

DIFFERENT GENERATIONS FACING THE REMOTE WORK MODE – A RESEARCH EXPLORATION OF ESSENTIAL COMPETENCIES

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Purpose: The article's primary goal is to identify important competencies of different generations essentials at remote work based on COVID-19 pandemic opinions and experiences.

Design/methodology/approach: The research was quantitative, using an original survey questionnaire. Frequency and percentage statistics, coupled with descriptive parametric analyses, were utilized in the statistical assessment. The Kruskal-Wallis test and hierarchical clustering analysis were fundamental to the research methodology. The target sample included 690 participants representing four generations (BB, X, Y and Z) working remotely during the pandemic.

Findings: The results of the research show that: the essential competencies in remote work are the ability to manage one's own time, independent problem solving, openness to new technologies, and high motivation and commitment; different generations have differences in the assessment of competencies that are desirable for remote work; in the vast majority of cases, the importance of competencies that predispose an employee to remote work increases with age.

Research limitations/implications: Given the constraints of the research sample, it is imperative to exercise caution when generalizing the research outcomes.

Practical implications: The authors recommend to HR departments and managers: develop remote work patterns that are adequate to the employees' competencies, needs, and expectations; ensure the quality and effectiveness of intergenerational communication during remote work. Moreover HR should take care of the development of those competencies whose role and importance in remote work were rated the highest in respondents' opinions - the ability to manage one's own time, independent problem-solving, openness to new technologies, and high motivation and commitment. This research underscores the importance of formulating appropriate training policies and human management strategies.

Originality/value: This paper is original and presents a suitable contribution to human resource management theory and practice. The results presented in the paper are new. This study offers insights into areas necessitating support and underscores the importance of formulating appropriate training policies and human management strategies.

Keywords: remote work, competences, generations BB, X, Y, Z, multi-generational management.

Category of the paper: research paper.

1. Introduction

Remote work as a form of work organization has gained tremendous popularity during the Sars-Cov2 pandemic. For many people, it was the only possibility of providing work services. The concept of remote work in the Polish legal system was regulated for the first time during the pandemic. It imposed several obligations, which only sometimes worked in a remote work environment, especially for extended periods of time. Due to the simultaneous functioning of two concepts in Polish economic practice (telework and remote work), there was an objective need to regulate the regulations, which took place in April 2023. The new regulations include introducing a definition of remote work, which may be performed entirely or partially outside the employer's premises (Dz.U. z 2023 r., poz. 1465). The goals of amending the existing legal solutions included making the forms of work more flexible, permanently introducing remote work in the code regulations with the most comprehensive approach possible. According to the new provision, remote work may be performed entirely or partially in a place indicated by the employee and each time agreed with the employer, mainly using direct distance communication. The current act provides for three types of remote work:

- proper, i.e., performed entirely or partially outside the workplace,
- occasional, undertaken only at the employee's request, with the possibility of being performed for a maximum of 24 days a year,
- upon the employer's unilateral order, i.e., performed for a specified period for objective, random reasons beyond the company's control (Dz.U. z 2023 r., poz. 1465).

Previous empirical research in the area of remote work includes, among others, engagement while working remotely (Giauque et al., 2022; Sonnentag et al., 2023), well-being (Barriga Medina et al., 2021; Burr et al., 2022), modern work technologies (Felstead, Henseke, 2017), effectiveness of remote work (Kurdy et al., 2023; Wang et al., 2021), decision to return to full-time work (Chomałowska et al., 2022). Despite many perspectives of research, some areas of remote work still need to be researched (Juchnowicz, Kinowska, 2022; Gosling et al., 2021). Especially if we consider the necessary competencies that predispose representatives of particular generations to remote work - which, according to the authors, is a research gap.

In the context of remote work, virtual competencies assume a pivotal role. Wang and Haggerty (2011) propose the concept of individual virtual competence (IVC) as a novel and distinct capability essential for individuals to thrive in organizational settings. They posit that IVC is crucial and differs significantly from the competencies required in a traditional co-located environment. This includes competencies related to technology, motivation, and self-efficacy. The exploration of virtual competencies predates the pandemic, and the surge in interest following its onset has further accentuated this trend. Virtual competencies were the subject of research even before the pandemic. The growing interest in remote work after its outbreak has intensified this tendency. While research on the competencies desired by four

generations in the context of remote work is lacking, existing literature provides insights into the skills required for effective remote work.

