

Linking Adult Learning to Knowledge Management in a Multigenerational Workforce

Mary Viterouli¹, Dimitrios Belias¹, Athanasios Koustelios¹ and Nikolaos Tsigilis²

¹Department of Business, University of Thessaly, Larissa, Geopolis, Greece

²Department of Journalism and Mass Media Communication, Aristotle University of Thessaloniki, Thessaloniki, Greece

mviterouli@gmail.com, mvvterouli@uth.gr

dbelias@uth.gr

akoustel@uth.gr

ntsigilis@jour.auth.gr

Abstract: The last years have born witness to immense shifts in the workplace environment; the way people work, their work expectations and work engagement have been modified by both internal and external factors. Distant or hybrid work is no longer a novelty. With increasing remote work becoming a norm, the need for knowledge management (KM) is more evident than ever before. In an era of digitalisation, information technology, social networking and artificial intelligence (AI) software, where the active workforce and knowledge capital of an organization is comprised by four different generations (Baby Boomers, Generation X, Millennials and Generation Z) the organizational memory and intellectual capacity have to be readdressed. Sustaining a long-term, competitive advantage entails, after all, knowledge management efficacy. How KM processes (knowledge creation, sharing/transfer, acquisition, storage/retrieval and application) are administered and organised is important. For the above reasons, the aim of this paper is to rejuvenate the concept of KM by integrating adult learning theories in the organizational learning culture, and addressing the four different age cohorts of employees. Collection of information and assessment of strategies, tactics and practices is conducted via a systematic review of the literature. The main contribution of this paper involves the way in which adult learning principles can smooth transitions, enrich skills and capabilities, and encourage the development of a collaborative multigenerational knowledge pool that can facilitate overall management. Furthermore, practical and theoretical implications are discussed, limitations are communicated, and opportunities are located that can further enhance knowledge management in the future.

Keywords: Knowledge management generations, Adult learning theories, Age-diversified workforce, Cross-generational and intergenerational learning

1. Introduction

Knowledge is difficult to be replicated or substituted. Acknowledging its importance, organizations have put great emphasis on Knowledge Management (KM) and KM systems with a view to retaining this knowledge, especially from older employees, and harnessing it. Knowledge management (KM), an established principle since 1991 (Nonaka, 1991), is the process of identifying, creating, organizing, storing and disseminating information within an organization which leads to better organizational efficiency (Singh, Thomas and Numbudiri, 2021). Decision-making processes and business outcomes become quicker when efficient KM strategies are followed, since collaboration and intergenerational learning directly facilitate and effectuate the flow and direction. Streamlining training and on-boarding also leads to higher employee satisfaction and retention (Belias et al., 2022; Belias and Trihas, 2022a).

Parallely, the pace of demographic transformations has brought upon the creation of four existing generations working side by side in the workplace; namely the Baby Boomers, Generation X, Millennials and Generation Z. Research indicates that organizations appreciate generational diversity because it can increase competitiveness and performance, but it also creates challenges for knowledge acquisition and transfer (Becker, Richards, and Stollings, 2020; Belias and Trihas, 2022b). The current workplace is characterised by increased utilisation of technology and intel(l)igence). Prerequisites and requirements to operate optimally in such an environment is a fact for all four cohorts; thus, facilitating KM processes within an age-diversified workplace via adult education principles is essential for the sustainability and competitiveness of companies and organisations.

This study identifies a research gap in methods that promote cross- and inter-generational knowledge acquisition, reflection, interactivity, and transfer within an age-dynamic workforce by utilizing the principles of adult education (AE) learning theories, and aims to provide insight and guidelines into this matter by developing a conceptual framework. This paper contributes to the growing fields of KM and AE, especially in an era of artificial intelligence and cognitive computing where demands and challenges are increasing for all working generational cohorts. The methodology used entails examination of scientific authored work drawn

from online academic bibliographic databases via an in-depth literature review and elaboration, where research questions are formed. Its structure onwards presents a retrospective and future view on KM, AE and multigenerational groups in the workplace. The research questions are answered involving the generations of KM so as to show the evolution of the field and its current demands. Next, we analyse how adult education theories can aid KM processes and suggest adult learning methodology that can be effectively applicable within and across generations, endeavouring that future research implements them. We conclude with the closing remarks, referring to the respective limitations and implications.

2. Methodology

The methodology employed concerns critical literature review reflection and analysis based on accredited scientific studies, papers, articles, and books drawn from databases of digital libraries, journals, conference proceedings and scientific websites, mainly including Google Scholar, Science Direct, Web of Sciences, Elsevier Scopus, Emerald insight, The Chartered Association of Business Schools (ABS) list, Scimago Journal Rank. For the implementation of the research, the authors used a combination of keywords that directly addressed and were associated with the subject of the research such as “Adult Learning Theories”, “Knowledge Management”, “Knowledge Management Processes and Eras”, “Multigenerational workforce”, “Knowledge-intensive marketplace”, “Intergenerational Relationships”, “Baby Boomers”, “Generation X”, “Generation Y”, “Generation Z”, “Adult Learning and Age Cohorts”. Every source used was coherent with these keywords and concepts. Our selection criteria involved a) topic or terms relevant to current piece of work, b) a time span of six years concerning research and findings (foundation principles were excluded from the time limitations), and c) cohesion and coherence of the paper, provision of useful insights and solid theoretical framework and/or practical-empirical researches.

This study identifies a research gap in methods that promote cross- and inter-generational knowledge acquisition, reflection, interactivity, and transfer within an age-dynamic workforce by utilizing the principles of adult education (AE) learning theories and aims to provide insight and guidelines into this matter by developing a conceptual framework. This paper contributes to the growing fields of KM and AE, especially in an era of artificial intelligence and cognitive computing where demands and challenges are increasing for all working generational cohorts.

