
BEHAVIORAL ATTITUDES TOWARDS TECHNOLOGY IN A MULTIGENERATIONAL WORK ENVIRONMENT: CHALLENGES AND OPPORTUNITIES

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Abstract: This report presents results from a five-year study (2019-2024) focusing on behavioral attitudes toward technology in a multigenerational work environment, examining key differences among generations T, X, Y, Z and Alpha. The impact of technological progress on work styles, training, and motivation of employees from different age groups is analyzed. The report emphasizes the need for an individualized approach to training and human resource management through digital solutions adapted to the technological literacy and preferences of each generation. Based on the analysis, practical recommendations are provided for creating an effective, innovative, and inclusive technological work environment.

Keywords: generations, technologies, digital literacy, behavioral attitudes, digitalization

JEL: J24, J53, J62, M12, M15, O15, O33

Introduction

In today's world, technological advancement is not just a tool but a transformative factor for organizational culture and the work environment. Digitalization significantly impacts how employees perceive their work, learn, and communicate within the organization. In this context, behavioral attitudes towards technology are key to the effectiveness of human capital, especially in a multigenerational environment. Different generations have varying expectations and experiences with technology, which requires not only through external digitalization, but also through adaptive internal policies and training. This includes developing hybrid solutions to meet the needs of all generations, as well as implementing mentoring and knowledge exchange programs between different age groups. Thus, organizations can create a harmonious and productive work environment that maximizes the potential of each employee regardless of their generational affiliation.

The coexistence of at least four generations within an organization – from Generation T (Traditionalists), through Generations X and Generation Y, to the digitally born Generation Z and Generation Alpha – leads to serious differences in technological culture, communication channel preferences and

attitudes towards the use of digital tools¹. Organizations are faced with the need to manage this diversity not only through external digitalization, but also through adaptive internal policies and training. This includes developing hybrid solutions to meet the needs of all generations, as well as implementing mentoring and knowledge exchange programs between different age groups. Thus, organizations can create a harmonious and productive work environment that maximizes the potential of each employee regardless of their generational affiliation.

The study shows that generational differences are evident in levels of digital literacy, preferences for learning methods, and the degree of trust in new technologies. For this reason, understanding attitudes toward technology across age groups becomes a strategic resource for HR managers, leaders, and training teams. This knowledge allows organizations to develop personalized training and development approaches that meet the specific needs and learning styles of each generation. As a result, they can create a more inclusive and effective work environment that stimulates innovation and collaboration across age groups.

This study examines these specifics, intending to offer actionable recommendations for building an effective and harmonious digital work environment that reflects the needs and capabilities of each generation. It analyzes in detail the different approaches to technology used by different age groups and offers specific strategies for optimizing their strengths and overcoming their weaknesses. Recommendations include developing flexible training programs that combine traditional and modern teaching methods, as well as implementing technologies that facilitate communication and collaboration between generations. Furthermore, the study highlights the importance of leadership skills and mentoring, which can help build bridges between different generations and encourage the sharing of knowledge and experience. The ultimate goal is to create a work environment where all

¹ Results of a five-year study are presented, described in detail in the trilogy Usheva, M. (2025). *Multigenerational Human Resources Management: from Generation T to Generation Alpha*. Materials from two of the books are used, as follows: Usheva, M. (2025). *Multigenerational Human Resources Management: from Generation T to Generation Alpha. Individual Psychological Characteristics of Generations*, Book 1, Sofia, Publishing House of the International Business School (IBS) / IBS Press, ISBN: 978-619-7610-32-1 (Print), ISBN: 978-619-7610-33-8 (E-book), DOI: 10.5281/zenodo.14749133
Available at: <https://zenodo.org/records/14749133>

Usheva, M. (2025). *Multigenerational Human Resources Management: from Generation T to Generation Alpha. Peculiarities and Motivational Specificity of Generations*, Book 2, Sofia: Publishing House of the International Business School (IBS) / IBS Press.
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employees feel valued and supported, regardless of their age or technology preferences.

