

<http://doi.org/10.21272/mmi.2020.1-20>

JEL Classification: J50, M12, O15

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DIGITALIZATION FOR HUMAN RESOURCEMANAGEMENT

Abstract. Behaviours, sometimes different expectations as well as mastery and use of IT are new data to be integrated within the framework of an effective human resources policy. In the absence of real intergenerational management that promotes synergy and the emergence of collective intelligence, individual employees develop withdrawal strategies and anticipate their exclusion, which leads them to self-stigmatize. The objective of intergenerational management is to establish a working climate that promotes communication between generations and their well-being. It makes it possible to organize interactions between generations in work situations and define a common operating language so that profiles of the same age and different ages can lead to the implementation of a joint project. In other words, the usefulness of intergenerational management is to reduce tensions and conflicts beyond stereotypes. The article deals with the issue of intergenerational management to understand the sources of disputes between the different generations within Moroccan companies in the banking sector. The main objective of the research is twofold, firstly to determine the source of the intergenerational conflict by referring to a set of theoretical and empirical studies. The latter shows that the conflict between the different generations is closely linked to the systems of human resource management. On the other hand, bringing concrete leads to companies to understand the problem of intergenerational and to adapt their management methods according to the expectations of the different socio-professional categories. To respond to this problem in the Moroccan context, a qualitative empirical study was conducted with managers from three generations: baby boomers, generation X and generation Y and working in four banks. The empirical research has made it possible to understand the expectations of different ages and shows that beyond the intrinsic characteristics of individuals at work, expectations converge, and the organization of action is likely to be the primary source of intergenerational conflicts. Also, the digitization and use of the computer tool by different generations do not present an obstacle to intergenerational cooperation. The present study provided answers to the defined problem. It also made it possible to identify other variables capable of explaining the intergenerational conflict other than those identified in the literature review. It is more particularly the problem of time management and the lack of support systems. As a research perspective, the results of this study will be useful for testing these hypotheses and confirming them, considering the specificities of Moroccan business.

Keywords: collective intelligence, digitalization, expectation, human resource management, individual competence, intergenerational conflict.

Introduction. Businesses need a competent human resource with a high capacity for adaptation and creativity faced with challenges and new constraints in the 21st century. To act competently, one must not only mobilize one's resources but also those of one's environment. The ways of professionalization and lasting and sustainable performance are the ways of collective competence. As indicated by (Le Boterf, 2000) «the management of individual skills can lead to a break in the relations between the most competent and the least competent and interindividual competition relations can develop at the expense of collective efficiency». The interactions between the generations, the sharing and the transmission of knowledge and experiences allow establishing a culture of collective intelligence. Intergenerational conflicts call into question job satisfaction, organizational involvement and consequently individual and collective performance at work. The objective of the research is to explain the conflicts between the different generations in the banking sector. At the level of the first section, the theoretical framework of inquiry is presented, the research methodology adopted in a second section and lastly the results of the empirical study.

Literature Review. The term intergenerational is made up from the Latin inter which indicates spacing, distribution or a reciprocal relation, and from the word generation which itself has several

definitions advanced by sociologists. At the beginning of the 20th century (Karl Mannheim, 2011) defined a generation according to three components:

- A homogeneous generational positioning membership in the same age group.
- Similar historical contexts everyday experiences.
- Identical generational units shared ways of seeing the world from the two previous points.

According to this German sociologist, a generation is made up of people who share common values and develop affinities. Based on this conception, the French sociologist (Mauger, 2015) distinguishes between young people, adults and the elderly. Social divisions cross these age groups; in other words, a young person from the working classes does not have the same youth as a young person from the wealthy classes.

Another approach stands out to define the notion of generation. It is the approach of (Devriese, 1989) according to which age is a notion with variable geometry, understood as a community of experiences of a group of individuals artificially captured in time. The period does not reveal a homogeneous generation, but a plural generation among generations.

In their generational theory, the Americans (William Strass and Neil Howe, 1991) have identified four successive cycles in a rotation of four times twenty years, just like the four seasons. For them, the world goes through periods of spiritual awakening and centuries-old crises. Thus, each generation that triggers lasts on average from 20 to 22 years and in which a new social, political and economic climate exists. These generations are presented as follows (Strauss & Howe, 1991):

1. The «Veterans», also called the traditionalist generation or the silent generation. They were born between 1920 and 1945 and experienced the Second World War and the great depression. Their attitude is marked by obedience and respect for authority. They worked under formal hierarchical management methods.