As aforementioned, the aim of this paper is to investigate methods that facilitate knowledge management processes in an age-diversified workforce via adult learning theories, thus, the current paper seeks to answer certain research questions through literature review and critical analysis with the aim to shed some light on the complicated topic of multigenerational knowledge management in the workplace via AE principles and methodology. Thus, the research questions are formulated as follows:

- RQ¹. *How can we facilitate KM Processes via adult education principles?*
- RQ². *How critical are Knowledge Management generations?*
- RQ³. *What kind of adult education methods can aid cross and intergenerational learning?*

3. Literature Review

3.1 Knowledge Management

Knowledge management (KM) as a multidisciplinary approach cannot remain constant or stable over time, but changes along the external environment transitions and the nature of the human resources' needs. KM is responsible for achieving organizational objectives by utilising knowledge effectively. There are four basic types of knowledge an organization can produce or have: *tacit*, which is gained through personal experience and comprehended intuitively; *implicit*, which involves learned skills applicable in certain situations; *explicit* that represents structured knowledge, such as data-based applicable information (King, 2009); and *embedded*, which lies within the organization's processes and policies (culture), rules, ethics and conduct (Lönngqvist, 2017). Data put in context present us with information (Deng et al., 2022). When information is understood, exploited, utilized and linked to a purpose or an idea, it becomes knowledge.

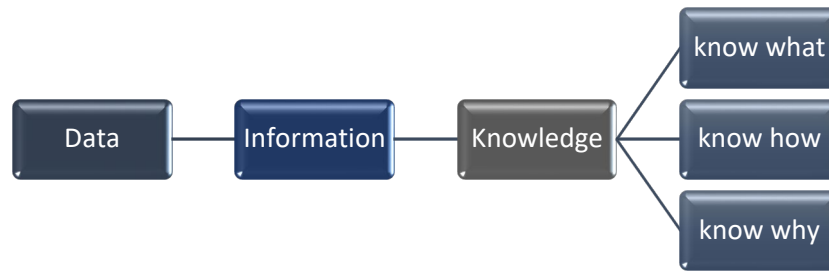


Figure 1: Rough Conversion of Data to Knowledge (modified from King 2009; Deng et al., 2022)

According to Erceg and Zoranović (2022), scientific literature refers to four main phases of KMPs, namely:

1. Collecting/Creation/Acquisition/Organizing,
2. Storage/Extracting/Presentation/Organizing
3. Distribution/Sharing/Usage/Transfer,
4. Application/Usage/Transfer/Analysis. They themselves categorised it as: knowledge collection; conversion; application and protection. A further classification of knowledge management systems (KMSs) is based on the knowledge lifecycle phases developed by King (2009) as outlined below:

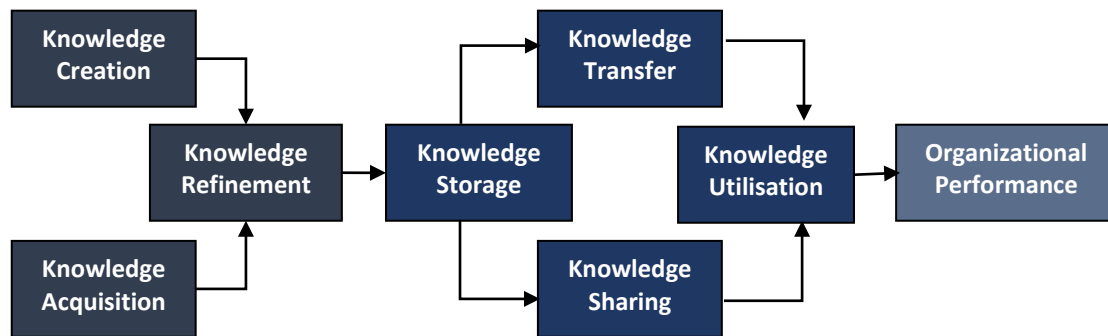


Figure 2: KM Process Model (King, 2009)

According to this process model the initiation of KM cycle involves either the *creation* or the *acquisition* of knowledge by an organization; the former entails either the development of new knowledge or new content within existing knowledge, whereas the latter refers to quest for, realization and assimilation of potentially valuable knowledge. *Knowledge refinement* involves filtering and improving selected knowledge so as to facilitate its entrance into the organization's memory, enhance its impact and long-term reusability. *Knowledge storage* concerns repositories, physical or electronic, that are retained and embedded in the organization's processes. Once stored, knowledge has to be transferred or shared. *Transfer* refers to sending meaningful and distinctive items of knowledge to potential, known recipients, whereas *sharing* refers to a more open, undefined dissemination of knowledge to a broader pool of candidates. *Knowledge utilisation* phase materialises the exploitation, "elaboration (different interpretations), infusion (underlying issues) and thoroughness (multiple understandings" (King, 2009, p. 8) of knowledge to enhance performance. Knowledge represents 'lessons learned', where a repository of cognition, skills, capabilities, expertise, wisdom, intuition and savoir faire is formed and serves as a unique competitive advantage difficult or even impossible to replicate. That is why scouting for new knowledge sources and resources so as to optimise the end-result in being meaningful, up-to-date and to-the-point is important.