Exhibition

Technological context and generational differences

The generational approach to technology is determined by the social, cultural, and economic conditions in which each generation grows up and becomes professional. The adoption of new technologies, the way of interacting with digital platforms, and the degree of trust in automated systems vary significantly between different age groups.

Generation T (born 1941–1964) often demonstrates a conservative approach to technology. They trust manual processes more and prefer clear and stable working frameworks. For them, technology is a tool, but not the basis for productivity. Training is effective when organized in the form of seminars with personal contact and instructions. They value traditional methods of learning and communication that involve direct contact and personal participation. Personal contact and face-to-face interaction are important to them, as they give them a sense of security and control. Technologies, while useful, are often perceived as an addition to core work processes, not a replacement for established methods.

According to Davari, Choudrie, and Pheeraphuttrangkoon (2020), older adults often experience anxiety when encountering ICT innovations due to unfamiliarity and a lack of control, which highlights the importance of guided adaptation and continuous social support. It is therefore crucial to provide sufficient adaptation time and assistance when introducing new technologies to ensure that they are adopted and used effectively.

Generation X (born 1965–1980) shows adaptability, but also a need for preparation and clarity. Research indicates that Generation X places a higher importance on professional progression and job stability, delivered through traditional and structured technological solutions (Bandara, 2024). This generation demands that technologies be functional and time-proven. That is why they value email, file systems, and established ERP systems as a core element of their work. For them, the reliability and stability of technology are essential, as they grew up in a period of rapid technological change and have witnessed both the successes and failures of various innovations. Generation X is willing to adopt new technologies, but only if they are well-founded and proven to be effective. They prefer structured information and clear instructions, which makes training and preparation key factors for their successful integration into the digital workplace. Their approach to technology is pragmatic and results-oriented, as they look for ways to optimize processes and increase productivity by using proven and reliable tools.

Millennials or Generation Y (born 1981–1996) are the first digital generation. „Millennials thrive in a digital environment that offers self-paced learning, gamification, and social interaction through online platforms.“ (Barrot, Llorente & Del Rosario 2021: 7332) They accept technology as a natural part of everyday life and expect employers to offer modern, intuitive and mobile platforms for communication, learning and self-service. This is why Generation Y is open to gamification, online learning, and social networks for internal collaboration. For them, technology is not just a tool, but an integral part of the way they live and work. They are accustomed to the rapid pace of technological progress and expect the workplace to be just as dynamic and innovative. Millennials value the flexibility and freedom that technology provides and are willing to experiment with new methods and approaches. They are willing to learn independently and use online resources for professional development, while also seeking opportunities to collaborate and exchange ideas through social networks and other digital platforms. Employers who want to attract and retain talented representatives of Generation Y should invest in modern technologies and create a work environment that encourages creativity and innovation.

These trends are also confirmed by international research, which shows that younger generations, particularly Millennials and Generation Z, are generally more receptive to new technologies and demonstrate greater digital confidence, although they may also experience higher levels of stress and fatigue related to technology use (Lee & Coughlin, 2015).

Generation Z (born 1997–2009) was born with a smartphone in hand. Their thinking is linear-network; they perceive many streams of information simultaneously and react instantly. For them, technology is not just a tool, but a way of thinking. Their expectations include remote work options, virtual assistants, and the use of artificial intelligence in everyday processes. Generation Z has grown up in a world where technology is everywhere and plays a central role in all aspects of their lives. They are accustomed to the constant flow of information and can process multiple tasks simultaneously. Technology for them is not only a means of communication and work, but also a way of life that defines their worldview and behavior.

As shown by Al-Qudah et al. (2024), Generation Z often links digital identity with career development and expects a technology-driven culture that integrates innovation into daily work processes. Therefore, Generation Z representatives expect employers to provide modern and innovative solutions that will facilitate their work and allow them to be productive and creative. They are open to new technologies and are willing to experiment with different approaches and methods, while seeking a balance between work and personal life. Employers wanting to attract and retain talented Generation Z

employees must invest in modern technology and create a work environment that encourages innovation and flexibility.

