

**MSS SUCCESS SPACES**

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MULTIGENERATIONAL LEADERSHIP TRAINING IN THE PHILIPPINES

LEAD ACROSS GENERATIONS

Practical Leadership for Generational Awareness, Inclusive Communication, Motivation, Feedback, Collaboration, Conflict Management, Knowledge Transfer, Engagement, and High-Performing Multigenerational Teams

This program is strategically developed for organizations searching for **Multigenerational Leadership Training in the Philippines, Training on Multigenerational Leadership in the Philippines, Leading Multiple Generations Training in the Philippines, Training on Leading Multiple Generations in the Philippines, Leading Multigenerations Training in the Philippines, and Training on Leading Multigenerations in the Philippines.**

Today's workplace may bring together employees with very different:

- Career stages;
- levels of experience;
- attitudes toward hierarchy;
- preferred ways of communicating;
- expectations about feedback;
- approaches to technology;
- definitions of career success;
- expectations about flexibility;
- views on loyalty and tenure;
- learning preferences;
- leadership expectations; and
- life priorities.

The challenge is not simply that employees come from different generations.

The greater leadership challenge is what happens when leaders **assume that generation automatically explains the person.**

Statements such as:

“Gen Z has no loyalty.”

“Millennials always want recognition.”

“Older employees don't like technology.”

“Younger employees don't respect authority.”

“Experienced employees are resistant to change.”

may simplify complicated people into stereotypes.

Effective multigenerational leadership requires something more disciplined:

Understand Patterns

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Without

Labeling Individuals



Recognize Differences

Without

Creating Division



Adapt Leadership

Without

Applying Double Standards



Build Inclusion

Without

Lowering Performance Expectations



Use the Strengths of Different Generations

To

Create Better Team Performance

Lead Across Generations: Multigenerational Leadership Training in the Philippines equips supervisors, managers, department heads, project leaders, HR professionals, executives, and emerging leaders to manage employees across different generations, career stages, experiences, and workplace expectations while strengthening communication, trust, collaboration, accountability, engagement, knowledge transfer, and organizational performance.

The program introduces the proprietary **MSS B.R.I.D.G.E.™ Multigenerational Leadership Framework:**

- **B — Break Biases and Build Generational Awareness**
- **R — Recognize the Individual Behind the Generation**
- **I — Individualize Leadership, Communication, Feedback, and Motivation**
- **D — Develop Trust, Inclusion, Collaboration, and Mutual Respect**
- **G — Guide Conflict, Accountability, Knowledge Sharing, and Team Performance**
- **E — Enable Engagement, Growth, Succession, and Multigenerational Success**

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The leadership flow becomes:

Understand → Recognize → Adapt → Connect → Collaborate → Develop

Following MSS Corporation's **EnterTRAINment** methodology, approximately **30% of the program consists of concise facilitator input, demonstrations, facilitated discussion, and synthesis**, while approximately **70% consists of generational-awareness exercises, leadership cases, communication simulations, motivation scenarios, feedback conversations, conflict situations, knowledge-transfer activities, team challenges, and practical workplace application.**

TRAINING OVERVIEW

Leaders sometimes experience situations such as:

“My younger employees keep asking why.”

“My experienced employees say we've already tried this before.”

“Some employees want constant feedback while others prefer to be left alone.”

“One employee wants everything discussed face-to-face; another sends everything through chat.”

“Our senior employees have knowledge that our newer employees don't have.”

“Our younger employees learn technology quickly but don't always understand the business context.”

“Different generations interpret respect differently.”

“My team members have completely different expectations of me as their leader.”

The ineffective leadership response is:

“That's just their generation.”

The more useful response is:

“What exactly is happening, what does this person need, and how can I lead effectively while maintaining common standards?”

Generational patterns can provide useful context.

They should not become an excuse to stop understanding individuals.

A professional multigenerational leader learns to distinguish among:

Generation

Broad experiences that may have influenced groups of people during similar periods.

Career Stage

Whether the employee is:

- entering the workforce;
- building expertise;
- moving into leadership;

- reaching senior responsibility;
- preparing for transition.

Life Stage

An employee may have very different priorities because of:

- family responsibilities;
- financial obligations;
- health;
- career aspirations;
- caregiving;
- retirement planning.

Individual Personality

People within the same generation can communicate and behave very differently.

Organizational Culture

Employees also adapt to:

- leadership;
- industry;
- company values;
- policies;
- team norms.

The objective of this **Training on Multigenerational Leadership in the Philippines** is therefore not to teach leaders a collection of stereotypes.

It is to teach leaders how to use generational awareness as **one lens among several** when understanding and leading people.

TRAINING GOAL

To equip leaders with the practical awareness, communication skills, adaptive leadership behaviors, motivation approaches, feedback techniques, conflict-management strategies, inclusion practices, knowledge-transfer disciplines, and talent-development methods necessary to lead employees from multiple generations effectively while maintaining consistent organizational standards and performance expectations.