3.2 Adult Learning Theories

Learning is always "being" and "becoming"

(Jarvis, 2009, p. 25)

Adult learning theories have expanded to include a spectrum of principles and approaches since the 1960's, when the educator and 'father of adult learning', Malcolm Knowles (1968), introduced the concept of Andragogy and popularised Adult Education. Adult education (AE) is a practice in which adults engage in systematic and sustained self-educating activities with a view to gaining new forms of knowledge, skills,

capabilities, attitudes, or values (Merriam and Brockett, 2007). It encompasses notions that can lead not only to basic literacy, but also to personal fulfilment and self-actualization of the learner (Viterouli et al., 2022). Adult learning is self and life-centred; self-centred in the sense that adults view learning as a means to enhance themselves and cope with bottlenecks and challenges; life-centred in the sense that it promotes life quality and facilitates life roles. AE theories involve principles such as self-direction, transformation, experience, mentorship, mental orientation, motivation, inclusion, and readiness to learn (Gupta and Misra, 2023; Viterouli et al., 2021) as displayed below:

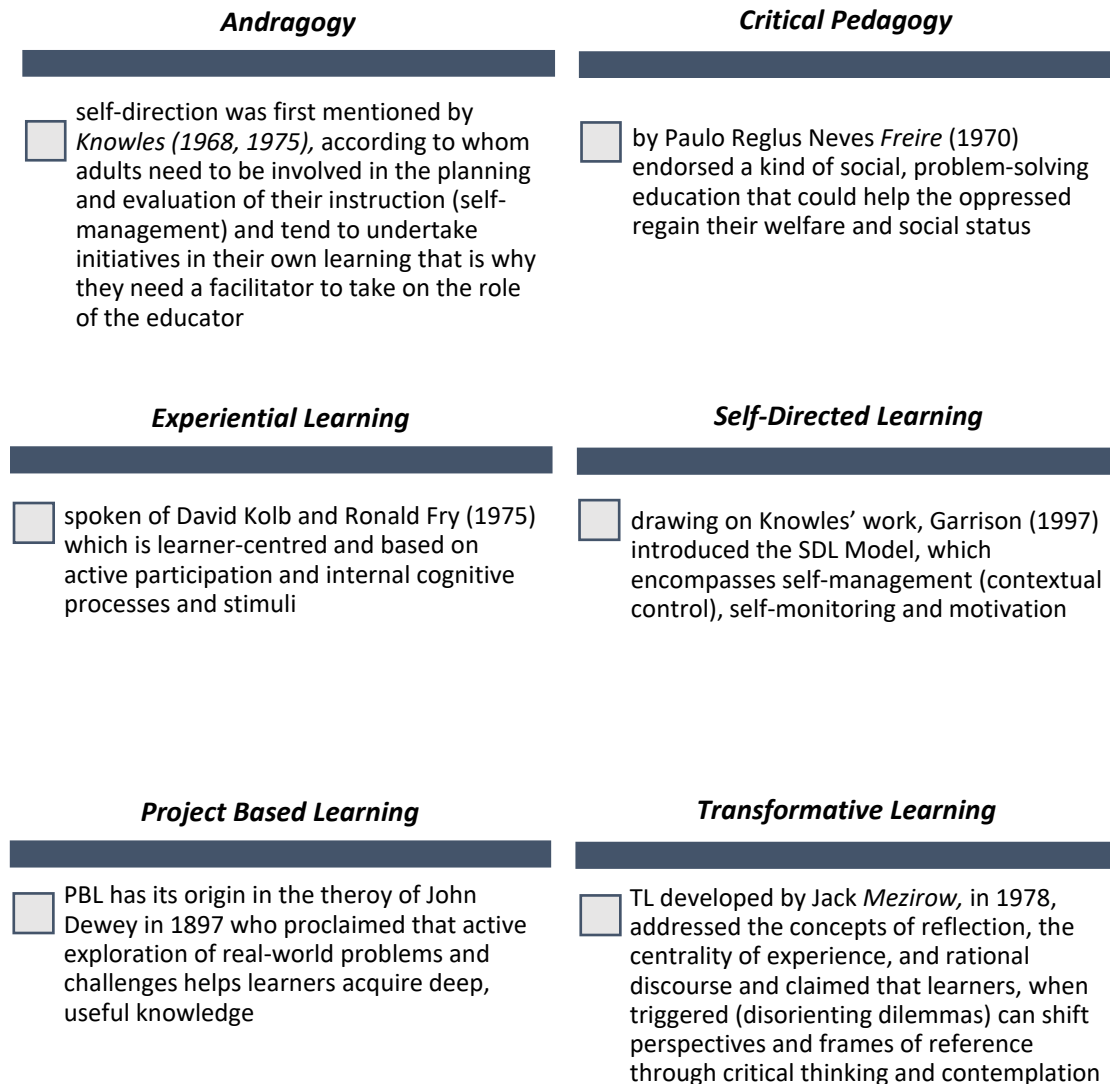


Figure 3: Main Adult Education Theories

All adult learning theories have the learner at their core. They posit that all learners use different assumptions, expectations, and beliefs to make sense of the world around them and are confronted with different obstacles, biases and experiences that might hold them back or even prohibit them from advancing or even moving further (Fedeli and Bierema, 2019). Forming an environment that promotes collaboration and intergenerational learning can aid the transferral and dissemination of knowledge (Gerpott, Lehmann-Willenbrock and Voelpel, 2017) and alongside long-term organizational sustainability (Simic, 2019). Knowledge management, especially after the era of Covid-19 pandemic, is critical for the business-status, resilience and sustainability (Belias and Trihas, 2022c). Remote work or hybrid work, for instance, has catapulted KM to overcome barriers. Especially when confronted with phenomena such as the Great Resignation (Serenko, 2022) that took place in 2021, a lot of companies and organizations were drained of their intellectual capital and pool of experience, not being able to substitute the knowledge 'lost'; hence, onboarding new recruits was

another challenge, as well as reskilling or upskilling the remaining personnel. That is why the field of adult learning is increasingly intersecting with knowledge management, and information and communications technology (ICT).