Generation Alpha (born 2010–2024) is not yet in the labor market, but preliminary analyses indicate that their digital literacy will exceed that of previous generations. For them, digital reality will be the basis for identity and communication. They are expected to be strongly oriented towards technological autonomy, personalized AI systems, and a high degree of virtualization of the work environment. Generation Alpha was born into a world where technology has advanced to a degree that previous generations could not imagine. They will grow up with virtual reality, artificial intelligence, and other innovations that will be an integral part of their daily lives. For them, digital reality will not be just a tool, but a primary way of interacting and expressing themselves. Generation Alpha is expected to seek jobs that offer a high degree of technological autonomy and flexibility, while using personalized AI systems to optimize tasks and processes. Virtualization of the work environment will be the norm for them, and they will expect to be able to work from anywhere and at any time, without compromising on quality and efficiency. Employers who want to attract and retain talented representatives of Generation Alpha will need to invest in the latest technologies and create a work environment that is fully integrated with the digital world. Put another way, „digital natives perceive technology as an extension of their cognitive processes – education and work must adapt to this organic integration.“ (Prensky 2021: 38).

Behavioral attitudes and learning styles

One of the key aspects of technological adaptation in a multigenerational work environment is related to individual learning style and behavioral attitude towards digitalization. Each generation shows a different degree of trust in new technologies, motivation for learning through them, and preferences for the format and environment of learning. Understanding these differences is essential for creating effective training programs that meet the needs and preferences of each generation. This includes not only choosing appropriate technologies but also adapting teaching and communication methods to ensure maximum engagement and effectiveness.

Generation T and Generation X tend to prefer structured and systematized forms of learning, based on personal contact, instructions from a trainer, and physical presence. They are reluctant to engage in online learning, especially when there is no direct connection with the instructor or there is distrust of electronic authentication and data confidentiality. They value structure and consistency in the learning process, feeling more comfortable in a classroom or seminar room. For these generations, personal interaction plays a key role in acquiring knowledge and skills, and technology

is often perceived with a certain amount of skepticism. One of the reasons for this reluctance to online training is the lack of immediate feedback and the ability to ask questions in real time. In addition, they share that they have strong doubts regarding the security of personal data and authentication in the digital environment. This makes them more cautious when using distance learning platforms, where control over the process may be limited. However, with the increasing need to adapt to new technologies, many representatives of these generations are gradually starting to adapt and appreciate the advantages of online training, albeit with certain conditions and precautions.

Generations Y and Generation Z, on the other hand, are more open to innovative and interactive forms of learning. They prefer flexible methods such as videos, webinars, gamified platforms, and online certifications that allow for self-paced learning. The high level of digital socialization among these groups also implies a greater propensity for knowledge sharing and collaboration in a digital environment.

These generations are growing up in a world where technology is an integral part of their daily lives, and so they naturally seek ways to integrate digital tools into their education. Gamified platforms, for example, make learning fun and engaging, stimulating motivation and a desire for achievement. Online certifications, on the other hand, offer a quick and effective way to acquire new skills and qualifications without having to attend traditional educational institutions.

Furthermore, generations Y and Z are accustomed to communicating and working in global virtual teams, which allows them to draw on knowledge and experience from different cultures and backgrounds. Social networks and specialized online platforms provide a platform for exchanging ideas and collaborating, which further enriches their learning process. This ability to quickly adapt and integrate new technologies makes them extremely flexible and adaptable in the ever-changing world of education and professional development.

A study by Alruthaya et al. (2021) highlights that Generation Z students demonstrate a strong preference for visually engaging, interactive, and self-directed learning environments facilitated by digital technologies. The study emphasizes that these learners are adept at multitasking and expect immediate access to information, which aligns with their digital upbringing. In contrast, older generations tend to favor structured learning approaches, personal mentoring, and exhibit lower confidence in digital self-learning, particularly in settings lacking direct human interaction.