TRAINING OBJECTIVES

By the end of the program, participants should be able to:

1. **Explain** what multigenerational leadership means;
2. **Apply** the MSS B.R.I.D.G.E.™ Multigenerational Leadership Framework;

3. **Identify** the different generations that may coexist in today's workplace;
4. **Recognize** that generational labels describe possible patterns rather than individual certainties;
5. **Differentiate** generational influence from personality, career stage, life stage, role, and organizational culture;
6. **Recognize** common generational stereotypes;
7. **Identify** the leadership risks created by generational bias;
8. **Challenge** assumptions about younger and older employees;
9. **Understand** how major social, economic, technological, and workplace changes can influence employee expectations;
10. **Recognize** possible differences in attitudes toward authority, communication, feedback, career, technology, flexibility, and learning;
11. **Avoid** using generation as an excuse for poor performance;
12. **Maintain** consistent standards across employees;
13. **Assess** employees according to individual needs and behaviors;
14. **Adapt** leadership without creating unfair treatment;
15. **Recognize** differences in communication preferences;
16. **Select** appropriate communication channels;
17. **Communicate** expectations clearly across generations;
18. **Avoid** interpreting communication-style differences automatically as disrespect or disengagement;
19. **Give** feedback effectively to employees with different preferences and experience levels;
20. **Receive** upward feedback from employees professionally;
21. **Recognize** different employee motivators;
22. **Differentiate** motivation from entitlement;
23. **Use** recognition appropriately;
24. **Connect** work with purpose, development, autonomy, stability, mastery, and contribution where relevant;
25. **Build** psychological safety alongside accountability;
26. **Strengthen** mutual respect between younger and older employees;
27. **Address** generational tension constructively;
28. **Differentiate** task disagreement from generational labeling;
29. **Manage** conflict without allowing age-based assumptions to dominate;
30. **Facilitate** cross-generational collaboration;
31. **Recognize** complementary strengths across generations;
32. **Create** opportunities for employees to learn from one another;
33. **Use** mentoring appropriately;
34. **Use** reverse mentoring appropriately;
35. **Strengthen** knowledge transfer from experienced employees;
36. **Avoid** organizational knowledge loss;
37. **Develop** younger and emerging employees without marginalizing experienced employees;
38. **Support** experienced employees through change and development;
39. **Create** fair development opportunities;
40. **Recognize** succession risks;
41. **Use** cross-generational learning to strengthen succession;
42. **Adapt** leadership according to employee capability and situation rather than age alone;

43. **Strengthen** team engagement across generations;
44. **Establish** common team norms;
45. **Create** a Multigenerational Team Leadership Plan; and
46. **Develop** a 30-, 60-, or 90-day B.R.I.D.G.E.™ leadership action plan.

LEARNING DOMAINS ADDRESSED

Cognitive Domain

Participants strengthen their understanding of generational dynamics, stereotypes, adaptive leadership, communication, motivation, engagement, conflict, inclusion, knowledge transfer, and talent development.

Affective Domain

Participants strengthen curiosity, respect, openness, fairness, empathy, inclusion, humility, adaptability, accountability, and appreciation for diverse employee experiences.

Psychomotor and Behavioral Domain

Participants practice communication adaptation, feedback, coaching, motivation, difficult conversations, conflict management, team norm-setting, mentoring, knowledge transfer, and cross-generational leadership.

FROM POINT A TO POINT B

Point A: Before the Training

Leaders may:

- Label employees according to generation;
- assume younger employees are disloyal;
- assume older employees resist change;
- blame age for communication problems;
- interpret questions as disrespect;
- confuse different work styles with poor attitude;
- communicate the same way with everyone;
- avoid giving direct feedback to younger employees;
- ignore experienced employees' development needs;
- assume younger employees automatically know technology;
- assume older employees cannot learn new tools;
- favor employees who communicate like the leader;
- treat flexibility expectations as entitlement without exploring context;
- overgeneralize motivation;
- rely only on salary as motivation;
- use team-building activities without addressing real collaboration issues;
- allow “kami noon” versus “kayo ngayon” narratives;

- allow younger employees to dismiss experience;
- allow experienced employees to dismiss newer ideas;
- fail to transfer institutional knowledge;
- overlook emerging talent;
- create mentoring relationships without structure;
- struggle with age-related conflict;
- or apply inconsistent performance standards in the name of generational adaptation.

Point B: After the Training

Participants should be better able to:

- Use generational awareness without stereotyping;
- understand employees individually;
- distinguish age from capability and behavior;
- communicate expectations clearly;
- adapt communication channels appropriately;
- give effective feedback;
- understand different motivators;
- maintain fair standards;
- build trust;
- strengthen mutual respect;
- resolve cross-generational misunderstandings;
- improve collaboration;
- leverage complementary strengths;
- enable mentoring and reverse mentoring;
- transfer organizational knowledge;
- engage both newer and experienced employees;
- support succession;
- create inclusive team norms;
- and lead employees according to both individual needs and business requirements.

ORGANIZATIONAL CHALLENGES ADDRESSED

This **Leading Multiple Generations Training in the Philippines** may help organizations address:

- Generational stereotyping;
- age-related workplace tension;
- communication differences;
- younger employees perceived as disrespectful;
- experienced employees perceived as resistant;
- disagreement regarding work flexibility;
- differences in technology adoption;
- inconsistent feedback expectations;

- conflicting views on hierarchy;
- employee disengagement;
- managers struggling with younger employees;
- younger supervisors managing older employees;
- experienced managers leading early-career employees;
- managers relying excessively on one communication style;
- employee complaints about favoritism;
- cross-generational conflict;
- poor knowledge transfer;
- retirement-related knowledge risk;
- succession gaps;
- weak mentoring;
- lack of reverse mentoring;
- generational silos;
- different attitudes toward career progression;
- leadership-development challenges;
- organizations wanting stronger inclusion across age groups;
- teams composed of employees with widely different tenure and experience;
- family-owned organizations transitioning leadership;
- organizations undergoing digital transformation;
- hybrid and flexible-work environments.