The authors focused their considerations on four professionally active generations: BB, X, Y and Z (Tab. 1). Scientific research indicates many intergenerational differences.

Table 1.
Characteristics of generations

Generation	Characteristics
BB 1946-1959	The oldest generation is active in the labour market. The difficult period of economic transformation significantly impacted their characteristics and attitudes. However, the experiences of adolescents had a positive impact on their professional lives. They are more resistant to stress in younger generations, can effectively resolve conflicts, and look for compromises and scope for cooperation. They believe in their abilities, are committed to work, and are independent and loyal to their employer. The needs of stability and security are essential to them. At the same time, they feel job satisfaction when they feel that they are needed and irreplaceable. Modern technologies pose a challenge to them, but they successfully face it. They coped well in the home office during the pandemic. They often sought help from younger colleagues, offering them knowledge and professional experience.
X 1965-1980	They were raised to believe that their work defines them, which is an autotelic value, and a high work ethic also characterizes them. Therefore, free time is secondary to their priorities; mainly, they are commonly depicted as the overlooked, under-protected, and neglected cohort, often labelled as "the latchkey generation." In Poland, they are additionally recognized as the generation of the PRL; according to them, success can be achieved by working hard and being committed. They need independence, self-reliance, trust, and autonomy in the workplace. They are motivated by employment security, financial incentives, and various benefits. They perform well in challenging situations, and they are also resistant to stress. Compared to BB, they are less loyal and generally exhibit higher technological fluency. Generation Xers were among the first to embrace technology as a fundamental aspect of their lives, viewing it as a given. Despite their proficiency in technology, members of this generation lean towards direct (face-to-face), prompt, and transparent communication preferences.
Y 1980-1995	They grew up in the era of globalization, Poland's membership in the EU, freedom of speech, challenges, and easy access to modern communication and information processing technologies. They value the balance between work and private life, flexibility, home office and an informal atmosphere at work. They crave interaction with their co-workers and for the office to support their job diversely. They are less loyal to their employer than generations BB and X and do not prefer long-term employment in one organization. They are flexible and open to challenges, training, and mentoring. They need to participate in ambitious projects and expect quick feedback on the effects of their actions. Moreover, they want to participate in creating the company's strategy and engaging in organizational matters. They are the first generation to grow up in the digital era. As a result, they possess a high level of proficiency in using modern technologies and use them daily. They are technological "natives" compared to the Baby Boomer "digital immigrants" who migrate to the latest technology. Millennials use social media, search for information on the internet, and work in environments where technology is critical.
Z 1996-2012	They are often referred to as "Snowflake generation". They are distinguished by the digitization of all areas of life and relationships and globalization; the world has no borders for them thanks to being constantly online. They are more concerned about the climate crisis than the labour market. The authors' previous research has shown that they perceive work as a value much less important to them than to older generations. They do not treat work as a critical value, rather instrumental than autotelic, and are not ready to devote more time to it. Their value system is based primarily on pursuing self-fulfilment, not necessarily in the work environment, but as part of passions and interests, spending time with friends, and striving to be happy. They live in their free time and treat work and responsibilities as an addition to everything else. They moved their social relationships to social media and moved away from stationary devices in favour of mobile devices. The Covid-19 pandemic significantly impacted their attitudes, motivations and choices. As they have faced and continue to face the social consequences of social distancing, they now feel more alone than ever before.

Source: own work based on: (Jeruszka, Wolan-Nowakowska, 2020; Wiktorowicz, Warwas, 2016; Nieżurawska-Zajac, 2020; Smolbik-Jęczmień, Żarczyńska-Dobiesz, 2017; Gursoy et al., 2008; Benson, Brown, 2011; Crampton, Hodge, 2011; Kwiatkowski, 2019; Baran, Kłos, 2014; Brdulak, 2014; Mazur-Wierzbicka 2019; Gadomska-Lila, 2015; Prensky, 2001; Suwa, 2014; Samsel, 2022; Deloitte, 2022; Infuture Institute, 2023; Żarczyńska-Dobiesz et al., 2021).