Generation Alpha, although still in the process of socialization, shows tendencies to prefer visual and game-based learning. Forecasts indicate that the learning of this generation will be integrated with virtual and augmented reality, the use of artificial intelligence, and platforms with adaptive interfaces

that take into account individual cognitive styles. These children are growing up in a world where technology is an integral part of their daily lives, and therefore, the expectation is that they will continue to seek innovative and interactive methods of learning. Virtual and augmented reality will provide them with opportunities to immerse themselves in the learning material in a way that is both fun and effective. Artificial intelligence will personalize the learning process, adapting content and teaching methods to the needs and abilities of each student. Adaptive platforms will provide flexibility and personalization, allowing each child to learn at their own pace and in a way that best suits their learning style. This combination of technologies promises to make Gen Alpha's education more engaging, effective, and enjoyable.

For greater clarity, the following table (Table 1) summarizes the main characteristics of different generations about their technological attitudes, learning styles, and digital competence.

Table 1. Comparison table of generations and their technological attitudes

Generation	Years of birth	Technological style	Educational preferences	Digital literacy	Features
Generation T	1941–1964	Conservative	In-person seminars	Basic	Need for support and time to adapt
Generation X	1965–1980	Pragmatic	Structured learning	Medium	They require stability and clarity.
Generation Y	1981–1996	Integrated	Self-learning, gamification	High	Engagement through flexible digital formats
Generation Z	1997–2009	Intuitive	Visual-interactive platforms	Very high	They expect mobility, AI and remoteness
Generation Alpha	2010–2024	Technologically organic	VR/AR, AI, adaptive platforms	Almost full (expected)	Require customized technologies

As can be seen from the table, each generation requires an individual approach to the introduction of technology and training, tailored to their specific preferences and level of digital maturity.

Organizations that recognize these differences and adapt their training policies to the learning styles of each generation achieve significantly higher levels of motivation, engagement, and internal loyalty among employees. For example, for Generations T and X, who value structured and personal forms of learning, organizations can offer traditional classroom classes and

mentoring programs. For Generations Y and Z, who are more open to innovative and interactive methods, gamified platforms, online courses, and mobile applications can be implemented. Generation Alpha, on the other hand, will benefit from the integration of virtual and augmented reality, as well as adaptive platforms that take into account individual cognitive styles. This approach not only improves the quality of learning but also strengthens the connection between employees and the organization, creating a sense of belonging and value.

Digital literacy and adaptability to technology

Digital literacy is a set of knowledge, skills, and attitudes necessary for the effective and responsible use of modern technologies. In a multi-generational environment, it plays the role of a connecting link between employees and organizational goals, especially when it comes to the digitalization of administrative processes, e-learning, and the use of specialized software. It enables all generations to communicate and work together more effectively, overcoming technological barriers and adapting to new workplace demands. Employees with high digital literacy can more easily cope with the challenges of digitalization by automating routine tasks, analyzing data, and implementing innovative solutions. This not only increases the productivity and efficiency of the organization but also creates a more inclusive and harmonious work environment where each employee can contribute their unique skills and experiences.

For Generation T and Generation X, digital literacy is often based on skills acquired in adulthood and is focused on basic use of office programs, electronic communication, and specialized platforms. They exhibit a high degree of reliability and attention to security, but often experience difficulties with emerging technologies and rapidly changing software environments. Their experience and knowledge are typically focused on established technologies and methods, making them stable and reliable in performing routine tasks. However, adapting to new digital tools and platforms may require additional training and support. Organizations need to provide appropriate resources and opportunities for continuous professional development to help these generations remain competitive and confident in their work.

Generation Y has an early digital culture and actively uses internet resources for learning and communication. This group shows adaptability and confidence in handling new applications, social networks, and digital collaborative tools. They grew up in the era of rapidly developing technologies and are used to quickly orienting themselves in new digital environments. Thanks to this experience, they often take on leadership roles in the digital transformation of organizations, successfully integrating

innovative solutions and optimizing work processes. Their willingness to experiment and learn from their experiences makes them valuable assets for any company striving for modernization and growth.

Generation Z demonstrates the highest degree of digital autonomy and creativity. Its representatives perceive technological innovations intuitively, as part of their natural environment. For them, digital literacy is associated with speed, flexibility, and the ability to use multiple platforms in parallel. This group is willing to experiment with new technologies and find creative solutions to problems, making them extremely valuable to companies striving for innovation and adaptability. Their ability to work in parallel with multiple platforms and tools makes them highly productive and efficient in completing complex tasks.