WHAT IS MULTIGENERATIONAL LEADERSHIP?

Multigenerational Leadership is the ability to lead employees from different generations, career stages, and experience levels in a way that:

- Recognizes meaningful differences;
- avoids stereotypes;
- adapts leadership appropriately;
- maintains fair standards;
- strengthens collaboration;
- develops people;
- and produces shared organizational results.

The objective is not:

“Learn how to manage Gen Z.”

or:

“Learn how to deal with older workers.”

The stronger objective is:

“Become the kind of leader who can effectively lead different people without reducing them to generational labels.”

GENERATIONS IN THE WORKPLACE

Organizations may currently have employees commonly described as:

- Baby Boomers;
- Generation X;
- Millennials or Generation Y;
- Generation Z.

Some organizations may also begin discussing the future entry of younger cohorts.

However, exact generational boundaries vary among researchers and institutions.

For leadership purposes, the program emphasizes:

Generational labels are useful conversation starters—not personality assessments.

Two Millennials can be completely different.

Two Generation Z employees can be completely different.

Two Baby Boomers can be completely different.

Generation informs.

It should not predetermine.

WHAT SHAPES A GENERATION?

Possible shared influences may include:

- Economic conditions;
- technology;
- education;
- major world events;
- workplace norms;
- parenting;
- media;
- social changes.

But employees are also shaped by:

- Family;
- province or locality;
- socioeconomic background;
- profession;
- industry;
- personality;
- education;
- religion and values;
- management experience;
- company culture.

Therefore:

Generation is one variable—not the whole person.

MULTIGENERATIONAL LEADERSHIP IN THE PHILIPPINE WORKPLACE

Philippine workplaces may contain additional dynamics involving:

- Respect for seniority;
- hierarchical structures;
- use of titles;
- indirect communication;
- pakikisama;
- concern for harmonious relationships;
- family responsibilities;
- personal relationships at work;
- importance of recognition;
- changing expectations around flexibility;
- rapid technology adoption;
- overseas and global work influences.

Leaders should understand these dynamics while still recognizing substantial differences among:

- industries;
- organizations;
- regions;
- individuals.

THE STEREOTYPE TRAP

Generational stereotypes can become self-fulfilling.

A manager thinks:

“Younger employees have no loyalty.”

The manager therefore:

- invests less in them;
- communicates less;
- gives fewer opportunities.

The employee then disengages and leaves.

The manager says:

“See? I was right.”

The leader never investigates whether the leadership behavior contributed to the outcome.

THE MSS B.R.I.D.G.E.™ MULTIGENERATIONAL LEADERSHIP FRAMEWORK

B — BREAK BIASES AND BUILD GENERATIONAL AWARENESS

Effective multigenerational leadership begins with challenging assumptions.

Ask:

What do I believe about each generation?

Then ask:

What evidence actually supports that belief?

COMMON GENERATIONAL ASSUMPTIONS

Examples include:

About Older Employees

- Resistant to change;
- weak with technology;
- too traditional;
- unwilling to learn.

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About Younger Employees

- Entitled;
- impatient;
- disloyal;
- dependent on technology;
- lacking resilience.

These statements may describe individual employees.

They should not automatically describe entire generations.

BIAS VERSUS OBSERVABLE BEHAVIOR

Bias:

“Gen Z employees don't respect authority.”

Observable behavior:

“During the last three meetings, the employee challenged instructions before the manager finished explaining them.”

The second statement can be managed.

The first is a stereotype.

Leadership should respond to:

Behavior + Performance + Evidence

rather than:

Age + Assumption

GENERATIONAL AWARENESS

Leaders may explore possible differences involving:

- Communication;
- career;
- authority;
- recognition;
- technology;
- feedback;
- development;

- flexibility;
- stability.

The purpose is to generate better questions.

Not predetermined answers.

R — RECOGNIZE THE INDIVIDUAL BEHIND THE GENERATION

After understanding broad patterns, leaders return to the individual.

Ask:

Who is this person?

Not merely:

Which generation is this person?

THE FIVE-LENS EMPLOYEE VIEW

A practical leader may examine:

1. Generation

What broad experiences may have influenced the employee?

2. Career Stage

How experienced is the employee?

3. Capability

What can the employee currently do?

4. Motivation

What appears to matter to the employee?

5. Situation

What is happening right now?

This creates better leadership decisions than generation alone.

CAREER STAGE MATTERS

An early-career employee may want:

- Direction;
- feedback;
- learning;
- exposure.

A highly experienced employee may value:

- Autonomy;
- influence;
- recognition of expertise.

These differences can occur **even within the same generation.**

CAPABILITY BEFORE AGE

Avoid:

“She's young, so she needs close supervision.”

Instead ask:

“How capable is she in this particular responsibility?”

A 24-year-old employee can be highly independent in one task.

A 50-year-old employee may need support in a completely new responsibility.

Leadership should follow capability.

INDIVIDUAL MOTIVATION

Possible motivators include:

- Achievement;
- stability;
- purpose;
- compensation;
- autonomy;
- development;
- status;
- recognition;
- flexibility;

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- relationships;
- mastery;
- advancement.

Do not assume everyone of the same age wants the same thing.

I — INDIVIDUALIZE LEADERSHIP, COMMUNICATION, FEEDBACK, AND MOTIVATION

Good leadership adaptation means:

Different methods, consistent standards.

ADAPT WITHOUT DOUBLE STANDARDS

Suppose two employees must submit a report by Friday.

One prefers:

- verbal instructions.
-

Another prefers:

- written confirmation.