In this article, the authors refer to the competencies necessary for success as a remote worker from the perspective of four generations. The article's primary goal is to identify the critical competencies of different generations essentials at remote work based on COVID-19 pandemic opinions and experiences.

Methods

For the purpose of this article, the following research questions were formulated:

- RQ1. In the opinion of the four generations, which employee competencies are the most important and relatively less necessary in remote work?
- RQ2. Can there be statistically significant differences in the assessment of desired competencies in the opinion of the surveyed generations?
- RQ3. Can there be statistically significant differences in the assessment of desired competencies in the opinions of the surveyed generations, considering the gender criterion?

The study was conducted during the second quarter of 2022, encompassing the entire geographical expanse of Poland. Preceding this comprehensive research, a pilot study targeted representatives of Generation Z in the first quarter of 2022 (Żarczyńska-Dobiesz et al., 2022). This preliminary investigation took the form of a diagnostic survey utilizing the survey technique of a survey questionnaire administered through the CAWI method. The questionnaire was constructed based on two measurement scales: an ordinal scale employing the Likert scale and a nominal scale (comprising binary and categorical variables). Nominal variables underwent statistical analysis using frequency and percentage statistics, while Likert scale variables were subjected to descriptive statistical measures. Additionally, the Kruskal-Wallis test and hierarchical clustering analysis were pivotal to the research methodology. It allowed grouping the respondents' most frequently coherent answers regarding the analyzed subject matter. In the hierarchical model, due to the nominal nature of the variables – there are responses to individual questions - cosine similarity measure was applied to analyze the similarity between different response vectors. The studied issue consists of "n" questions, with responses on a scale of "0" and "1". The number of indicated questions, i.e., "n", forms a feature vector with binary values. Consequently, the similarity pertains to the most similar vectors, allowing the grouping of the space into subsets of statements where the value "1" is most likely. For their graphical presentation, a dendrogram was used.

The composition of the participants was deliberately structured to preserve socio-demographic parameters mirroring their distribution in the overall population. The sample selection was intentional and involved a screener encompassing 1865 potential respondents. Ultimately, the targeted sample comprised 690 participants representing four generations (BB, X, Y and Z). Notably, all respondents were individuals engaged in professional activities and working remotely during the pandemic. The specifics of the research sample are detailed in Table 2.

Table 2.
Descriptive statistics pertaining to the research sample

Sample differentiation criterion		n	%
Generation	Z	81	11.7
	Y	304	44.1
	X	241	34.9
	BB	64	9.3
Sex	Female	327	47.4
	Man	363	52.6
Business sector	Commers	99	14.3
	Production	113	16.4
	Service	262	38.0
	Public institution	132	19.1
	Other	84	12.2
Children	No children	246	35.7
	At least one child	444	64.3
Separate room	Yes	377	54.6
	No	219	31.7
	It varies; sometimes yes, sometimes no	94	13.6
Pets	Yes	407	59.0
	No	283	41.0

Source: own work based on conducted research.

Results¹

The first question addressed to respondents was a disjunctive cafeteria. It concerned the identification of their opinions as to the existence of unique competencies that predispose an employee to perform remote work. The answers obtained divided the respondents. Nearly 40% of them believe that such competencies can be indicated (37.7%), almost 30% believe that they do not exist (28.7%), while every third answered "I do not know" (33.6%). Exploring the analyzed problem further, representatives of the four generations were asked to evaluate the indicated competencies on an adopted ordinal scale from 1 to 5 was used, where 1 means an invalid competence and 5 is a very important one (Fig. 1).

¹ The results of a research exploration presented in the article are part of the research conducted by the authors.



Figure 1. Assessment of the importance of competencies predisposing employees to work remotely - ranking of importance.

Source: own work based on conducted research.

Overall, all verified competencies were rated relatively high. Respondents gave the highest importance to time management skills (4.43), while the relatively least important competence in remote work was a high level of assertiveness (3.88). The remaining competencies assessed received weights ranging from 3.92 to 4.41, respectively. The above research was further deepened by hierarchical analysis using a dendrogram (Fig. 2). It aimed to identify those competencies that were the most consistent in the respondents' assessments.