These observations are also confirmed by an empirical study by Van Deursen and Helsper (2021), which found that digital literacy has a strong age-related nature. According to the authors, younger age groups (especially Generation Z) are characterized by significant „operational“ and „creative“ digital competence, while older employees demonstrate higher „critical“ digital literacy, including in assessing credibility and protecting personal data. The study highlights the need for an adaptive approach to developing digital skills, taking into account not only the technical but also the cultural aspects of interacting with technology.

The expectations for Generation Alpha are related to almost complete digital integration. This generation will expect organizations to provide a high level of technological assurance, including personalized digital tools supported by artificial intelligence and training through VR/AR technologies. They will demand that employers provide innovative and interactive solutions that meet their high standards and expectations for digital competence. Personalized digital tools will allow them to work more efficiently and develop in sync with their individual needs and interests. Artificial intelligence will play a key role in automating routine tasks and providing personalized recommendations, which will free up time and resources for more creative and strategic activities. Training through VR/AR technologies will make the learning process more engaging and realistic, providing opportunities for practical experience and simulations in a safe and controlled environment. These high expectations emphasize the importance of continuous investment in new technologies and innovations to meet the needs and ambitions of Generation Alpha.

The following table (Table 2) visually presents the technological adaptability index of each generation, rated on a scale of 1 to 10 based on summarized empirical data and projections.

Table 2. Share of technological adaptability by generation (estimated distribution)

Generation	Share (%)
Generation T (Traditionalists)	8.6%
Generation X	14.3%
Generation Y (Millennials)	22.9%
Generation Z	25.7%
Generation Alpha	28.6%

The percentages in the table reflect the estimated share of technological adaptability by generation. They are calculated based on summarized assessments on a 10-point scale, with each generation assigned a value according to qualitative expert judgment. The assessments are not empirically measured, but are comparative and oriented towards typological analysis. After summing all the values, the relative share of each generation of the total was calculated. The resulting percentages represent the comparable degree of technological adaptability of each generation based on qualitative analysis and cited studies (see Table 3).

Table 3. Formation of estimates of technological adaptability by generation.

Generation	Rationale for assessment	Rating
Generation T	Conservative, low in trust, need mentoring and time to adapt	3
Generation X	Adaptable, but require preparation and stability	5
Generation Y	High digital culture, self-study, gamification	8
Generation Z	Intuitive use, creativity, technological thinking	9
Generation Alpha	Expected full integration with AI, VR, custom platforms	10

Thus, Generation T has the lowest technological adaptability index, and Generation Alpha has the highest (predicted).

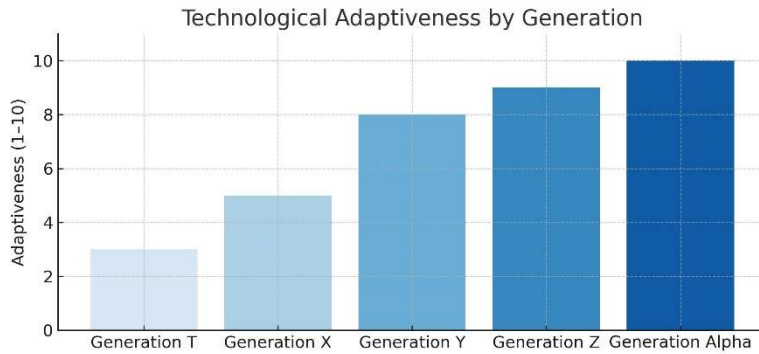


Fig. 1. Technological adaptability index by generation.

The values depicted confirm the distinct generational divide in terms of digital adaptability and highlight the need for flexible HR strategies in managing technological change.