The leader may communicate differently.

But the deadline and quality expectation remain the same.

This is:

Leadership adaptation

not:

Unequal accountability.

COMMUNICATION PREFERENCES

Some employees may prefer:

- Face-to-face;
- telephone;
- email;
- messaging;
- video meetings;

- concise updates;
- detailed explanations.

The leader should consider:

- Urgency;
- complexity;
- confidentiality;
- relationship;
- documentation need;
- individual preference.

DON'T TURN CHANNEL PREFERENCE INTO CHARACTER JUDGMENT

Employee prefers chat.

This does not automatically mean:

“Too informal.”

Employee prefers face-to-face.

This does not automatically mean:

“Can't adapt to technology.”

Evaluate whether the communication channel achieves the business requirement.

FEEDBACK EXPECTATIONS

Different employees may want feedback:

- Immediately;
- frequently;
- privately;
- through scheduled reviews;
- with extensive explanation;
- concisely.

Managers still need to provide feedback that is:

- Timely;
- specific;
- evidence-based;
- actionable.

FEEDBACK IS NOT PRAISE ALONE

Employees requesting feedback may need to know:

Am I doing this correctly?

Feedback may include:

- Reinforcement;
- correction;
- coaching;
- development.

MOTIVATION ACROSS GENERATIONS

Avoid looking for:

“The Gen Z motivator.”

Or

“The Millennial motivator.”

Instead consider a portfolio of motivators:

Purpose

Why does the work matter?

Progress

Am I improving?

Autonomy

Can I exercise judgment?

Mastery

Can I become better?

Recognition

Is contribution noticed?

Stability

Can I rely on the organization?

Growth

What opportunities exist?

Relationships

Do I belong?

D — DEVELOP TRUST, INCLUSION, COLLABORATION, AND MUTUAL RESPECT

A multigenerational team should not become:

Older employees versus younger employees.

The leader should establish one team identity.

MUTUAL RESPECT

Respect should operate in both directions.

Experienced employees deserve recognition for:

- Expertise;
- institutional knowledge;
- contribution.

Younger employees deserve recognition for:

- Ideas;
- capability;
- potential;
- contribution.

Neither age nor tenure automatically makes someone:

- Always correct;
- always wrong.

THE “KAMI NOON” PROBLEM

Statements such as:

“Kami noon, hindi kami reklamador.”

can dismiss legitimate concerns.

Likewise:

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“That's an old-school mindset.”

can dismiss legitimate experience.

Leaders should move the conversation toward:

What does our current situation require?

COMMON TEAM NORMS

Multigenerational teams benefit from shared expectations around:

- Communication;
- meeting behavior;
- deadlines;
- feedback;
- conflict;
- documentation;
- responsiveness;
- decision-making.

Common norms reduce the need to argue about which generation's preference should dominate.

PSYCHOLOGICAL SAFETY

Employees should be able to:

- Ask;
- challenge respectfully;
- raise concerns;
- admit mistakes;
- suggest improvements.

Psychological safety does not mean:

“Nobody can be held accountable.”

Strong teams combine:

Speak Up

•

Listen

•

Respect

•

Deliver

CROSS-GENERATIONAL COLLABORATION

Different employees may bring complementary strengths such as:

- Institutional memory;
- technical expertise;
- digital fluency;
- customer relationships;
- strategic context;
- fresh perspectives;
- professional networks;
- process knowledge.

Leaders should intentionally combine strengths.

G — GUIDE CONFLICT, ACCOUNTABILITY, KNOWLEDGE SHARING, AND TEAM PERFORMANCE

When conflict occurs, do not automatically label it:

“Generational conflict.”

First determine what the actual issue is.

POSSIBLE ROOT CAUSES OF APPARENT GENERATIONAL CONFLICT

The problem may actually involve:

- Unclear expectations;
- personality;
- communication;
- role ambiguity;
- workload;
- leadership;
- performance;
- competing priorities;
- lack of trust;
- poor feedback.

Age may simply be the most visible difference.

FACT VERSUS GENERATIONAL INTERPRETATION

Fact:

“The employee requested remote work three times this month.”

Interpretation:

“Young employees don't want to work.”

A good leader investigates:

- Why?
- What policy applies?
- What performance requirement matters?
- What flexibility exists?
- Is performance affected?

CONFLICT RESOLUTION

A practical sequence:

1. Clarify the Issue

What exactly happened?

2. Separate Evidence From Labels

Remove “young people always...” and “older people never...”

3. Understand Perspectives

What does each person need?

4. Reconnect to Common Goals

What result must the team achieve?

5. Agree on Behavior

What changes now?

ACCOUNTABILITY ACROSS GENERATIONS

Performance standards should remain:

- Clear;
- role-based;
- measurable;
- fair.

Do not excuse poor performance because:

“That's how their generation is.”

Nor impose outdated practices simply because:

“That's how we always did it.”

KNOWLEDGE TRANSFER

Organizations may lose critical knowledge when:

- Experienced employees retire;
- senior specialists resign;
- long-tenured employees move roles.

Leaders should identify:

What knowledge exists primarily inside someone's head?

TYPES OF KNOWLEDGE TO TRANSFER

- Processes;
- customer history;
- supplier relationships;
- technical know-how;
- troubleshooting;
- decision rationale;
- organizational history;
- workarounds;
- networks.

KNOWLEDGE TRANSFER METHODS

Possible methods include:

- Mentoring;
- job shadowing;
- documentation;
- demonstrations;
- recorded walkthroughs;
- process maps;
- cross-training;
- project pairing;

- communities of practice.