3.3 Key Attributes of the Contemporary Age-Diversified Workforce

Demographic, social, political and economic factors, especially in Western societies, have helped shape different generational groups in the workplace working simultaneously and contemporaneously (Jones, Murray, and Tapp, 2018). At the time being, four different cohorts co-exist in the workplace, namely, Baby Boomers, Generations X, Y and Z. Since age-related factors affect knowledge accumulation and utilisation along with organizational success, it is imperative for businesses and organizations to have a clear understanding of their employees' characteristics; differences or similarities (Triana et al., 2021) in extrinsic or intrinsic motivators, work and life values and attitudes, or professional engagement and commitment. For this reason, we have proceeded in formulating the basic traits and characteristics of each generation (tables 1 & 2) drawn from scientific literature research (Kirchmayer and Fratričová, 2020; Triana et al., 2021; Singh, Verma and Chaurasia, 2021).

Table 1: First and Second Age Group

	Baby Boomers (1946–1964)	Generation X (1965 to early 1980s)
1	live to work; challenge authority; value ambition, collaboration, personal growth	work to live; work wisely; unimpressed with authority; strong sense of entitlement
2	driven; strong work ethic; loyalty; workaholism	loyalty according to intakes; change job if necessary; listening to inner feelings
3	multi-taskers; team players; mission-oriented	flexible; adaptable; end-result focused; a mentality of 'let me have a life, it's just a job'
4	consensual leadership; democratic; humane "flat" organizational hierarchy	authority-sceptical; informal; functional; positive hierarchical equality; open access to leadership
5	instructions; traditional lectures and interactive team- and relationship-building communication; structured learning	seminars and training courses via blended learning methods; prefer learning independently/informally, not micromanaged
6	in person; a lot of body language; phones; 'call me anytime'	in person; emails; cell phones; laptops; 'call me only at work'
7	work comes first; self-worth and identity related to position	balance is necessary for their well-being
8	need to "shine"/"be a star"; work is a career demanding long hours; need experts	need reason and cause of gain for task/job; cutting edge systems/tech; forward thinking and flexible company; need leaders/mentors
9	skills just as important as work ethic and interpersonal relationships for success; mainly promoted based on seniority.	a means to an end; input evaluated on merit, not seniority; amassed skills more important than work ethic in versatility.
10	adapted make-do; not really good at it	assimilated competency
11	money; awards/praise; title recognition	rewards; freedom; benefits; coaching; hands-off supervision; fair remuneration; fun atmosphere

Codified as: 1. Work Values and Viewpoints, 2. Company loyalty & Work ethics, 3. Working style, 4. Leadership style, 5. Learning style, 6. Communication Style, 7. Work-life balance, 8. Job Expectations, 9. Educational expectations, 10. Work and Technology, 11. Motivation

Table 2: Third and Forth Age Group

	Generation Y (early 1980s to mid '90s)	Generation Z (mid '90s to early '00s)
1	"me first" attitude in work life; living comes before working; multi-taskers; innovative; work much by having fun	individualistic; entrepreneurial and progressive; want to prove themselves and their worth; risk-averse; technoholics

	Generation Y (early 1980s to mid '90s)	Generation Z (mid '90s to early '00s)
2	job transitions are unavoidable; eager to please others; net-centric team players	flexibility, respect, recognition; good salary; progression; vocal at resisting authority
3	adaptable; short-term and flexible	healthy competition; recognition of hard work
4	collaborative (harmony/unity); flexible; achievement-oriented; feedback	transparent; feedback on changes; fun; flexible; continuous feedback
5	technology-based learning from multiple, easily accessible sources and concise content; prefer team learning	self-directed and active learning styles with visual and kinaesthetic methodology; adaptive, engaging and interactive learning environments
6	quick and advanced technology-based communication; lack in interpersonal communication	tablets and cell phones usage over computers; prefer distant, to-the-point communication via applications; latest tools and technologies
7	work-life, plus community involvement and self-development balance	not only wish for it, but do what it takes to make it happen
8	flex time, job sharing, and time off on request; look for challenges, need strong, ethical and friendly guides	authenticity, career development; personalized, tailored approaches to overcome arising challenges; need mentors; job-shadow
9	new skills/knowledge, via high-priced spending, ease stressful situations	personalized, tailored approaches to overcome arising challenges
10	integral to work; tech-savvy, digital generation, spherical and complete utilisation of technology	digital natives, information technology (it) and artificial intelligence (AI) environment is second-nature
11	constant feedback and communication; meaningful and flexible work; rewards; acknowledgement; new learning opportunities	trust, support and care, technology usage, flexibility, control over their work inclusivity, diversity, and respect appreciating and acknowledging their efforts

Codified as: in table 1

Types of behaviour, expectations, styles and values underpin each group and form commonalities or differences with one another. These patterns and structure can help pinpoint ways of KM processes and behaviour (KMB) via effective learning methods (Razi & Habibullah, 2017).