2. The «Baby Boomers», born between 1945 and 1965, represent the generation that has benefited from the growth and full employment. She is the one who invented the consumer society and believed in social success. She seeks professional success, is loyal to the company and the hierarchy while promoting individual autonomy.

3. «Generation X», born between 1965 and 1980, was marked by the economic crisis, the collapse of values and the technological shock. This population has developed a certain scepticism vis-a-vis the future and organizations. It is the generation currently in power.

4. «Generation Y» was born between 1981 and 2000, with globalization and information technology, progress and the impression that anything is possible. Confident and optimistic, she wants to work less and better. Both independent and in need of approval, she is eager to progress in the organization. His professional behaviour may appear to be an extension of that of the «child king».

This classification has been criticized by Louis (Chauvel, 2001), who proposes a concept of the concept of generation based on statistics. The sociologist defines a generation as a partially structured cohort, whose members can share given characteristics without necessarily being aware of them (Chauvel, 2006).

Another criticism was addressed to the generation division proposed by William Strauss and Neil Howe, that of the sociologist (Claudine Attias-Donfut, 2009). «First, the identification of a generation with an event or a significant period does not presage its constitution since it generally takes place posteriori. Then, tying the appearance of a generation to a fixed moment, crystallized in time, obscures other historical elements that may later influence this generation».

The look towards the juniors who are also called Digital Natives, generation Y and generation Z is often mixed. On the one hand, they are perceived as interconnected, open, voluntary, inventive, ambitious, motivated employees who are well involved in conflict resolution or more broadly in community life (Nader and Alves 2014). On the other hand, they are perceived as immature,

individualistic, lazy, impatient, lacking in loyalty, little invested in work and inclined to question hierarchical links. (Bovis, Fatien and Glee, 2010).

Differences between generations in an organization can be a source of conflict, leading to problems of cooperation, motivation and therefore, performance. The intergenerational conflict is defined by (Grima, 2007) as «a difficulty in working with people of a different generation, or even a preference for working with people of the same generation». The question then is whether the intergenerational conflict is due to intrinsic factors or contingency factors. In other words, intergenerational conflicts are mainly due to the characteristics of each generation of human resources (HR) processes put in place to foster collective intelligence? In this sense, Grima (2007) carried out a study with a large French public company in the tertiary sector. The results that emerge from this model of Grima's analysis show that intergenerational conflict, through role ambiguity, challenges the perception of the meaning of his work. The uncertainty around the tasks to be accomplished in the organization has necessary consequences on intrinsic motivation for action. The survey thus made it possible to validate the hypothesis according to which the intergenerational conflict is positively correlated with HR systems the ambiguity of roles which calls into question the possibilities of cooperation.

According to the analyses of (Bandura, 1989) and (Thomas and Velthouse, 1990) «the individual will only feel an environment where he can develop his self-control to the extent that he has built up a vision of the latter where he feels confident and does not have to deal with major contradictions». This theoretical analysis is also valid for the intergenerational conflict.

Another field survey was carried out by (Flamant, 2005), as part of a study on the problem of integrating new hires to reduce the risk of intergenerational conflicts. The empirical research was carried out in a marshalling yard over one year of welcoming and incorporating young recruits into the company. The results of this empirical study show that the presence of different age groups in the teams does not give rise to conflicting situations. Two factors mainly explain the disagreements encountered in the marshalling yard. On the one hand, the feeling of social insecurity which generates a reaction of mistrust vis-a-vis the company and its representatives, «the lack of anticipation, the loss of benchmarks, the feeling of not controlling the unfolding and the impression of the random induce very early the fear of being sent back to the previous professional situation (Flamant, 2005)».

On the other hand, the organization and definition of working rules «the organization in brigades prevent the construction of stable collectives and slows down the emergence of solidarities. It reinforces the difficulty of building landmarks; it immediately creates a feeling of isolation. It exacerbates the feeling of fragility and insecurity (Flamant, 2005) ». The results showed that the company did not announce to the elders the change of rules when the young recruits arrived. She did not explain to them that the rules presented to them were new and that the oldest worked according to a different system and habits. Work rules play an essential role in fostering intergenerational cooperation. As confirmed (Reynaud, 1997), the law constitutes a social fact, and it is the foundation of the social game. The community of social life and work is inhabited by different rules which coexist, complement, confront and compete with each other.