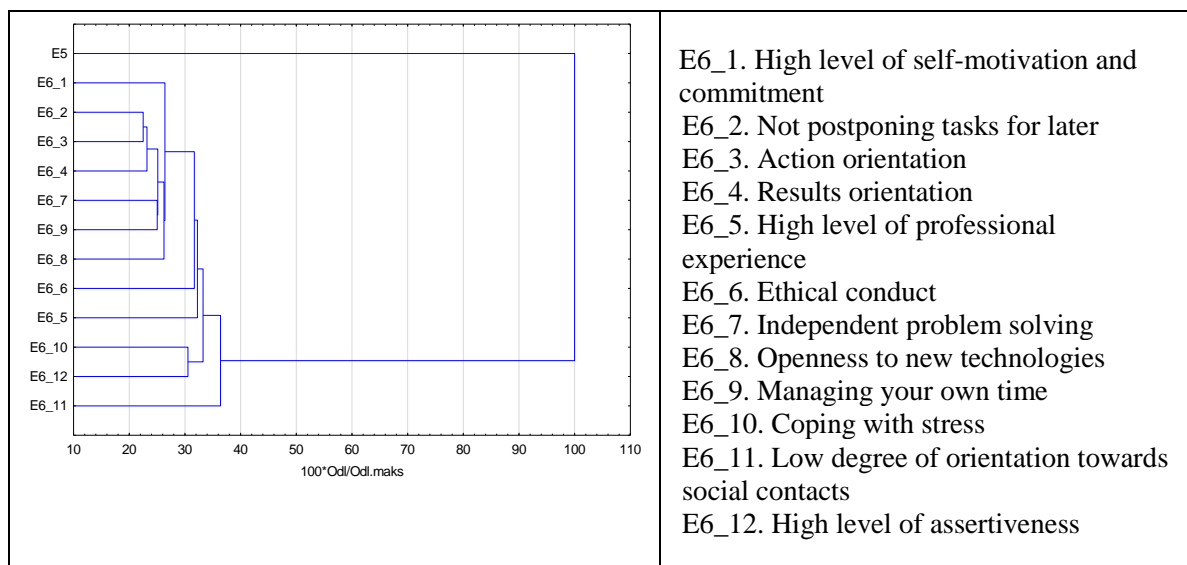


Figure 2. Hierarchical analysis of clusters for statements concerning employee's competencies that predispose them to perform remote work.

Source: own work based on conducted research.

Analyzing Fig. 2, it can be seen that people who indicated not postponing tasks for later as a competence that predisposes an employee to remote work also indicated an orientation towards action and results. At the same time, in further analysis of the dendrogram, the same respondents indicated independent problem solving and time management, as well as openness to new technologies and a high level of self-motivation and commitment. Therefore, it is also

concluded that respondents who indicated competence - in coping with stress also emphasized the importance of assertiveness in remote work. Consistency regarding the indications of other competencies was relatively lower, as evidenced by the distances of the dendrogram branches.

The next stage of the analysis was to look at the examined competencies from the perspective of the opinions of each generation. The study used descriptive statistics variables (respectively: M - mean, Me - median; SD - standard deviation) and the Kruskal-Wallis test with a post-hoc paired test (Tab. 3).

Table 3.

Statistics of descriptive variables and the Kruskal-Wallis test with a post-hoc paired test verifying differences between generations in ordinal variables