4. Research on Knowledge Management Generations

In an era where we are experiencing massive technological advancements, a long line of innovations and inventions, and multiple kinds of networking, some speak of three transitive KM generations so far (Nonaka and Takeuchi, 1995; Liebowitz and Paliszkiwicz, 2019), while many contemporaries refer to six KM generations (Bencsik, 2021; Gaviria-Marina, Merigob, and Baier-Fuentesc, 2019; Cummings, Regeer, and Zweekhorst, 2013) of critical phases and trends, since the 1960's, as depicted below:

Table 3: Generations of Knowledge Management - Evolution

KM 1.0	ICT-based: Focus on technology of knowledge creation and formation to explore, integrate and transfer hard-to-find dimensions of tacit knowledge. (databases portals and clearinghouses)
<i>Personal knowledge Creating Company</i>	
KM 2.0	Organisation-based: Focus on differentiation between knowledge-based and experiential, problem-solving knowledge; Creation of an atmosphere and culture that supports both explicit and tacit knowledge collection codification, conversion, distribution via intra-corporate knowledge communities. (benchmark, KM audits)
<i>Knowledge Workers processes</i>	
KM 3.0	Knowledge sharing-based: Focus on establishing strong knowledge communities and systematic improvement of the organisation's ability to mobilise knowledge in order to increase performance. (peer assist, case studies, best practices)

<i>Building collaborative knowledge</i>		Knowledge as a social network
KM 4.0	Practice-based: Focus on the integration of knowledge in the organizational processes, as a capital factor and social contributor, and on its quantification. (social media, people-centric)	
<i>Knowledge integration</i>		Knowledge as an embedded process
KM 5.0	Innovation-based: Focus on the relationship between company competitiveness and endogenous innovation; development of knowledge systems ecology. (radical, conceptual advances and inventions, information technology prevalence, multiple kinds of knowledge, multi-stakeholder processes)	
<i>Cross-domain knowledge co-creation</i>		Knowledge as a competitive advantage
KM 6.0	AI-based: Focus on the potential of artificial intelligence solutions and cognitive computing. (analytics, generative tools, automated programs)	
<i>Multi and trans-disciplinary process</i>		Knowledge as a power & control manipulator

Formed from: Gaviria-Marina, Merigob, and Baier-Fuentesc (2019); Bencsik, A. (2021); Cummings, Regeer, and Zweekhorst (2013); Zamir, 2019;

No matter the number of distinctions, categories or generations, a fact prevails, that of advancement. We are experiencing unprecedented phenomena; the onset of artificial intelligence and its applications have presented us with countless possibilities and opportunities. Digital workplaces, digital transformation, cognitive computing, analytics and business intelligence, enterprise social networks (ESNs) are only a few examples. One can claim that KM and AI could be in fact the two sides of a single coin. Haenlein and Kaplan (2019) propose that KM allows for complete understanding and utilisation of knowledge, while AI offers potential to expand this knowledge, refine and recreate it on a completely new basis and on grounds beyond aspirations.

5. Facilitating KM Processes via Adult Education Principles

Stimulating learning should be way easier than ever before, given that we have all the assets and tools at our disposal. However, processes, tactics and methods are the link between the inputs and the outputs of learning, and respectively knowledge management. Adult education principles via its effective teaching methods involve interactive and participatory learning. There are many teaching techniques, some teacher- and others learner-centred (Gravani, 2019; Jarvis, 1995; Fedeli and Bierema, 2019); teacher-centred, informational, approaches commonly include: lecture-based learning; directed discussion and direct instruction. Nevertheless, outcomes have shown that in both children and adult education they are not optimally effective, since the attention span is minimized, and knowledge creation/acquisition is only short-term. Thus, learner-centred methods, as outlined below, have flourished.

Putting into practice these methods could encourage learning for either homogeneous or heterogeneous groups of employees via online, face-to-face or blended learning, synchronous or asynchronous. Intra-corporate or extra-corporate learning can adapt any of the aforementioned adult education (AE) learner-centred methods. For this reason, educators in AE are regarded mediators and/or facilitators, rather than experts in and of their own field, which guide learners through the whole learning process and aid them to reach their goal (Merriam and Brockett, 2007).