Other authors have addressed the issue of intergenerational conflict, which confirms the hypothesis of Grima and Flamant. According to (Chaminade, 2014) «the various factors listed as sources of conflict within companies come from both organizations themselves, due to: poor integration of the youngest, absence or bad definition of roles and functions, the maintenance of old-fashioned working methods, in which both old and young do not recognize themselves or more».

In their literature review carried out as part of the Dauphine Management of Human Resources MBA, (Boutreux et al., 2010) presented an extract from the speech of Luc Ferry, Doctor of State in political science and former Minister of Youth, National Education and Research (Raffarin government) from May 7, 2002 to March 31, 2004. «we are in a society of intergenerational conviviality, more than in a real dialogue, each generation lives with the other, without open conflict but without discussing the substance

either. Trust between young and old has never been greater than today. Thus, the vision of the oldest vis-a-vis the younger seems rather positive, and vice versa». Another empirical study on intergenerational management has been jointly conducted by (Delay and Huyer-Levrat, 2006). The subject of the study concerns the experience of current employees and their transfer conditions about the organizational changes made. The results show that conflicts between generations are induced by the disruption of the benchmarks offered to employees and competition between them through activity registers and new production techniques. The study highlighted four aspects of human resource management explaining the intergenerational conflict: mixed work collectives, time spaces freed up for joint learning, the real delegation of power and models of clarified professional paths.

The literature review shows that the intergenerational conflict does not result mainly from the intrinsic characteristics of each generation, but rather from the organization of the work and the mismatch between it and the expectations of different ages. It is notably the role of human resources management thanks to intergenerational management which makes it possible to organize and manage the co-presence of generations at work (Guillemard, 2010). Nevertheless, these studies were conducted in a cultural context separate from that of the Moroccan company. So, what about the Moroccan background?

Methodology and research methods. The Moroccan company has always been multi-generational where seniors and juniors rub shoulders. Managing multi-generation employees with different values, expectations and training is not easy. Managers have to develop a learning organization and create a kind of alchemy between seniors and juniors. In other words, it is necessary to reduce tensions and conflicts beyond the stereotypes that can hinder work performance. What is the primary source of conflict between different generations within Moroccan companies in the banking sector? Is it due to the intrinsic characteristics of individuals or to the HR systems put in place? Can computer skills be considered a source of conflict?

This empirical study provides concrete ways for Moroccan companies to understand the issue of intergenerational and adapt their management methods according to the expectations of different socio-professional categories. The objective of the study is to understand the source of intergenerational conflict within Moroccan companies.

The various theoretical researches presented and tackling the notion of generation and the factors which explain the intergenerational conflict at work shows that the phenomenon studied is relatively complex. It is why the use of a quantitative methodology using direct questions and a questionnaire becomes difficult to envisage. The qualitative empirical study is the research technique for gaining in-depth knowledge of a complex subject. In this sense, an exploratory approach allows a complete vision of the thematic studies and the most exhaustive possible taking into account of the factors explaining the intergenerational conflict by taking into account the specificities of the Moroccan context. The study is divided into the main phases:

1. The first phase, which is the subject of this article, focuses on understanding the intergenerational conflict and the primary sources in accordance with the theoretical framework of reference.

2. The second phase, which will focus on validating the hypotheses deduced from the results of the first phase, as part of a quantitative approach with a measurement scale.

To answer the problem, the subject of the first phase, a qualitative methodology was adopted to understand the intergenerational phenomenon based on semi-directive interviews. The study integrates three significant generations that count the Moroccan companies object of empirical research. Despite criticisms of the approach of William Strauss and Neil How, it still prevails within companies. It is the «generation» conception chosen to conduct this research. Indeed, in the absence of data relating to the events experienced by the various participants in this study, it is almost impossible to adopt another

approach than that of Strauss and How. The sample was drawn up according to the age pyramid (accessible information) to guarantee the representativeness of all age groups.

- seniors or baby boomers, born between 1946 and 1964;
- the mediators or the generation x, born between 1965 and 1980;
- juniors: Generation Y (born between 1981 and 2000) and Generation Z (taken since 2000).