Competencies	Generation															Kruskal Wallis test		Detailed tests of post-hoc					
	Z			Y			X			BB			Total			H	p	Z & Y	Z & X	Z & B	Y & X	Y & B	X & B
	M	Me	SD	M	Me	SD	M	Me	SD	M	Me	SD	M	Me	SD								
High level of self-motivation and commitment	4.19	5.00	1.17	4.32	5.00	0.94	4.43	5.00	0.87	4.71	5.00	0.46	4.38	5.00	0.92	4.407	0.221	-	-	-	-	-	-
Not postponing tasks for later	4.06	4.00	1.03	4.22	4.00	0.88	4.29	4.00	0.85	4.57	5.00	0.50	4.26	4.00	0.86	4.390	0.222	-	-	-	-	-	-
Action orientation	4.11	4.00	0.75	4.30	4.00	0.72	4.31	5.00	0.89	4.57	5.00	0.50	4.31	4.00	0.77	6.379	0.095	-	-	-	-	-	-
Results orientation	3.91	4.00	1.01	4.19	4.00	0.77	4.22	4.00	0.82	4.29	4.00	0.66	4.17	4.00	0.81	2.912	0.405	-	-	-	-	-	-
High level of professional experience	3.60	4.00	1.17	3.94	4.00	0.88	3.97	4.00	0.96	4.54	5.00	0.51	3.97	4.00	0.94	14.176	0.003	0.177	0.130	0.001	0.677	0.001	0.006
Ethical conduct	3.83	4.00	1.11	3.99	4.00	0.87	3.92	4.00	0.98	4.25	4.00	0.84	3.97	4.00	0.94	3.069	0.381	0.625	0.807	0.141	0.731	0.134	0.114
Independent problem solving	4.29	5.00	0.93	4.31	4.00	0.75	4.51	5.00	0.71	4.68	5.00	0.55	4.41	5.00	0.75	8.294	0.040	0.771	0.248	0.077	0.041	0.014	0.301
Openness to new technologies	4.19	5.00	1.06	4.33	5.00	0.82	4.40	5.00	0.71	4.79	5.00	0.42	4.39	5.00	0.80	8.469	0.037	0.745	0.601	0.014	0.764	0.006	0.008
Managing your own time	4.36	5.00	0.99	4.34	5.00	0.80	4.57	5.00	0.64	4.46	5.00	0.69	4.43	5.00	0.77	4.374	0.224	-	-	-	-	-	-
Coping with stress	3.69	4.00	1.23	4.07	4.00	0.94	4.05	4.00	0.98	4.32	4.00	0.67	4.04	4.00	0.98	4.227	0.238	-	-	-	-	-	-
Low degree of orientation towards social contacts	3.94	4.00	1.07	3.91	4.00	0.98	3.98	4.00	0.96	3.75	4.00	1.21	3.92	4.00	1.01	0.561	0.905	-	-	-	-	-	-
High level of assertiveness	3.77	4.00	0.97	3.79	4.00	1.03	3.96	4.00	0.89	4.11	4.00	0.83	3.88	4.00	0.96	3.036	0.386	-	-	-	-	-	-

Source: own work based on conducted research.

All generations notice the importance of the indicated competencies when working remotely, as evidenced by median values of at least "4". Moreover, the standard deviation value has the highest value for Gen Z, which proves the most remarkable diversity in their assessments (Tab. 3). Analyzing the data using the Kruskal-Wallis test along with detailed tests of post-hoc comparisons verifying differences between generations in ordinal variables, it is concluded that statistically significant differences ($p < 0.05$) regarding competencies that predispose employees to remote work concern, respectively:

- a) high level of professional experience - respondents from the following generations:
 - Z have a lower average score (3.6) than the average score of respondents from the BB generation (4.54);
 - Y have a lower average score (3.94) than the average score of respondents from the BB generation (4.54);
 - X have a lower average score (3.97) than the average score of respondents from the BB generation (4.54);

- b) independent problem solving - respondents from the following generations:
- Y have a lower average score (4.31) than the average score of Generation X respondents (4.51);
 - Y have a lower average score (4.31) than the average score of respondents from the BB generation (4.68);
- c) openness to new technologies - respondents from the appropriate generation
- Z have a lower average score (4.19) than the average score of respondents from the BB generation (4.79);
 - Y have a lower average score (4.33) than the average score of respondents from the BB generation (4.79);
 - X have a lower average score (4.4) than the average score of respondents from the BB generation (4.79).

The remaining detailed tests did not show statistically significant differences between individual pairs of generations assessing competences.

Exploring further the research area, the authors extended their analysis to include the gender criterion (Tab. 4). Generally, women representing all generations rated the employee's competencies that predispose them to remote work higher than men, as evidenced by the mean and median values. Analyzing the statistics of the Kruskal-Wallis test with detailed tests, there are no statistically significant differences.

Table 4.

