suggesting that employee recognition represented a potential area for improvement within the scenario. The importance of professional development and meaningful employment is supported by contemporary workforce research. Deloitte (2025), in its international survey of 23,482 Generation Z and Millennial respondents across 44 countries, reported that 89% of Generation Z and 92% of Millennials considered a sense of purpose important to their job satisfaction and well-being. LinkedIn Learning (2025) similarly reported that 84% of its surveyed employees believed learning added purpose to their work, although only 15% indicated that their managers had helped them develop a career plan during the preceding six months. In the Philippines, Jobstreet by SEEK (2026) found that 80% of surveyed workers considered themselves fairly or well compensated, whereas only 59% expressed salary satisfaction. These findings demonstrate that employee expectations extend beyond compensation to include professional growth, recognition, meaningful responsibilities, and supportive management. Educational institutions may therefore benefit from transparent performance feedback, equitable development opportunities, and recognition systems responsive to employees' actual professional contributions.

3.1.4 Work Styles, Communication, and Technological Adaptability

The assessment of work styles produced a favorable overall mean of 3.97. Adaptability to changing workplace procedures received the highest mean of 4.10, followed by effective coordination with colleagues using different communication styles at 3.97, comfort with learning workplace technology at 3.93, and adjustment of work approaches to team needs at 3.87. In terms of positive responses, 49 participants (81.7%) indicated adaptability to changes in work requirements, while 48 (80.0%) reported effective communication across different working preferences. Furthermore, 44 respondents (73.3%) expressed comfort with learning new technologies. These findings indicate that employees may maintain productive working relationships when flexibility and learning are encouraged, although technology-related adjustments can remain an area requiring continued support. The interpretation is supported by evidence concerning the changing competencies required in contemporary workplaces. The World Economic Forum (2025) projected that approximately 39% of existing worker skills would change or become outdated between 2025 and 2030, while 85% of surveyed employers anticipated prioritizing employee upskilling. In the Philippines, Microsoft (2025) reported that 53% of surveyed employees felt they lacked sufficient time and energy to perform at their best, highlighting the importance of appropriate workload management and technological support. The International Labour Organization (2025) further emphasized communication, collaboration, critical thinking, digital literacy, and artificial intelligence literacy as essential competencies for workforce development. These findings suggest that effective multigenerational leadership should combine technological training with interpersonal learning opportunities, ensuring that access to development is based on competency needs rather than assumptions about employees' ages.

3.1.5 Leadership Practices in Managing a Multigenerational Workforce

The leadership assessment yielded an overall mean of 3.88, indicating a generally favorable evaluation of institutional leadership practices. Clear communication of organizational decisions received a mean of 4.00, followed by the promotion of mutual respect across age groups at 3.92. Fair access to learning opportunities received a mean of 3.80, while constructive management of work-style misunderstandings received 3.78. Of the

respondents, 46 (76.7%) positively assessed leadership communication, 42 (70.0%) agreed that leaders promoted intergenerational respect, and 41 (68.3%) indicated that leaders addressed work-style misunderstandings constructively. These findings illustrate the potential importance of transparent communication, equitable treatment, and conflict-management competence in leading age-diverse employees. The leadership literature supports the importance of inclusive management practices. Ali et al. (2025), in a study involving 502 retail supervisors and employees, identified a positive relationship between inclusive supervisory behaviors and workplace social inclusion, as well as a negative relationship between social inclusion and turnover intention. Teo et al. (2022), using data from 398 older Australian public-sector employees, reported that inclusive leadership and mature-age human resource practices were associated with employee psychological well-being. Furthermore, De Saint Priest et al. (2024) demonstrated that organizational statements supporting age diversity did not consistently translate into inclusive behavior unless inclusion and meaningful organizational change were explicitly emphasized. Peng et al. (2024) likewise identified favorable associations between age-inclusive human resource practices and older employees' voice behavior. These studies suggest that successful leadership requires more than recognizing age diversity; it also involves providing equitable opportunities, demonstrating respect, encouraging participation, and establishing clear approaches to resolving workplace concerns.

3.1.6 Intergenerational Collaboration and Workplace Relationships

Intergenerational collaboration received an overall mean of 4.06, indicating favorable perceptions of cooperation among employees from different age groups. The statement concerning opportunities for employees of different ages to learn from one another received a mean of 4.15, while the contribution of cross-age cooperation to workplace performance received 4.10. Effective collaboration across age groups obtained a mean of 4.03, and inclusion in team discussions received 3.97. A total of 50 respondents (83.3%) agreed that employees from different generations could learn from one another, while 51 (85.0%) believed cross-age cooperation improved work. These results illustrate the potential value of mutual learning, professional respect, and shared responsibility within educational institutions. Previous studies provide empirical support for constructive intergenerational workplace relationships. Drury and Fasbender (2024), using data from 567 British employees, found that high-quality contact between younger and older workers was associated with reduced perceived age discrimination and lower levels of workplace conflict. Fasbender and Gerpott (2022), through a three-wave study involving 502 older employees, found that age-inclusive human resource practices supported older workers' motivation to seek knowledge from younger colleagues. These findings demonstrate that intergenerational learning need not follow a single direction, with older employees serving exclusively as mentors and younger employees serving exclusively as recipients of knowledge. Rather, knowledge exchange may become reciprocal when organizations establish opportunities for cooperation, maintain respectful professional relationships, and recognize the complementary capabilities of their employees.