MENTORING

Traditional mentoring may allow a more experienced employee to share:

- Knowledge;
- perspective;
- career guidance;
- organizational wisdom.

But good mentoring should not become:

“Copy everything I did.”

The objective is development.

REVERSE MENTORING

A younger or differently experienced employee may support a senior colleague in areas such as:

- New technology;
- emerging customer behavior;
- digital communication;
- new market trends.

Reverse mentoring should not imply that:

Younger automatically equals technologically superior.

Pair based on actual capability.

BIDIRECTIONAL LEARNING

The strongest concept is:

Everyone can teach. Everyone can learn.

That principle reduces age hierarchy in learning while maintaining appropriate organizational authority.

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E — ENABLE ENGAGEMENT, GROWTH, SUCCESSION, AND MULTIGENERATIONAL SUCCESS

Multigenerational leadership should improve long-term organizational capability.

ENGAGEMENT ACROSS GENERATIONS

Rather than designing separate engagement programs for every generation, leaders can strengthen universal drivers such as:

- Good leadership;
- meaningful work;
- fairness;
- recognition;
- development;
- communication;
- trust;
- manageable workload;
- employee voice.

Individuals will assign different weights to these factors.

CAREER DEVELOPMENT

Career success may mean different things to different employees.

Some may seek:

- Promotion;
- specialization;
- broader responsibility;
- flexibility;
- leadership;
- technical mastery;
- stability;
- entrepreneurship later.

Leaders should discuss:

“What does growth mean to you?”

rather than assume.

DEVELOPMENT WITHOUT AGE BIAS

Avoid:

“He's already near retirement, so development is unnecessary.”

Experienced employees may still need development in:

- Technology;
- leadership;
- mentoring;
- strategic capability;
- new systems.

Likewise, avoid:

“She's young, so she's not ready.”

Evaluate:

Capability + Potential + Evidence

SUCCESSION PLANNING

Multigenerational teams can strengthen succession when organizations deliberately transfer:

Knowledge

-

Capability

-

Relationships

-

Leadership Responsibility

from current role holders to future talent.

SUCCESSION RISK

Ask:

If this critical employee left tomorrow, what would the organization lose?

Possible losses include:

- Technical expertise;
- customer relationships;
- process knowledge;

- decision history;
- leadership continuity.

Multigenerational leadership therefore connects directly to:
Business continuity of talent.

CROSS-GENERATIONAL DEVELOPMENT

Useful methods may include:

- Mentor-mentee pairing;
- reverse mentoring;
- cross-generational project teams;
- job rotations;
- shared problem-solving;
- succession assignments;
- shadowing;
- peer learning.

THE COMPLETE MSS B.R.I.D.G.E.™ FRAMEWORK

B — BREAK BIASES

What assumptions am I making because of age or generation?

↓

R — RECOGNIZE THE INDIVIDUAL

Who is this employee beyond the generational label?

↓

I — INDIVIDUALIZE LEADERSHIP

What communication, feedback, motivation, and support will help this employee perform?

↓

D — DEVELOP TRUST

How can we strengthen inclusion, mutual respect, and collaboration?

↓

G — GUIDE PERFORMANCE AND KNOWLEDGE SHARING

How do we resolve conflict, maintain accountability, and enable people to learn from one another?

↓

E — ENABLE MULTIGENERATIONAL SUCCESS

How do we sustain engagement, development, succession, and long-term organizational capability?

ONE-DAY MULTIGENERATIONAL LEADERSHIP TRAINING OUTLINE

Time	Modules and Essential Topics	Major Activity and Participant Output
8:00 AM–10:00 AM	MODULE 1: LEAD BEYOND LABELS— GENERATIONAL AWARENESS, BIASES, INDIVIDUAL DIFFERENCES, AND LEADERSHIP MINDSET 1. Understanding the Multigenerational Workplace • Generations as contextual patterns, not personality types • Philippine workplace realities 2. Introducing the MSS B.R.I.D.G.E.™ Framework • Break, Recognize, Individualize, Develop, Guide, Enable 3. B — Break Biases • Common generational stereotypes • confirmation bias • age-based assumptions 4. R — Recognize the Individual • Generation versus career stage, capability, motivation, personality, and situation 5. Leadership Fairness • Adapting leadership while maintaining consistent performance standards	Major Activity: Generational Myth or Leadership Fact? — Participants examine common statements about different generations, separate evidence from stereotypes, then analyze employees using the Five-Lens Employee View rather than generational labels alone. Major Output: Personal Generational Bias Audit and Multigenerational Employee Leadership Map
10:00 AM–10:15 AM	MORNING BREAK	
10:15 AM–12:00 NN	MODULE 2: ADAPT HOW YOU LEAD— COMMUNICATION, FEEDBACK, MOTIVATION, RECOGNITION, AND INDIVIDUALIZED LEADERSHIP 1. I — Individualize Leadership • Different methods, consistent standards 2. Communication Across Generations	Major Activity: One Team, Different People Leadership Lab — Participants lead different employee profiles involving varying career stages, communication preferences, capability, feedback expectations, and motivators, then determine the most appropriate leadership response.