Statistics of descriptive variables and the Kruskal-Wallis test with a post-hoc paired test of differences in the responses of people differentiated by generation and gender

Competencies	Generation															Kruskal Wallis test		Detailed tests of post-hoc					
	Z			Y			X			BB			Total			H	p	Z & Y	Z & X	Z & B	Y & X	Y & B	X & B
	M	Me	SD	M	Me	SD	M	Me	SD	M	Me	SD	M	Me	SD								
High level of self-motivation and commitment	4.19	5.00	1.17	4.32	5.00	0.94	4.43	5.00	0.87	4.71	5.00	0.46	4.38	5.00	0.92	4.407	0.221	-	-	-	-	-	-
Not postponing tasks for later	4.06	4.00	1.03	4.22	4.00	0.88	4.29	4.00	0.85	4.57	5.00	0.50	4.26	4.00	0.86	4.390	0.222	-	-	-	-	-	-
Action orientation	4.11	4.00	0.75	4.30	4.00	0.72	4.31	5.00	0.89	4.57	5.00	0.50	4.31	4.00	0.77	6.379	0.095	-	-	-	-	-	-
Results orientation	3.91	4.00	1.01	4.19	4.00	0.77	4.22	4.00	0.82	4.29	4.00	0.66	4.17	4.00	0.81	2.912	0.405	-	-	-	-	-	-
High level of professional experience	3.60	4.00	1.17	3.94	4.00	0.88	3.97	4.00	0.96	4.54	5.00	0.51	3.97	4.00	0.94	14.176	0.003	0.177	0.130	0.001	0.677	0.001	0.006
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Coping with stress	3.69	4.00	1.23	4.07	4.00	0.94	4.05	4.00	0.98	4.32	4.00	0.67	4.04	4.00	0.98	4.227	0.238	-	-	-	-	-	-
Low degree of orientation towards social contacts	3.94	4.00	1.07	3.91	4.00	0.98	3.98	4.00	0.96	3.75	4.00	1.21	3.92	4.00	1.01	0.561	0.905	-	-	-	-	-	-
High level of assertiveness	3.77	4.00	0.97	3.79	4.00	1.03	3.96	4.00	0.89	4.11	4.00	0.83	3.88	4.00	0.96	3.036	0.386	-	-	-	-	-	-

Source: own work based on conducted research.

Discussion and conclusions

Both empirical research (Hadidi, Power, 2020) and observation of economic practice shows that since the pandemic, remote work has acquired a different dimension and meaning. Interest in this form of work organization is constantly growing. The percentage of enterprises that work in a remote work model has increased to 80% and even 100%. According to Collier's report, over 90% of organizations work in a hybrid model. As many as 73% of them consider the implemented work model optimal - in 2022, this percentage was only 55% (Raport-Colliers-Market-Insights, 2023). Research generally indicates age as a statistically significant variable in remote work (Juchnowicz, Kinowska, 2022), but they are not unambiguous. According to authors' research (Chomałowska et al., 2022), younger generations are more willing to work remotely. However, according to Gosling's research (2021), there are no significant differences between generations regarding their ability to adapt to ICT technologies. Moreover, the difficulties associated with adapting to changes in how remote work is performed often decrease with age.

Referring to the results obtained, research shows that the pandemic reality has created new challenges, forcing significant changes in personnel management practices and especially employee competencies. In answer to the first research question regarding the most important and relatively less necessary competencies in remote work, it is stated that the respondents considered the most important: the ability to manage their own time (4.43), the ability to solve problems independently (4.41) and openness to new technologies (4.39) and high level of motivation and commitment (4.38). Among the slightly less important ones, the study participants indicated not postponing tasks for later (4.26), results orientation (4.17) and coping with stress (4.04). The relatively least essential are: ethical behaviour and a high level of professional experience (3.97), a low level of orientation towards social contacts (3.92), and a high level of assertiveness (3.88).

According to Haggerty and Wang (2009), employees need specific competencies such as virtual self-efficacy, virtual social skills, and the ability to use virtual media for remote work success. Lönnblad and Vartiainen (2012) also focused on novel work forms and organizational approaches related to remote and mobile work, emphasizing virtual and global teamwork facilitated by advanced ICT systems. These authors categorized competencies into three groups: personal competencies for employees and leaders, specific competencies for leaders, and team competencies. Furthermore, Sawatzky, R. and Sawatzky, N.J. (2019) identified communication, self-direction, self-motivation, discipline, critical thinking, initiative, trustworthiness, flexibility, and empathy as essential for the success of remote workers. Similar lists of competencies required for remote work success can be found in business reports and publications, as indicated by Jabra (2021).