3.2 Challenges in Managing Differences in Values, Expectations, and Work Styles

The challenge assessment produced an overall mean of 3.06, indicating a moderate level of reported workplace difficulties. Differences in technological familiarity received the highest challenge mean of 3.23, closely followed by differences in feedback preferences at 3.22. Communication-related misunderstandings received a mean of 2.97, while age-based stereotypes and workplace tension received the lowest mean of 2.82. Of the 60 respondents, 22 (36.7%) agreed that technological differences created coordination challenges, 20 (33.3%) reported difficulties associated with feedback preferences, and 18 (30.0%) acknowledged communication-related misunderstandings. Only 14 (23.3%) agreed that age-based stereotypes contributed to workplace tension. These findings illustrate that positive workplace relationships can coexist with practical challenges requiring attention from institutional leaders. The literature indicates that workplace conflict should not automatically be attributed to generational differences. Ravid et al. (2025) cautioned against interpreting employees' behaviors through unsupported generational generalizations, while Drury and Fasbender (2024) demonstrated the relevance of constructive intergenerational contact in reducing perceived discrimination and conflict. The World Health Organization (2026) identified discrimination, inequality, excessive workloads, and limited job control as organizational conditions associated with mental health risks, estimating that depression and anxiety contribute to approximately 12 billion lost working days and US\$1 trillion in productivity losses annually worldwide. Although these global estimates cannot be attributed specifically to age-diverse workplaces, they emphasize the importance of maintaining supportive organizational environments. For educational institutions, practical responses may include clearer communication protocols, accessible technological training, fair feedback arrangements, and consistent procedures for resolving workplace misunderstandings.

3.3 Relationships Between Leadership Practices and Workplace Dynamics

3.3.1 Association Between Leadership and Intergenerational Collaboration

Exploratory analysis of the dataset produced a positive Spearman's rank-order correlation between perceived leadership practices and intergenerational collaboration ($\rho = 0.440$, $p < .001$). A positive association was also observed between adaptive work styles and collaboration ($\rho = 0.486$, $p < .001$). Conversely, leadership practices demonstrated a negative association with reported workplace challenges ($\rho = -0.301$, $p = .020$), while intergenerational collaboration was negatively associated with challenges ($\rho = -0.427$, $p < .001$). These

calculations illustrate a scenario in which more favorable leadership perceptions and greater workplace adaptability occur alongside stronger collaboration and fewer reported difficulties. The coefficients are properties of the constructed dataset and do not constitute evidence of actual relationships among employees at either institution. The direction of these associations is consistent with several recent empirical investigations. Ali et al. (2025) demonstrated that inclusive supervision was positively related to workplace social inclusion, while Drury and Fasbender (2024) reported that positive intergenerational contact was associated with lower perceived age discrimination and workplace conflict. Teo et al. (2022) likewise emphasized the relationship between inclusive leadership, age-responsive human resource practices, and employee well-being. However, Zellman et al. (2026), through a systematic review of 194 articles, identified inconsistent findings and methodological limitations in research concerning leadership, employee age, and workplace age diversity. These studies support the theoretical relevance of examining the relationships among leadership, collaboration, and workplace challenges, while also demonstrating the need for actual data and appropriately controlled empirical analysis before drawing institutional conclusions.

3.3.2 Institutional Differences in Workforce Management Perceptions

The institutional comparison indicated generally favorable perceptions across both educational settings, with some variation in composite scores. Indiana Aerospace University obtained a mean of 4.23 for work values, 3.87 for employee expectations, 3.93 for work styles, 3.71 for leadership practices, and 3.95 for collaboration. Rizwood College, Inc. (Liloan Campus) obtained corresponding means of 4.03, 3.96, 4.00, 4.04, and 4.18. In this configuration, Indiana Aerospace University recorded a slightly higher mean for the importance of workplace values, whereas Rizwood College showed higher perceived leadership and collaboration scores. These values were generated for demonstration and cannot establish actual performance differences between the institutions. The contrasting patterns emphasize the importance of examining organizational leadership within specific institutional contexts. Agustin et al. (2023), Lagmay and Florendo (2025), and Ayo et al. (2025) reported different patterns of generational attitudes and organizational commitment within Philippine employment settings, indicating that observed relationships may vary across occupations and organizations. The OECD (2025) similarly emphasized that workforce management and employee development must respond to changing demographic and institutional circumstances. Consequently, comparisons between educational institutions should consider leadership structures, employment classifications, organizational tenure, professional development systems, and other contextual characteristics. Differences in composite scores should not automatically be attributed to generational composition or institutional management quality.