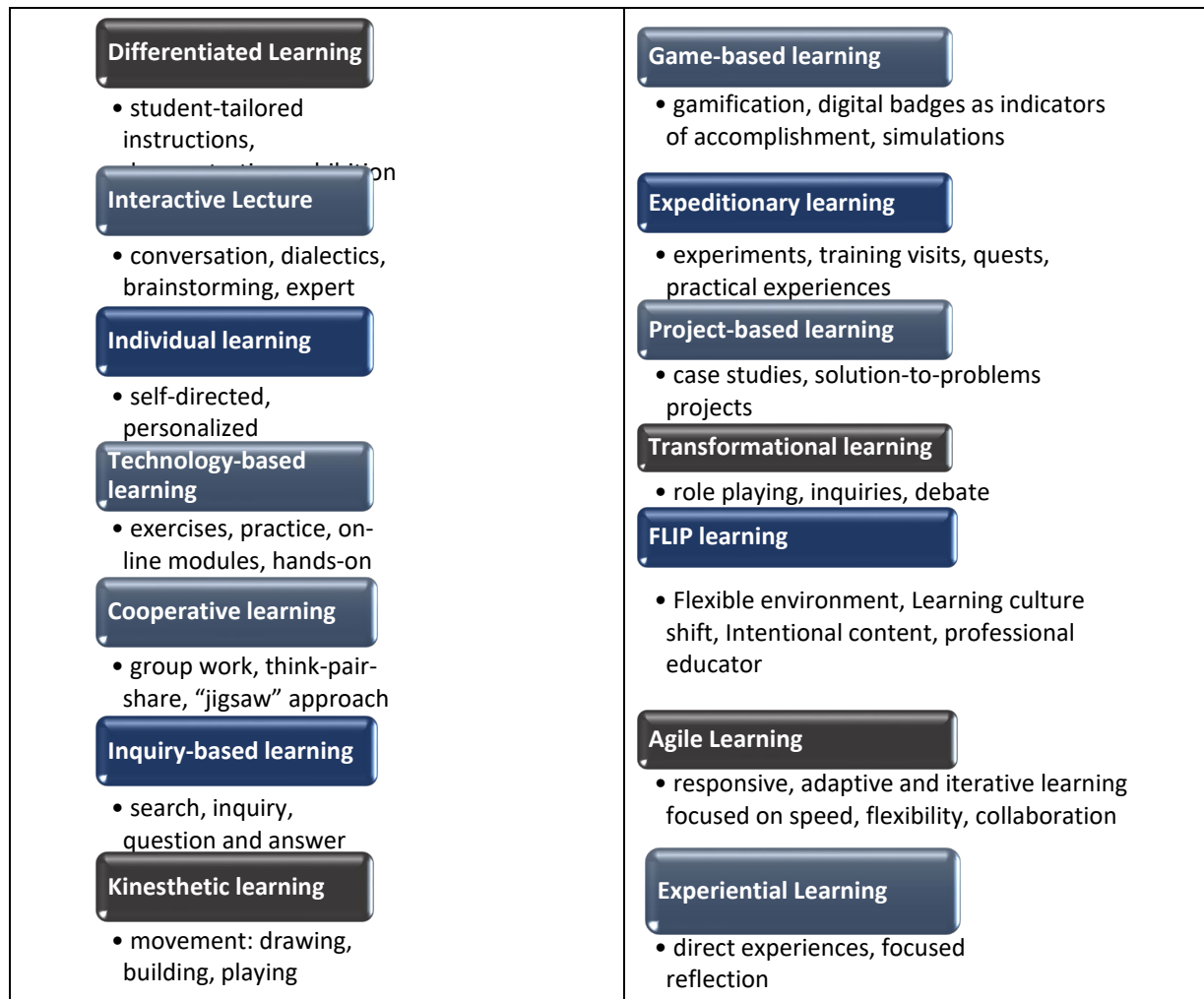


Figure 3: Adult education learner-centred methods (Viterouli, 2022; Gravani, 2019; Merriam and Brockett, 2007; Fedeli and Bierema, 2019; Bremner; Sakata and Cameron, 2022)

6. Designing Methodologies for Cross and Intergenerational Learning

Managing a workforce spanning multiple generations involves not only understanding differences or commonalities, but also overcoming barriers of ageism, bias and pre-conceptions or misconceptions. Building a culture of continuous, lifelong learning helps shutter these barriers, fortify knowledge management, boost morale, reinforce cooperation and inclusion, and improve engagement and performance. Each generation's key attributes along with the power the adult learning theories exert on different types of learners and the ways they facilitate KM processes have led us to the following conclusions about each cohort's respective and efficient methodologies application with regard to Knowledge Management generations and transitions. The findings show that learner-centred learning tactics and methods can address age cohorts, either separately or collectively, as suggested by Deng, et al. (2022), Gupta and Misra (2023), Erceg and Zoranović (2022), Fedeli and Bierema (2019), Kirchmayer and Fratričová (2020), Viterouli, Belias and Koustelios (2021), Gerpott, Lehmann-Willenbrock, and Voelpel (2017), Gravani, (2019) to achieve desired results. Methodologies, i.e. policies, rules, techniques, and procedures, prescribe how learning is to be conducted and provide proven ways to do it repeatedly and successfully:

Baby boomers – traditional with a touch of modernism learning

Since this age group is characterized as loyal team players and multi-taskers, who appreciate democratic procedures and policies seeking for a friendly expert, differentiated learning and active face-to-face lectures could match their needs according to their learning style. Baby boomers have learned to tolerate lecture formats, abide by the rules and look interested; hence, lectures, worksheets, and other traditional learning activities in a traditional classroom environment with a teacher-led curriculum could be sufficient. However, any kind of method that entails collaboration and relationship building via structured-learning, such as

cooperative learning and project-based learning, could prove more stimulating and energizing. Open discussions, interactive social learning methods, experiences sharing, disorienting dilemmas, as in transformative and experiential learning, can foster active engagement, memory retention and shifts in frames of reference. On the other hand, when given the chance, since they have the benefit of hindsight, they can become great mentors in intergenerational learning, keep it culturally concise and time-efficient, and help younger generations assimilate new knowledge or expand their understanding.

Generation X– tailored, individual learning

They, without a doubt, share some commonalities with Baby Boomers such as the preference of an in-person learning session, yet their desire for lifelong quality learning (strictly relevant to their needs) and their inclination towards active and participatory methodology is prerequisite and non-debatable. They have come to understand technology's reason of existence and utilisation, and became quite proficient at it, therefore technology-based methods and online teaching have become convenient and ordinary for them, since they allow for space, means and time management and flexibility; especially in asynchronous online learning. They do not comply with long-term lectures and detest being micro-managed, seeking for guides rather than experts, thus self-directed, agile or experiential learning that is focused on the information/knowledge they seek, and involves more practice than theory, could be what they are looking for. Moreover, Xers can either take on leadership roles to develop their own skills and promote work-life-learning integration, or can serve as mentors that have the capacity to bridge proceeding and succeeding generations (conservatives and progressives).