Time	Modules and Essential Topics	Major Activity and Participant Output
	• Face-to-face, email, messaging, calls, meetings • choosing channels based on purpose rather than age alone 3. Feedback Across Experience Levels • Frequency • specificity • coaching • developmental feedback 4. Motivation and Recognition • Purpose • progress • autonomy • mastery • recognition • stability • growth 5. Adaptive Leadership • Capability and situation before age • avoiding micromanagement and under-management	Major Output: Multigenerational Communication, Feedback, Motivation, and Leadership Adaptation Guide
12:00 NN–1:00 PM	LUNCH BREAK	
1:00 PM–3:00 PM	MODULE 3: BRIDGE THE GENERATIONAL GAP—TRUST, COLLABORATION, CONFLICT, ACCOUNTABILITY, MENTORING, AND KNOWLEDGE TRANSFER 1. D — Develop Trust and Mutual Respect • Common team identity • psychological safety with accountability • challenging “kami noon” versus “kayo ngayon” thinking 2. Cross-Generational Collaboration • Complementary strengths • shared norms • teamwork	Major Activity: The Generational Bridge Simulation — Participants resolve a team conflict involving an experienced employee and a younger colleague with different communication styles, expectations, and approaches to work, then design a mentoring and knowledge-sharing arrangement. Major Output: Cross-Generational Collaboration and Conflict Resolution Playbook plus Knowledge Transfer/Mentoring Plan

Time	Modules and Essential Topics	Major Activity and Participant Output
	3. G — Guide Generational Conflict • Facts versus labels • task versus relationship conflict • difficult conversations 4. Accountability Across Generations • Same standards, adaptive support • performance before stereotypes 5. Knowledge Sharing • Mentoring • reverse mentoring • bidirectional learning • institutional knowledge transfer	
3:00 PM–3:15 PM	AFTERNOON BREAK	
3:15 PM–5:00 PM	MODULE 4: BUILD THE MULTIGENERATIONAL TEAM OF THE FUTURE—ENGAGEMENT, DEVELOPMENT, SUCCESSION, TEAM NORMS, AND SUSTAINABLE PERFORMANCE 1. E — Enable Multigenerational Success • Engagement across generations • universal drivers versus individual preferences 2. Career and Development Conversations • Understanding what growth means to the employee • development without age bias 3. Succession and Talent Continuity • Critical roles • successor development • knowledge risks 4. Multigenerational Team Norms • Communication • feedback	Major Activity: B.R.I.D.G.E.™ Multigenerational Leadership Challenge — Participants design the leadership strategy for a fictional or actual team composed of employees from different generations, experience levels, roles, and career stages, then establish communication norms, development actions, knowledge-transfer mechanisms, and performance expectations. Major Output: Multigenerational Team Leadership Charter and 30-, 60-, or 90-Day B.R.I.D.G.E.™ Leadership Action Plan



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Time	Modules and Essential Topics	Major Activity and Participant Output
	• meetings • conflict • accountability • technology • flexibility 5. Sustaining Performance • Leadership measures • team commitments • 30-, 60-, or 90-day action plan	
5:00 PM	PROGRAM CLOSING	Learning synthesis, leadership commitments, evaluation, and recommended next steps

MAJOR PARTICIPANT OUTPUTS

Participants are expected to complete:

1. **Personal Generational Bias Audit and Multigenerational Employee Leadership Map**
2. **Multigenerational Communication, Feedback, Motivation, and Leadership Adaptation Guide**
3. **Cross-Generational Collaboration and Conflict Resolution Playbook plus Knowledge Transfer/Mentoring Plan**
4. **Multigenerational Team Leadership Charter and 30-, 60-, or 90-Day B.R.I.D.G.E.™ Leadership Action Plan**

SAMPLE MULTIGENERATIONAL LEADERSHIP SITUATIONS

Activities may be customized around situations such as:

- Younger employee questioning a manager's instruction;
- experienced employee saying "We've always done it this way";
- young supervisor managing an older employee;
- experienced manager leading first-job employees;
- employee wanting frequent feedback;
- manager believing frequent feedback means dependency;
- younger employee preferring messaging over telephone calls;
- experienced employee preferring face-to-face discussion;
- team disagreement about flexible work;
- younger employee asking for rapid career progression;
- experienced employee feeling overlooked for development;
- employee assuming older colleagues cannot use new technology;

- older employee dismissing a younger coworker's idea because of limited tenure;
- conflict over communication tone;
- experienced employee nearing retirement;
- business dependent on one long-tenured specialist;
- failed knowledge transfer;
- senior employee expected to mentor a younger colleague;
- reverse mentoring around a digital tool;
- team divided into older and younger social groups;
- different interpretations of professional respect;
- younger employee asking “why” repeatedly;
- senior leader interpreting questions as insubordination;
- high-performing younger employee being underestimated;
- highly experienced employee becoming disengaged;
- organization preparing future leaders;
- multigenerational project team under deadline pressure;
- cross-generational customer service team;
- digital transformation requiring new ways of working.

SAMPLE MULTIGENERATIONAL TEAM LEADERSHIP MATRIX

Leadership Area	Questions for the Leader
Communication	What channel and level of detail best fit the situation and person?
Feedback	What feedback does the employee require to improve performance?
Motivation	What currently matters most to this individual?
Capability	How much direction versus autonomy is appropriate?
Development	What growth opportunity is relevant now?
Collaboration	Whose complementary strengths should be connected?
Knowledge Transfer	What expertise must be shared or preserved?
Accountability	Are standards clear and consistently applied?
Succession	What future role could this employee potentially prepare for?

