


Chapter 11

Building Collaboration in a Multigenerational Workforce: Intergenerational Inclusivity and Mental Health as Key Drivers of Workplace Productivity

Jefta Harlianto

 <https://orcid.org/0000-0002-4918-9209>

BINUS University, Indonesia

Rudi Rudi

BINUS University, Indonesia

Heber Cornelia Br Ginting Ginting

BINUS University, Indonesia

ABSTRACT

Fostering collaboration among different age groups is not just a cultural moral value but a strategic necessity in increasingly multigenerational workplaces. This chapter explores the interrelations of intergenerational inclusivity and employee mental health on workplace productivity. Creating successful collaboration can no longer be taken for granted when five different generations are part of the workforce. It needs to be designed and promoted strategically. This chapter suggests a conceptual framework that reframes workplace productivity not as a direct result of mental health but as one significantly influenced by social dynamics. Empirical findings indicate that mental health alone does not significantly influence produc-

DOI: 10.4018/979-8-3373-2903-1.ch011

tivity. In an inclusive workplace, well-being is more likely to convert into sustained performance. Further, intergenerational inclusivity is a protective factor from the negative impact of psychological distress, addressing how much the workforce can function effectively despite the stress.

1. INTRODUCTION

In today's fast-paced work environment, productivity is not simply a unit of output but a substantial driver of organizational strength. Productivity fuels performance, shapes workplace culture, and enhances innovation in the workplace. A highly productive employee does more than reach targets; they cultivate engagement, channel purpose, and inspire collective fulfillment. As Suárez Peña et al. (2024) state, productivity and job performance are closely linked, constructing the foundation of sustainable organizational development. At the core of this connection lies a fundamental truth where workforces who are satisfied and feel valued in their roles tend to be significantly more productive (Memon et al., 2023).

The architecture of the current workforce reveals a more complex reality. For the first time in history, five distinct generations—Baby Boomers, Generation X, Millennials, Generation Z, and, to a lesser extent, Traditionalists—coexist within organizations. These groups bring diverse life experiences, work styles, and expectations, shaped by differing social, economic, and technological eras. While this generational diversity offers a wellspring of innovation and insight, it creates friction and disconnect. How can teams navigate intergenerational differences? What challenges emerge, and how might inclusive leadership bridge these generational divides?

Current research reveals disconcerting trends. Jolles & Lordan (2024) report that one in four employees struggles with low productivity, with even higher rates among younger workers, 37% of Gen Z and 30% of Millennials. A significant factor contributing to this decline is the generational mismatch in leadership. Employees managed by someone twelve or older are 1.5 times more likely to feel unproductive and nearly three times more likely to feel deeply dissatisfied at work.

At the same time, a new ethos is emerging in the workplace, one rooted in purpose, connection, and community. Randstad (2025) notes that employees seek more than transactional employment. They yearn for meaningful relationships, psychological safety, and a culture of belonging. Across all age groups, the desire for community resounds: 85% of Gen Z, 90% of Millennials, 96% of Gen X, and 92% of Baby Boomers believe a sense of community at work is vital to their mental health and overall well-being.

32 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/building-collaboration-in-a-multigenerational-workforce/383714

Related Content

Resourcing of Schools for an Inclusive Education System: Assistive Devices and Technologies

Dina Mashiyaneand Mfundo Mandla Masuku (2022). *Handbook of Research on Creating Spaces for African Epistemologies in the Inclusive Education Discourse* (pp. 107-118).

www.irma-international.org/chapter/resourcing-of-schools-for-an-inclusive-education-system/297878

Inside Out Literacies: Literacy Learning with a Peer-Led Prison Reading Scheme

Alex Kendalland Thomas Hopkins (2019). *International Journal of Bias, Identity and Diversities in Education* (pp. 82-99).

www.irma-international.org/article/inside-out-literacies/216375

At the Crossroads: A Social-Ecological Model of Support for Women of Color in Higher Education Leadership

Lolita L. Kincade (2023). *Stabilizing and Empowering Women in Higher Education: Realigning, Recentering, and Rebuilding* (pp. 87-105).

www.irma-international.org/chapter/at-the-crossroads/331679

Mentoring and Supervision for Women of Color Leaders in North American Higher Education: Together We Go Further

Elena Sandoval-Lucero, Tamara D. Whiteand Judi Diaz Bonacquisti (2020). *International Journal of Bias, Identity and Diversities in Education* (pp. 18-45).

www.irma-international.org/article/mentoring-and-supervision-for-women-of-color-leaders-in-north-american-higher-education/258995

Revisiting Intercultural Competence: Small Culture Formation on the Go through Threads of Experience

Adrian Holliday (2016). *International Journal of Bias, Identity and Diversities in Education* (pp. 1-14).

www.irma-international.org/article/revisiting-intercultural-competence/156494