Concerning the Generation Z, it starts to integrate the professional world, and there is not enough information which forms a coherent whole to integrate it into the study.

The empirical study has been conducted among banking sector companies. The distribution of the global sample by generation is as follows:

- the baby boomer generation: 23%;
- generation x: 35%;
- generation y: 42%.

As mentioned above, the approach adopted in this first phase is qualitative to interpret what respondents said. However, a quantitative approach is used to be able to compare the comments of the interviewees after interpretation to present a comparison between the three generations concerning the tracks explored in the semi-directive interviews.

To minimize subjective bias, the main objective of the study was masked, and the stated purpose was gender diversity at work without addressing the issue of intergenerational conflict. The interviews were conducted with 30 executives (managers and employees), including 15 face-to-face interviews and 15 questionnaires administered to managers who were unable to participate in the discussions. The latter focused on the following issues:

1. Computer skills and difficulty in collaboration.
2. The importance is given to the main levers of Human Resources Management (HRM): the atmosphere at work, remuneration, the relationship with the manager, social benefits, training and career management.
3. Expectations of the manager.
4. The acceptance to be managed by a younger person.
5. Acceptance of a tutoring system.
6. Difficulties encountered by tutors.
7. The challenges faced by the mentee.

Results. The data collected by the semi-structured interviews were processed, in the first, analysis of the special effects content from each meeting. Subsequently, a consolidation and comparison of these different individual contents were carried out to detect the divergences and similarities of the expectations of the respondents. The data are thus presented by graphs which illustrate this comparison. The computer skills and difficulty in collaboration: following the interviews conducted, the majority of those questioned replied that mastering the computer tool does not create collaboration problems between the different generations.

The importance of HRM: the ambition is not to measure the satisfaction of the three generations concerning HRM, but rather to measure the importance given to the main levers of HRM. Thus, a Likert scale of 4 levels is used to illustrate differences in perception that could trigger intergenerational conflict. Following the comparison of the interviewees' responses, no significant differences were noted concerning work environment, compensation, relationship with the manager, benefits and training. For career management, Generation Y gives more importance to this aspect of HRM.

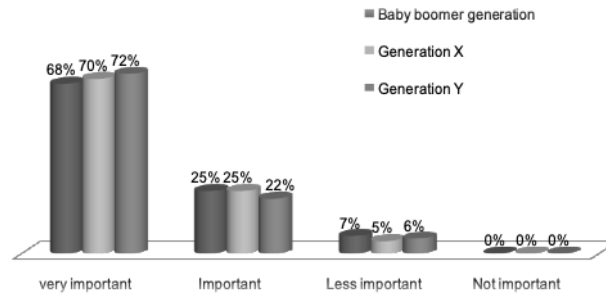


Figure 1. The importance of the working atmosphere by generation

Sources: developed by the author.

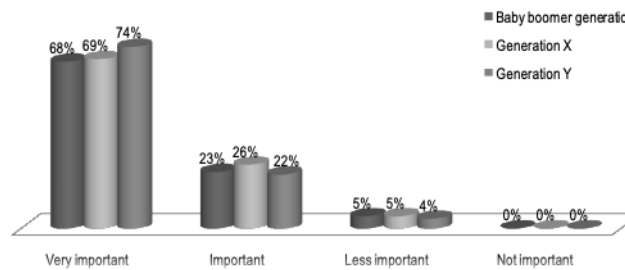


Figure 2. The importance of pay by generation

Sources: developed by the author.

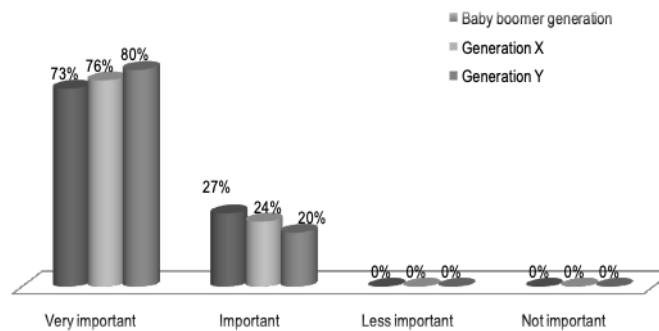


Figure 3. The importance of the relationship with the manager by generation

Sources: developed by the author.