In response to the second research question, regarding the identification of statistically significant differences in the assessment of desired competencies in the opinion of the surveyed generations, the analysis showed that the differences concern only three, i.e. high level of professional experience, independent problem-solving and openness to new technologies (Tab. 3). The values of the Kruskal-Wallis test with a post-hoc paired test showed that differences in the assessment of the importance of competencies almost always concern Baby Boomers versus younger generations. This proves that BB's approach and understanding of work differ slightly from generations X, Y and Z. Taking into account the criterion of generational affiliation, the authors proved that in the vast majority of cases, the importance of competencies that predispose an employee to remote work increases with age (Tab. 3). Thus, this also constitutes indirect confirmation of Gosling's cited research.

Moving on to the last research question relating to the indication of statistically significant differences in the assessment of desired competencies, taking into account the age and gender criteria, the following is stated. The values of the Kruskal-Wallis test with a post-hoc paired test indicate the absence of such differences. It is worth emphasizing, however, that there are differences in the average weights of the competencies examined. The relatively largest of them occur in Generation Z. They concern such competencies as: a high level of self-motivation and commitment, not postponing tasks for later, action orientation, openness to new technologies, time management, high level of assertiveness (differences in means regarding gender constitute a value at least 0.6). In the case of other generations, these differences are relatively minor. Men from Generation Y rated as many as five competencies higher (high level of self-motivation and commitment, not postponing tasks, action orientation, high level of professional experience, ethical behaviour) than women. Concerning Generation X, it was only one competence - openness to new technologies. However, in the case of BB, all assessed competencies were rated higher by women than by men (Tab. 4).

Observations of business practice and the authors' experience in the researched area show that employers are aware that only some employees will work effectively from a home office, and at the same time, they are looking for tips related to selecting employees for a remote work model. In the context of existing dilemmas, a question arises about the so-called construct of "remote personality" and the requirements regarding the desired competencies he/she possesses. Based on the research conducted by the authors, it can be assumed that such a construct exists.

Despite the differences between the surveyed generations (Tab. 1), they consistently assess the importance of competencies predisposing employees to remote work. However, it is worth noting that the youngest employees need the most significant support from leaders in developing these competencies. On the one hand, this is because Gen Z live primarily in their "free time", and they treat working time and related tasks and responsibilities only as an addition to their other activities. On the other hand, this generation is particularly susceptible to various distractions that take their attention away from what older generations perceive as necessary.

To sum up, it is worth raising two issues. The first concerns the introduction of a new employee to work. Regardless of age, each new employee delegated to work remotely should complete the onboarding period at the company's headquarters. Getting to know the company, its specificity, values and organizational culture gives a real chance to retain an employee. Shaping direct relationships with colleagues during onboarding, among other things, provides the novice with a greater sense of security and easier access to information when working remotely. The second issue concerns the objective possibilities of using the employee's competencies. According to the authors, a necessary condition for their use should be adapting the home environment to the requirements of remote work, i.e. having: an ergonomic work space, resources necessary for work, appropriate support from the employer, and, above all, limiting the distractions that interfere with the smoothness of tasks performed by the employees themselves.

Summary

In the face of turbulent changes, managing generational diversity is and will be an essential criterion for decision-making effectiveness in human resources management. Employees belong to different generations and have different competencies, which is a crucial challenge for HR departments and managers. Their knowledge in this area and the growing importance of generational intelligence should encourage diversification of the adopted strategy towards employees of generations BB, X, Y and Z. In addition, they should develop remote work patterns that are adequate to the employees' competencies, needs, and expectations. It is especially worth taking care of those competencies whose role and importance in remote work were rated the highest in respondents' opinions - *the ability to manage one's own time, independent problem solving, openness to new technologies, and high motivation and commitment*. Another critical area that challenges managers should be ensuring the quality and effectiveness of intergenerational communication during remote work. Conscious actions in the analyzed area constitute the foundation for the synergy of employee diversity, which may become an essential source of organizational strength.

Due to the limitations of the research sample, it is essential to underline that generalizing the research results must be done with caution.

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