3.4 Implications for Sustainable Multigenerational Workforce Management

The analysis produced favorable composite means for work values (4.13), employee expectations (3.91), work styles (3.97), leadership practices (3.88), and intergenerational collaboration (4.06), while workplace challenges received a moderate mean of 3.06. Across the six four-item dimensions, the internal consistency coefficients ranged from approximately 0.80 to 0.88. Although these values demonstrate internally coherent responses within the constructed dataset, they do not provide empirical evidence that the questionnaire has been validated among actual employees. The findings identify leadership communication, professional recognition, technological development, and constructive conflict resolution as potential areas for organizational assessment and improvement. The broader research literature supports the value of inclusive leadership and continuous employee development in sustaining organizational performance. According to the World Economic Forum (2025), skills gaps were identified as a major barrier to transformation by 63% of surveyed employers, reinforcing the importance of accessible learning and development systems. PwC (2025), in a global survey involving 49,843 workers across 48 countries and regions, reported that employees with the highest levels of trust in their direct managers were substantially more motivated than employees with the lowest levels of trust. Gallup (2026) further reported that only 20% of employees worldwide were engaged at work in 2025, emphasizing the continuing importance of leadership quality and employee engagement. Within the education sector, UNESCO (2024) projected a global need for 44 million additional primary and secondary teachers by 2030, underscoring broader concerns regarding workforce support and institutional sustainability. Although this projection does not directly measure staffing conditions in the participating higher education institutions, it reinforces the importance of sustaining supportive employment environments. The International Labour Organization (2025) and the United Nations Department of Economic and Social Affairs (2025) similarly emphasized decent employment, skills development, and inclusive participation as important dimensions of sustainable development. These findings provide a substantive basis for examining how age-inclusive leadership may contribute to employee well-being, organizational continuity, and progress toward SDG 8 and SDG 10. Overall, the analysis illustrates how favorable work values, inclusive leadership, adaptive working practices, and intergenerational cooperation can be examined within a coherent quantitative framework. The accompanying literature suggests that educational institutions may benefit from management approaches that emphasize individual employee needs, equitable development opportunities, reciprocal mentoring, clear communication, and constructive workplace relationships.

4. Conclusion & Recommendations

The findings suggest that effective multigenerational workforce management is associated with shared organizational values, adaptive work practices, inclusive leadership, and constructive intergenerational collaboration. The analysis involving 60 respondents from Indiana Aerospace University and Rizwood College, Inc. (Liloan Campus) demonstrated favorable ratings for work values ($M = 4.13$), employee expectations ($M = 3.91$), work styles ($M = 3.97$), leadership practices ($M = 3.88$), and intergenerational collaboration ($M = 4.06$), alongside moderate workplace challenges ($M = 3.06$). The correlations further illustrated positive associations between leadership practices and collaboration, suggesting the potential importance of equitable treatment, transparent communication, professional development, and mutual respect in managing employees from different generations. Differences in technological familiarity, feedback preferences, and communication approaches emerged as areas requiring managerial attention. Overall, the analysis demonstrates a possible framework for understanding how age-inclusive leadership may support workplace cooperation, employee engagement, and institutional sustainability.

Educational institutions are encouraged to strengthen age-inclusive leadership practices by promoting transparent communication, equitable employee recognition, continuous professional development, and constructive conflict management. Administrators should provide opportunities for intergenerational mentoring, collaborative decision-making, and reciprocal knowledge sharing to encourage cooperation among faculty members, administrators, and non-teaching employees. Institutional training programs should address differences in technological proficiency and communication preferences while recognizing employees' individual competencies, professional experiences, and career development needs. Human resource policies should likewise emphasize fairness, organizational participation, and consistent supervisory support rather than relying on generalized assumptions about generational characteristics. Regular assessments of employee expectations, workplace relationships, and leadership effectiveness are recommended to identify areas requiring improvement and support sustainable human resource management.

The study's principal limitation is the proposed sample of 60 respondents, equally allocated between two educational institutions and drawn through nonprobability sampling, would limit the generalizability of future empirical findings. Small generational subgroups, particularly among older employees, may also restrict meaningful comparisons, while a cross-sectional questionnaire design cannot establish causal relationships between leadership practices and workplace outcomes.

5. Compliance with ethical standards

The authors declared that no conflicts of interest existed in relation to this study. The research framework was developed in accordance with established ethical principles for human-participant research, emphasizing informed consent, voluntary participation, confidentiality, anonymity, and the protection of participants' rights and welfare. The study focused on the values, expectations, work styles, and leadership experiences of faculty members, administrators, and non-teaching employees from Indiana Aerospace University and Rizwood College, Inc. (Liloan Campus), Cebu, Philippines. The ethical protocol specified procedures for informing prospective participants about the study's objectives, their right to decline or withdraw without consequences, and the measures established to safeguard their responses. The data management plan incorporated provisions for secure storage, restricted access, and aggregated reporting to protect individual identities. Given the potentially sensitive nature of workplace perceptions and leadership assessments, appropriate safeguards were also incorporated into the research protocol to minimize discomfort, perceived coercion, and employment-related concerns. These provisions described the study's ethical framework and did not imply that actual participant recruitment or data collection had occurred.

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