The expectations for the manager: regarding the expectations towards the manager, the three generations have common and convergent expectations. It is mainly: to be respected and considered; give them the opportunity to develop their skills; benefit from a transfer of skills; participate in decision making; be supported in case of difficulty.

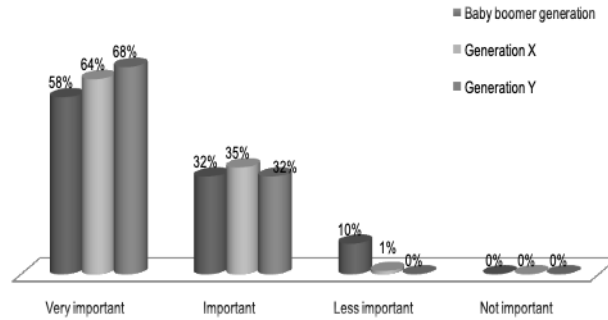


Figure 4. The importance of social benefits by generation

Sources: developed by the author.

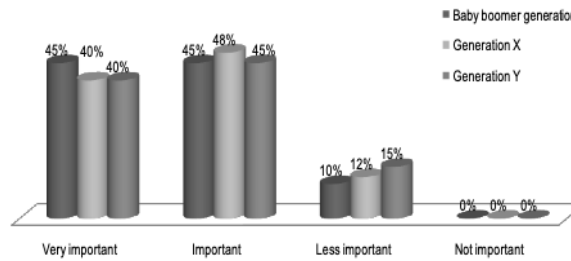


Figure 5. The importance of training by generation

Sources: developed by the author.

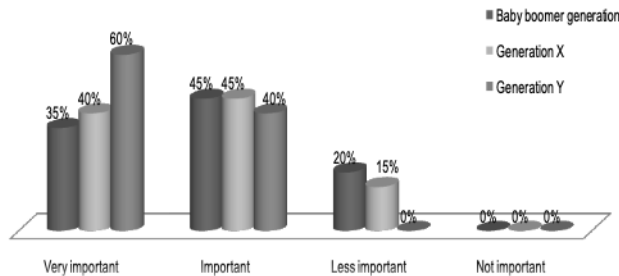


Figure 6. The importance of career management by generation

Sources: developed by the author.

The acceptance to be managed by a younger person: overall, most respondents (an average of 80%) agree to be managed by a younger person against an average of 20% of people who refuse. The main reasons given for their refusal are lack of knowledge of the company culture, lack of relational skills and business experience. At this level, also, no significant difference is marked between the three generations. The acceptance of a tutoring system: According to Gerard (1992): «Tutoring is a work situation accompanied. It corresponds to a function of transmission and assistance to the acquisition of trade, between a confirmed professional and a person new to the trade». Thus, tutoring allows the company to train new employees to become quickly operational and to transmit skills. The acceptance of

a tutoring system is a telling sign of intergenerational cooperation. Following the analysis of the data collected during interviews and questionnaires, it turned out that all generations have a positive and constructive attitude towards tutoring.

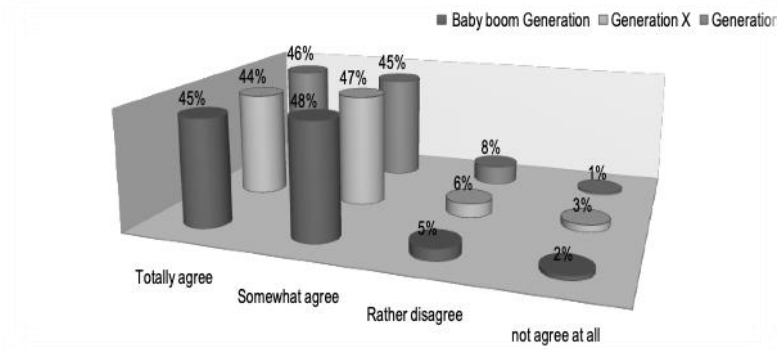


Figure 7. Acceptance of a tutoring system

Sources: developed by the author.

Difficulties faced by tutors: despite the acceptance of a tutoring system, the interviewees insisted on the need to put in place mechanisms that promote the sharing of knowledge and the transmission of skills. They then emphasized the problem of time and the lack of a transmission device. Compared to this aspect, also no remarkable differences between the three generations.