Organizations should undertake a balanced strategy for developing digital literacy, combining adaptive training, mentoring, and access to resources tailored to the age characteristics of employees. This will enable sustainable digital inclusion and support transformational processes in the modern organization. By adapting training programs to different generations, employers can ensure that every employee receives the necessary knowledge and skills to cope with new technologies and challenges. Mentoring will provide individualized support and guidance, helping employees overcome barriers and feel confident in their digital abilities. Access to a variety of resources, including online courses, guides, and specialized platforms, will provide ongoing opportunities for self-learning and professional development. This comprehensive strategy will create a conducive environment for innovation and collaboration, ensuring that all employees are well-prepared and motivated to contribute to the success of the organization in the digital age.

Training and motivation through technology

Technologies become not only a means of accomplishing tasks, but also a powerful motivator when they are adequately integrated into the training and professional context of employees. For different generations, the effectiveness of digital learning and development tools is directly related to their personal needs, values, and expectations from the work environment.

Generation T and Generation X are motivated by a structured approach to learning – a clear curriculum, logical sequence, and the opportunity for gradual acquisition of knowledge. Their motivation increases when technology is presented as a support, not a replacement for human contact. Successful examples include hybrid learning with partial access to electronic

resources and facilitated access to mentors. These generations value the personal element in learning and prefer to combine traditional methods with digital tools that complement and enrich the learning process. Hybrid learning models, which include both face-to-face and online components, provide an optimal combination of flexibility and structure. The presence of mentors who can provide individual support and guidance also plays an important role in the motivation and success of these generations. This combination of technology and human intervention creates a balanced and effective learning environment that meets their needs and preferences.

Generation Y responds positively to self-learning and certification opportunities through digital platforms. This generation seeks meaning in learning when it is tied to specific professional goals and offers flexible access. Gamified approaches that incorporate elements of competition, rewards, and social sharing have been proven to increase the engagement and achievement of this generation. They value the freedom to choose when and how to learn, while also striving for achievement and recognition. Digital platforms that offer personalized learning paths and certification opportunities meet these needs and desires. Gamification, in turn, adds an element of fun and motivation, stimulating participants to strive for higher results and share their successes with their colleagues. This combination of flexibility, focus, and interactivity makes learning more effective and engaging for Generation Y, while supporting their professional development and career.

Generation Z is highly sensitive to visual and interactive content. Virtual platforms, simulators, VR lessons, and mobile apps are particularly effective in the learning process for this group. Technology not only captures their attention but also creates a sense of control and a personalized experience.

Additionally, a study by Barrot et al. (2021) shows that flexibility, visual intuitiveness, and social interactivity are key motivational factors for the digital generation. According to the authors, it is the combination of “gamification” the opportunity for social comparison, and instant feedback through digital platforms that activates long-term engagement with the learning process, especially among Gen Z and young millennials.

Although Generation Alpha is not yet part of the labor market, current observations indicate that their motivation will be closely linked to adaptive and “intelligent” platforms that respond in real time to their reactions and preferences. This will require a complete reassessment of training methods and content processing, given high interactivity and the integration of artificial intelligence. Generation Alpha, growing up in a technology-saturated world, will expect learning platforms to be not just informative but also intuitive and personalized. Artificial intelligence will play a key role in

analyzing learner behavior and preferences, providing personalized recommendations, and adapting content according to their needs and progress. Interactivity will be a key component, including elements of gamification, virtual and augmented reality, as well as opportunities for collaboration and real-time knowledge sharing. This innovative learning environment will need to be flexible and dynamic to meet the high expectations and demands of Generation Alpha, while supporting their development and preparation for future professional challenges.

Challenges for organizations

Despite the significant potential of learning and motivation technologies, organizations face several *challenges in integrating them into a multigenerational work environment*. A major problem is ***the mismatch between available digital tools and the real needs and skills of employees of different age groups***.

The first challenge is related to *technological skepticism among older generations*, who often perceive new tools as a source of stress and uncertainty. The lack of habits for independent digital learning, as well as the fear of “technical errors”, leads to avoidance of online platforms or low activity in their use.

On the other hand, *the over-reliance of younger generations on technology* can lead to a deficit in interpersonal communication skills and a reduced criticality towards content accessed online. This trend poses challenges to HR practices related to building a team culture and ethical use of digital resources.