Generation Y - interactive and spirited learning

The Millennials represent a digitally competent and highly connected generation, which is why they embrace technology-based learning from multiple sources. To satisfy their interrogative nature, inquiry-based and FLIP learning can prove efficient in providing for their need for evidence-based sources and resources, conducted either online or in hybrid ways. Millennials also appreciate opportunities to get feedback and learn from their peers, so collaborative learning on up-to-date trends and technologies can prove intriguing. On-demand access to learning is important to them and testifies flexibility and efficacy for advancement, since they are achievement-oriented. However, they do not only want to learn, but also connect with each other and have fun, so game-based and project-based learning arises their curiosity and interests for involvement, especially when it involves informal learning. This age group can be great reverse mentors for Baby Boomers and Xers, connect them to unrestricted global networks and leverage the digital world to the organization's advantage.

Generation Z - engaging, real-time learning

The post-Millennials, as the most technologically savvy of all, aspire for any means and methods that are technology-integrated, especially interactive technology. Due to their direct absorption in all phases and kinds of technology and its negative or positive stimuli, this generation lacks in in-person communication skills, is mostly unable to read from a hard copy and has short attention span. This fact alone, leads them to pursue, other than technology-based learning, kinds of learning that fosters and boosts commitment to a cause, such as game-based and collaborative learning. Real-time communication and social learning environments can constructively engage them. Games, digital infographics, videos can help improve their spatial and intrapersonal intelligence, and offer the freedom and flexibility they need to learn at their own pace. Moreover, since iGen can be computer-addicts, kinds of learning that might be world-shaking for them, such as transformative to make them reconsider their own beliefs, or expeditionary learning to make them create new experiences, might be inspiring. Gen Zers look for mentors and role models in the workplace and often turn into job-shadowers, so as to feel supported and confident to thrive. However, they, in turn, can become great teachers for all previous generations on how to navigate analytics, AI and technological changes.

7. Discussion

Linking adult learning (AL) to knowledge management in a multigenerational workforce is demanding of its own accord. The notion that every person learns differently, has a unique way of thinking and poses certain traits is undeniable. However, using this to one's advantage and exploiting cross and intergenerational learning to boost own and peers' knowledge and performance is perhaps the most efficient way to achieve results. Knowledge should be accessible, disseminated and imparted in the most convenient manner. Finding beneficial ways and methodologies to aid these processes and procedures can accomplish desired outcomes and integrate AL principles via 'prescribed' policies.

8. Limitations and Implications

Through the passage of time, it is certain that demands change as do needs. Knowledge management has to evolve and adapt more quickly than any other field, since it is the driving force of the organizations and businesses. The above methodologies and approaches were drawn via literature review, thus, it would be advisable that qualitative and quantitative researches be conducted and verify or reject research questions. Moreover, they were drawn for this time period and era and are liable to change in the future, according to the needs that will arise at that time. Nevertheless, one should always contemplate that adult learning theories have had and will always have positive practical and theoretical implications on the knowledge capital of the enterprises and must always be in line and up-to-date with the personnel's training so as to facilitate processes and systems, and accordingly boost knowledge transfer, engagement and performance.

9. Conclusion

Catering to and for every generation's unique needs, preferences and demands might be a tall order due to their extra-rational, sociocultural, cognitive nature. However, adopting new learning methods and knowledge development strategies is imperative so as to engage and motivate all workforce generations. Using interactive, blended methods in adult learning can prove effective in addressing all cohorts simultaneously or subsequently. There is no optimum way to teach diversified groups and there is always room for improvement with a view to creating benchmarks. Further empirical research is needed in the interconnected fields of KM and AE in light of the multigenerational workplace. After all, each generational cohort has a lot to learn and a lot to offer via synergies. Leveraging one's knowledge to aid and advance others' is crucial for KM and performance so as to improve knowledge-related practices as well as organizational behaviours and decisions, and navigate each era efficiently.

References

- Becker, K. L., Richards, M. B., and Stollings, J. (2020). Better together? Examining benefits and tensions of generational diversity and team performance. *Journal of Intergenerational Relationships*, 1–21.
- Belias D. and Trihas N. (2022a). Investigating the Readiness for Organizational Change: A Case Study from a Hotel Industry Context/Greece. *Ottoman: Journal of Tourism and Management*. Volume 7, Issue 2:1047-1062
- Belias D. and Trihas N. (2022b). Human Resource Training of front office employees and change management in hospitality sector during crisis. *FEMIB 2022 Proceedings*:101-106
- Belias D. and Trihas N. (2022c). The Relationship of the Change Context with the Resilience of Hotels: Proposal for a Research Framework on Hotels During the Covid-19 Crisis. *Proceedings of the 21st European Conference on Research Methodology for Business and Management Studies*.
- Belias, D., Rossidis, I., Lazarakis, P., Mantas, C. and Ntalakos, A. (2022). Analyzing organizational factors in Greek Tourism Services Business Strategy Review Vol. 3:2 (248-261)
- Bencsik, A. (2021). The sixth generation of knowledge management – the headway of artificial intelligence. *Journal of International Studies*, 14(2), 84-101.
- Bidian, C., & Evans, M. (2018). Examining inter-generational knowledge sharing and technological preferences. In *Proceedings of the European Conference on Knowledge Management*, 95–103.
- Cummings, S., B. J., Regeer, Ho, W. W. S., and Zweekhorst, M. B. M. (2013). Proposing a fifth generation of knowledge management for development: investigating convergence between knowledge management for development and transdisciplinary research. *Knowledge Management for Development Journal* 9(2): 10-36.
- Deng, H, Xu, Y, Deng, Y, Lin, J. (2022). Transforming knowledge management in the construction industry through information and communications technology: A 15-year review. *Automation in Construction Elsevier*, Volume 142.
- Dewey, J. (1897). My Pedagogic Creed, *School Journal*, 54(3), 77–80.
- Erceg, V. and Zoranović, T. (2022). Knowledge management and digital business transformation. *Strategic Management*, Vol. 27(2):57-63.
- Fedeli, M. and Bierema, L. (2019). Connecting Adult Learning and Knowledge Management Strategies for Learning and Change in Higher Education and Organizations. *Knowledge Management and Organizational Learning*, Volume 8. Springer Nature Switzerland
- Freire, P. (1970). *Pedagogy of the oppressed*, New York, NY: Seabury Press.
- Garrison, D.R (1997). Self-directed learning: Toward a comprehensive model, *Adult Education Quarterly*, 48 (1) 18-29.
- Gaviria-Marina, M., Merigob, J. M. and Baier-Fuentesc, H. (2019). Knowledge management: A global examination based on bibliometric analysis. *Technological Forecasting and Social Change* 140: 194–220.
- Gerpott, F.H., Lehmann-Willenbrock, N., & Voelpel, S.C. (2017). A phase model of intergenerational learning in organizations. *Academy of Management Learning and Education*, 16(2), 193-216.
- Gravani, M. N. (2019). Learner-centred education as a tool for enhancing adult learning in distance learning universities. *Journal of Adult and Continuing Education*, 25(2), 198–216.