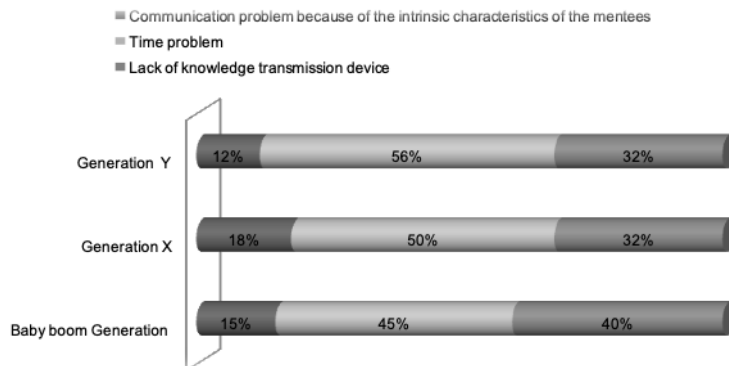


Figure 8. Difficulties encountered by tutors

Sources: developed by the author.

The difficulties encountered by mentees: in the same way as the tutors, the mentees also reported the lack of accompanying device and the problem of time. The communication problem represents only an average of 9%, which confirms that the transfer of skills is closely linked to the organization of work more than the intrinsic characteristics of each generation. As with the other aspects discussed above, the people interviewed have almost the same perception and the same expectations.

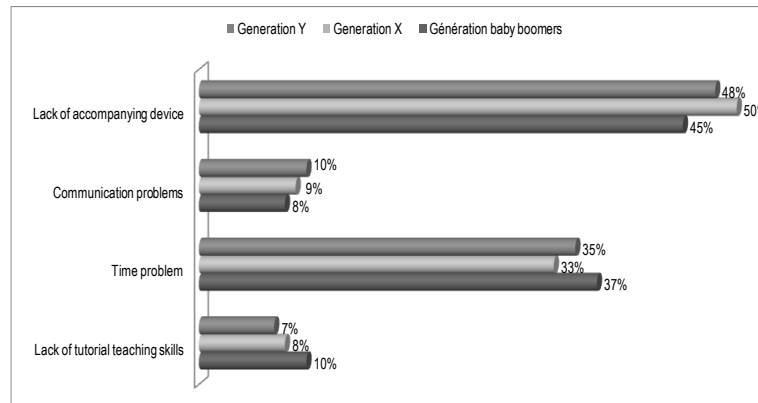


Figure 9. Difficulties encountered by mentees

Sources: developed by the author.

With differences in personalities, needs and goals between individuals, conflicts will inevitably arise. In this sense, conflict is inevitable, and we must learn to solve it. According to Rondeau (1990), the first step in the emergence of a battle is the development of marked perceptive biases that strongly impact the individual behaviour, which constitutes the cornerstone of the conflict. It is the reason why the approach was focused on comparing respondents' perceptions of the leading HR levers.

The objective of the study was masked to minimize subjectivity. Analysis of the content of the interviews conducted shows that digitalization is not a source of conflict. The question of intergenerational is transversal because it includes career management since the integration of employees until the end of their career. The intrinsic characteristics of each generation, the mastery of the IT tool and digitalization do not then represent obstacles to the coexistence of different ages within companies. The differences between the baby boomers, Generation X and Y, can't be denied. However, the latter does not justify the intergenerational conflict that can be found between individuals of the same generation. Senior or junior, everyone draws in their own culture, values and codes to act and interact. The similarity and convergence of many of the interviewee's answers confirm this observation. The different executives and managers interviewed give almost the same degree of importance to the central HR levers: work atmosphere, compensation, manager relations, social benefits, training and career management. No significant difference was noted in terms of the perception that could trigger a conflict.

Tutoring is one of the levers of powerful intergenerational management that promotes positive interactions, strengthens the team spirit and allows to generate real benefits through the transmission and sharing of expertise. The adoption of mixed approach conditions enables the success of this approach of tutoring. In other words, one-way tutoring often generates reluctance and rejection on the part of the youngest. It is why reciprocal training should be preferred, according to (Chaudhuri and Ghosh, 2012), who draw on the expertise of both generations. Thus, attention was paid to the question of tutoring, to which 80% of respondents agreed. Nevertheless, training can only be beneficial when accompanied by an HR system that promotes intergenerational cooperation. At this level, several difficulties were raised by the interviewees, mainly: the problem of time and the lack of devices for transmission and accompaniment.