An additional barrier is *the differences in the speed of adoption of technological innovations*. While Generation Z adapts almost instantly to a new software or platform, for Generation X, this often requires prior preparation, training, and support. This requires organizations to maintain parallel strategies for introducing and using technology.

Last but not least, there is the problem of *the sustainability of the applied technological solutions*. Many organizations introduce new platforms without sufficient needs analysis or without involving representatives of different generations in the selection process. The result is often low engagement and low return on investment in digitalization.

These challenges are also reflected in a study by Lee and Coughlin (2015), which found that generational differences in technology adoption are not solely the result of varying exposure to digital tools, but are also shaped by perceptions of control, self-efficacy, and the perceived usefulness of technology. The authors stress the importance of adopting an age-sensitive approach to managing technological change in organizations – one that combines adaptability, targeted training, and intergenerational collaboration.

Recommendations for HR practices and technological inclusion

For digital transformation to be effective in a multigenerational workforce, strategic yet flexible human resource management is necessary. The following recommendations are based on the empirical findings from the five-year study.

Differentiated training approaches. HR policies should provide for adaptive training programs that match the learning style and technological maturity of different generations. For example, Generation T prefers face-to-face seminars, while Generation Z expects mobile-based, visually intuitive platforms.

Mentoring and intergenerational exchange. Introducing “reverse mentoring” programs, where younger employees train older employees in the use of technology, creates an environment of mutual respect and improves technological inclusion.

Participation in the selection of digital tools. Representatives of different age groups should be involved in the selection of new platforms or systems. This not only ensures a better match between expectations and functionality but also increases the sense of belonging and control over the work environment.

Psychological support in digitalization. For employees who experience uncertainty when working with technology, HR departments should provide access to individual counseling, digital tutorials, and real-time assistance.

Building a technologically inclusive culture. A key role is played by the organizational culture, which should tolerate “technological mistakes”, encourage learning through practice, and recognize progress without generational bias.

Digital readiness assessment. Conducting regular internal digital literacy audits will allow for the identification of needs and targeted investment in training.

Research by Kopeć et al. (2018) highlights that successful technology adoption in multigenerational environments depends on the ability to mediate between organizational strategies and individual employee needs. The authors propose the SPIRAL method, emphasizing stages of assessment, personalization, training, and sustained support through community engagement and leadership, fostering an inclusive digital transition.

Conclusion

Technological transformation in the modern work environment requires not just the implementation of innovations but a comprehensive adaptation to the cultural and cognitive characteristics of the multigenerational workforce. The present study highlights the need for a differentiated approach to

behavioral attitudes towards technology, tailored to the learning style, level of digital literacy, and motivational mechanisms of each generation.

Successful digitalization is not achieved through one-size-fits-all solutions, but through strategic inclusion combined with intergenerational dialogue, psychological support, and collaborative learning. Organizations that recognize these specificities and invest in sustainable human resources policies can create a work environment that is not only effective but also inclusive for all age groups.

Behavioral attitudes towards technology are not fixed, but are subject to development through appropriate strategies. This opens up opportunities for building a new organizational culture – technologically intelligent, human-centered, and socially responsible. This culture encourages continuous improvement and adaptation to changing conditions while maintaining respect and recognition for the experience and knowledge of different generations. Ultimately, the successful integration of technology into the work environment depends on the ability of organizations to balance innovation with the human factor, creating a harmonious and productive work atmosphere.

In conclusion, organizations should pursue a balanced strategy for the development of digital literacy, combining adaptive training, mentorship, and access to resources tailored to the generational characteristics of their employees. This will enable sustainable digital inclusion and support transformational processes in the modern organization. By adapting training programs to the learning styles of each generation, employers can ensure that all employees acquire the necessary knowledge and skills to face new technologies and challenges. Mentorship will provide individualized support and guidance, helping employees to overcome barriers and build confidence in their digital competencies. Access to a variety of resources, including online courses, manuals, and specialized platforms, will offer continuous opportunities for self-directed learning and professional development. This comprehensive strategy will foster an innovation-friendly and collaborative environment, ensuring that all employees are well-prepared and motivated to contribute to organizational success in the digital era.

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