- Gupta, J and Misra, P. (2023) Unravelling Lifelong Learning in Multi-Generational Workforce Using Text Mining. *Business Perspectives and Research*, 0(0).
- Haenlein, M. & Kaplan, A. (2019). A brief history of artificial intelligence: On the past, present, and future of artificial intelligence. *California Management Review*, 61(4).
- Jarvis, P. (1995) *Adult and Continuing Education: Theory and practice*. 2nd ed. London: Routledge
- Jones, J. S., Murray, S. R., and Tapp, S. R. (2018). Generational Differences in the Workplace. *The Journal of Business Diversity* Vol. 18(2): 88-97.
- King, W.R. (2009). Knowledge management and organizational learning, *Annals of Information Systems* 4 Springer US, pp. 3-13.
- Kirchmayer, Z. and Fratričová, J. (2020). What Motivates Generation Z at Work? Insights into Motivation Drivers of Business Students in Slovakia. *Innovation Management and Education Excellence through Vision 2020*.
- Knowles, M. S. (1968). Andragogy, not pedagogy. *Adult Leadership*, 16(10), 350–352, 386.
- Knowles, M. S. (1975). *Self-directed learning: A guide for learners and teachers*. Englewood Cliffs: Prentice Hall/Cambridge.
- Kolb, D. A., and Fry, R. (1975). Toward an applied theory of experiential learning. In C. Cooper (Ed.), *Studies of group process* (pp. 33–57), New York: Wiley.
- Liebowitz, J. and Paliszkievicz, J. (2019). The next generation of knowledge management: Implications for LIS educators and professionals. *The Online Journal of Applied Knowledge Management* Volume 7(2): 16-28.
- Lönnqvist, A. (2017). Embedded knowledge management: towards improved managerial relevance. *Management Research and Practice* Vol. 15(2):184-191.
- Merriam, S. B. and Brockett, R. G. (2007). *The Profession and Practice of Adult Education: An Introduction*. Jossey-Bass.
- Mezirow, J. (1978). Perspective Transformation, *Adult Education Quarterly*. 28 (2): 100–110.
- Nonaka, I. and Takeuchi, H. (1995). *The knowledge-creating company: How Japanese companies create the dynamics of innovation*. New York, NY: Oxford University Press.
- Nonaka, I. (1991). The knowledge creating company. *Harvard Business Review*. 69 (6): 96–104
- Razi, M. J. M., & Habibullah, M. (2017). Determinants of knowledge management behavior among academics. 8th *International Conference on Information Technology, Proceedings*, 741–745.
- Serenko, A. (2022). The Great Resignation: The Great Knowledge Exodus or the Onset of the Great Knowledge Revolution? *Journal of Knowledge Management* VOL. 27 NO. 4 2023, pp. 1042-1055.
- Simic, K. (2019). The impact of generational diversity on organizational culture within the hotel industry. 1–54.
- Singh, V., Verma, S. and Chaurasia, S. (2021). Intellectual structure of multigenerational workforce and contextualizing work values across generations: a multistage analysis. *International Journal of Manpower* Vol. 42 No. 3, pp. 470-487.
- Singh, S., Thomas, N. and Numbudiri, R. (2021) Knowledge sharing in times of a pandemic: An intergenerational learning approach. *Organizational Behaviour and Human Resource Management*, Vol. 28:153–164.
- Triana I., Dewi, Tuori M. A. Herlina M. G. (2021). Intergenerational Knowledge Workers in Indonesian Service Industry: A Knowledge Management View. *Academy of Entrepreneurship Journal* Volume 27, Issue 3, 2021.
- Viterouli, M. and Belias, D. (2021). True Organizational Learning Culture as a key to unlocking Operational Performance: A Critical Review. *Proceedings of the 37th International Business Information Management Association*, Cordoba, Spain.
- Viterouli, M., Belias, D and Koustelios, A. (2021). Organizational Performance Enhancement via Adult Education Driven Principles in HR Management. *Proceedings of the 17th European Conference on Management Leadership and Governance*, Valletta, Malta.
- Viterouli, M., Belias, D, Koustelios, A. & Tsigilis, N. (2022). Refining Employees' Engagement by incorporating Self-Directedness in Training and Work Environments. *Proceedings of the 18th European Conference on Management Leadership and Governance*, Lisbon, Portugal.
- Zamir, Z (2019). The impact of knowledge capture and knowledge sharing on learning, adaptability, job satisfaction and staying intention. *International Journal of Entrepreneurial Knowledge*, 7(1), 46-64.