Conclusions. Conscious of the emerging nature of the reflection around this problem in management sciences in the Moroccan context, the objective set, during this first phase of the empirical study, to verify the possibility of transposing the results of the studies addressing the intergenerational conflict on the case of the Moroccan company. The results from the exploitation and interpretation of the

statements of the interviewees show that the intergenerational conflict in Moroccan banks is mainly explained by the inadequacy of the HR devices to create a kind of synergy between the different generations. Setting up an intergenerational management practice makes it possible to organize and manage the co-presence of ages at work and thus guarantee a link between individual and collective logic. The advantage of such a method is to ensure the maintenance of employability throughout the working life as part of a philosophy of interaction and complementarity.

As mentioned in the problem and methodology section, the first phase of the empirical study focused on understanding the intergenerational conflict and its primary sources. According to the literature review, the intergenerational conflict found in organizations does not result from the intrinsic characteristics of each generation, but rather from the organization of work and the mismatch between it and the expectations of different ages. To verify the relevance and validation of the observations made during the first phase of the study, it was decided on four hypotheses to be validated during the second phase. These hypotheses relate the intergenerational conflict to the main difficulties raised by the respondents: the problem of time and the lack of transmission and accompaniment devices.

1. The intergenerational conflict is positively related to the lack of a support system.
2. The intergenerational conflict is not linked to the lack of a support system.
3. The intergenerational conflict is positively related to time management.
4. The intergenerational conflict is not related to time management.

To conclude, the objective of this study is to identify the levers of action for a more effective intergenerational management meeting the expectations of employees. Thus, Moroccan companies must review their resource management system, which must be based mainly on diversity, interaction and the emergence of collective intelligence. An individualizing approach to HRM resulted in simulated loyalty with minimal employee engagement and therefore, a fragile performance. Establishing a culture of collective intelligence makes it possible to gently form a link between individual skills, which is preferable to partition intelligence despite the question of age or generation.

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Діджиталізація системи управління людськими ресурсами

У статті досліджено специфіку поведінки працівників з метою виявлення джерел конфліктів між поколіннями та шляхів їх вирішення, що у свою чергу забезпечить підвищення ефективності системи управління трудовими ресурсами компанії. Автором зазначено, що такі фактори як диференціація суб'єктивних очікувань, рівень володіння та використання інформаційних технологій (IT) повинні бути інтегровані в систему кадрової політики компанії. У статті встановлено, що дієва система комунікації між поколіннями сприяє формуванню позитивного робочого клімату та організації взаємодії між поколіннями. Автором визначено, що відсутність комунікаційної системи між поколіннями провокує виникнення самостигматизації (припущення власної гідності) працівників незалежно від їх вікової групи. Головною метою статті є визначення джерел конфлікту між поколіннями на основі систематизації теоретичних та емпіричних напрацювань з означеної тематики. Автором становлено, що конфлікти між поколіннями тісно взаємопов'язані з управлінням людськими ресурсами. Вихідні дані для емпіричного аналізу згенеровано на основі опитування менеджерів чотирьох банків Марокко. При цьому респондентів було розділено на три категорії: бебі-бумери, покоління X та Y. Отримані результати дослідження дають змогу зрозуміти очікування різних поколінь та свідчать, що, не враховуючи особистий психологічний профіль працівника, головним джерелом виникнення конфліктів між поколіннями є система організації робочого процесу. Доведено, що діджиталізація та використання комп'ютерних технологій різними поколіннями не обумовлює виникнення конфліктних ситуацій. На основі отриманих результатів виокремлено статистично значущі фактори-збудники конфліктних ситуацій, а саме: низький рівень ефективності системи управління робочим часом; відсутність системи мотивації та розвитку персоналу. Автором визначено напрями для подальших теоретичних досліджень щодо перевірки та підтвердження сформуованих гіпотез, враховуючи особливості ведення бізнесу в Марокко.

Ключові слова: колективний розум, діджиталізація, очікування, управління людськими ресурсами, індивідуальні компетенції, конфлікт між поколіннями.

Manuscript received: 02.11.2019.

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