SAMPLE CROSS-GENERATIONAL KNOWLEDGE TRANSFER PLAN

Knowledge / Capability	Current Holder	Future Learner	Transfer Method	Evidence
Key customer history	Senior Account Manager	Junior Account Manager	Joint customer visits + account notes	Junior leads customer review independently
Digital reporting tool	Digital Specialist	Senior Manager	Reverse mentoring sessions	Manager independently uses dashboard
Technical troubleshooting	Senior Engineer	Two Engineers	Job shadowing + documented cases	Engineers resolve defined problems independently

This prevents knowledge transfer from becoming:
“I’ll explain it before I retire.”

TRAINING METHODS

This **Training on Leading Multiple Generations in the Philippines** follows MSS Corporation's **EnterTRAINment** methodology:

- Approximately **30% concise facilitator input, demonstrations, facilitated discussion, and synthesis**
- Approximately **70% bias challenges, employee-profile analysis, communication simulations, leadership scenarios, motivation exercises, feedback conversations, conflict role plays, mentoring activities, knowledge-transfer exercises, team-charter development, and workplace application**

Methods may include:

- Generational-assumption audit;
- stereotype challenge;
- Five-Lens Employee View exercise;
- leadership-style scenarios;
- communication-channel challenge;
- feedback simulation;
- employee-motivation analysis;
- recognition exercise;
- psychological-safety discussion;
- cross-generational teamwork activity;
- conflict-resolution role play;
- generational language reframing;
- mentoring design;
- reverse-mentoring scenarios;
- knowledge-transfer planning;
- succession-risk analysis;

- team-norm development;
- leadership action planning.

TARGET PARTICIPANTS

This **Multigenerational Leadership Training in the Philippines** is recommended for:

- Supervisors;
- Team Leaders;
- Managers;
- Department Heads;
- Senior Managers;
- Executives;
- Project Managers;
- Functional Leaders;
- HR Managers;
- HR Business Partners;
- HR Officers;
- Learning and Development professionals;
- Organizational Development personnel;
- Employee Engagement teams;
- Talent Management professionals;
- Succession Planning teams;
- new people managers;
- younger supervisors managing experienced employees;
- experienced leaders managing younger employees;
- family-business leaders;
- business owners;
- leaders of hybrid teams;
- leaders of diverse cross-functional teams; and
- anyone responsible for leading employees from significantly different age groups, career stages, or levels of experience.

RECOMMENDED NUMBER OF PARTICIPANTS

Approximately **12 to 20 participants** is recommended for intensive leadership scenarios, discussions, simulations, and facilitator coaching.

Groups of approximately 25 participants may be accommodated through:

- Leadership triads;
- generational case teams;
- cross-generational simulations;

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- mentoring-design groups;
- team-charter workshops.

A genuinely mixed-age participant population can enrich discussion, although participation should never require individuals to act as spokespersons for an entire generation.

DELIVERY OPTIONS

The program may be delivered through:

- Face-to-face in-house training;
- live virtual instructor-led training;
- hybrid training;
- Leadership Development Program;
- Management Development Program;
- Supervisory Development Program;
- HR Development Program;
- Employee Engagement initiative;
- Diversity and Inclusion initiative;
- succession-development initiative;
- family-business leadership program;
- organizational-culture intervention; or
- customized training-and-consultancy engagement.

AVAILABLE PROGRAM FORMATS

Half-Day Multigenerational Leadership Essentials

Exactly two modules:

Module 1 — Understand and Adapt

Generational awareness, stereotypes, individual differences, communication, feedback, and motivation.

Module 2 — Connect and Lead

Collaboration, conflict, accountability, mentoring, knowledge transfer, engagement, and succession.

One-Day Multigenerational Leadership Training

Recommended for the complete **MSS B.R.I.D.G.E.™ Multigenerational Leadership Framework:**

Break → Recognize → Individualize → Develop → Guide → Enable

Two-Day Advanced Multigenerational Leadership Workshop

Recommended when organizations require deeper application involving:

- Leadership self-awareness;
- generational bias;
- communication;
- feedback;
- difficult conversations;
- conflict management;
- employee engagement;
- mentoring;
- reverse mentoring;
- knowledge transfer;
- succession;
- actual organizational cases.

MULTIGENERATIONAL LEADERSHIP DEVELOPMENT SERIES

The program may be expanded into:

1. Understanding Generations at Work
2. Generational Bias and Inclusive Leadership
3. Communication Across Generations
4. Feedback and Coaching Across Career Stages
5. Motivation and Employee Engagement
6. Managing Generational Conflict
7. Cross-Generational Collaboration
8. Mentoring and Reverse Mentoring
9. Knowledge Transfer
10. Multigenerational Succession Planning
11. Leading Hybrid Multigenerational Teams
12. Building a Multigenerational Leadership Culture

CUSTOMIZATION OPTIONS

This **Leading Multigenerations Training in the Philippines** may be customized according to the client's:

- Workforce demographics;
- employee-engagement survey;
- organizational culture;
- leadership competencies;
- communication practices;
- workplace policies;

- hybrid-work practices;
- employee feedback;
- turnover data;
- leadership challenges;
- succession risks;
- mentoring practices;
- retirement risks;
- knowledge-transfer needs;
- actual anonymized generational conflicts;
- talent-development priorities.

POSSIBLE POST-TRAINING PERFORMANCE INDICATORS

Organizations may evaluate application using measures such as:

- Employee engagement by age or career stage where appropriate;
- leadership-effectiveness ratings;
- cross-generational teamwork scores;
- employee perception of manager communication;
- employee perception of fairness;
- coaching frequency;
- recognition quality;
- conflict frequency;
- age-related complaints;
- mentoring participation;
- mentoring completion;
- knowledge-transfer completion;
- critical-role knowledge-risk reduction;
- internal mobility;
- succession readiness;
- retention by relevant workforce segment;
- team-performance indicators.

Data should be interpreted carefully.

Differences among age groups should trigger:

Investigation

rather than:

Stereotyping.

PROFESSIONAL AND ORGANIZATIONAL BOUNDARIES

This program uses generational concepts as practical leadership lenses.

It should not be used to:

- Make employment decisions based on age;
- stereotype individuals;
- exclude employees from development;
- justify discrimination;
- determine capability based on generation;
- make assumptions about technology, loyalty, attitude, or performance solely because of age.

Employment decisions should remain based on legitimate:

- Role requirements;
- performance;
- capability;
- organizational policy;
- applicable Philippine employment and anti-discrimination requirements.

The program teaches leaders to become **less dependent on stereotypes—not better at using them.**

FREQUENTLY ASKED QUESTIONS

What is Multigenerational Leadership Training in the Philippines?

Multigenerational Leadership Training in the Philippines develops leaders who can understand, communicate with, motivate, develop, and lead employees from different generations and career stages while avoiding stereotypes and maintaining consistent performance standards.

What is Training on Multigenerational Leadership in the Philippines?

Training on Multigenerational Leadership in the Philippines teaches leaders how to recognize generational influences without reducing employees to generational labels, then adapt leadership according to individual capability, motivation, communication needs, and circumstances.

What is Leading Multiple Generations Training in the Philippines?

Leading Multiple Generations Training in the Philippines develops practical leadership skills for managing employees from different age groups, experience levels, career stages, and workplace backgrounds.

What is Training on Leading Multiple Generations in the Philippines?

Training on Leading Multiple Generations in the Philippines equips managers to strengthen communication, feedback, motivation, collaboration, knowledge transfer, engagement, and accountability across age-diverse teams.

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What is Leading Multigenerations Training in the Philippines?

Leading Multigenerations Training in the Philippines is a practical leadership-development program for managers responsible for teams composed of employees from several generations.

What is Training on Leading Multigenerations in the Philippines?

Training on Leading Multigenerations in the Philippines helps leaders bridge generational differences while building one common team culture and maintaining clear organizational standards.

Which generations are covered?

The program may discuss commonly recognized workplace cohorts such as:

- Baby Boomers;
- Generation X;
- Millennials;
- Generation Z.

The program deliberately avoids treating generational boundaries or attributes as absolute.

Does this training teach stereotypes about each generation?

No.

It explicitly teaches leaders to **challenge stereotypes**.

Broad generational patterns are used only as discussion prompts.

Does the program cover Gen Z?

Yes.

But it does not teach leaders that every Gen Z employee has the same motivations or behaviors.

Is this essentially a “How to Manage Gen Z” course?

No.

The focus is leadership across **multiple generations**.

Does it cover Millennials?

Yes.

Does it cover older employees?

Yes.

The program specifically addresses:

- Respect for experience;

- continued development;
- technology changes;
- mentoring;
- knowledge transfer;
- succession.

Does it cover younger leaders managing older employees?

Yes.

This is a common multigenerational leadership situation.

Participants practice building credibility without becoming either overly authoritarian or excessively hesitant.

Does it address respect for authority?

Yes.

Participants explore how different employees may communicate questions, disagreement, and deference differently.

Leaders learn to evaluate actual behavior rather than assume disrespect.

Does it cover communication preferences?

Yes.

Participants learn to select appropriate communication methods according to:

- Situation;
- purpose;
- urgency;
- documentation need;
- employee preference.

Does the training cover motivation?

Yes.

Participants explore motivation at an individual level rather than assuming every generation has one universal motivator.

Does it cover employee engagement?

Yes.

The program examines engagement drivers that can apply across generations while recognizing individual differences.

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Does it cover feedback?

Yes.

Participants practice adapting feedback frequency, structure, and delivery without compromising performance expectations.

Does it cover generational conflict?

Yes.

Participants learn to diagnose the actual source of conflict before labeling it generational.

Does it cover mentoring?

Yes.

Traditional mentoring is included.

Does it cover reverse mentoring?

Yes.

Reverse mentoring is introduced as one option for bidirectional learning.

Does it address knowledge transfer?

Yes.

Knowledge transfer is a major element of Module 3.

Does it cover succession planning?

Yes, at a leadership level.

The program connects multigenerational leadership with talent continuity and knowledge transfer.

For deeper application, MSS Corporation's dedicated **Succession Planning Training** may be used.

Can this be customized using our workforce demographics?

Yes.

This is strongly recommended when organizations want the training to reflect their actual age distribution, turnover patterns, leadership structure, and succession risks.

Can actual employee conflicts be incorporated?

Yes.

Anonymized workplace situations can make the training significantly more relevant.

Is this applicable to Philippine workplaces?

Yes.

The program can incorporate Philippine workplace considerations such as hierarchy, respect, relationships, communication norms, family responsibilities, and changing expectations across career stages.

Can this be delivered virtually?

Yes.

Virtual delivery may use breakout-room cases, leadership scenarios, mentoring design, team norms, and cross-generational role plays.

Is one day enough?

One day provides a strong practical foundation using the complete **MSS B.R.I.D.G.E.™ Multigenerational Leadership Framework**.

Organizations seeking deeper cultural or behavioral change may expand the intervention into a two-day workshop, leadership series, mentoring program, succession initiative, or organization-wide multigenerational strategy.

RELATED MSS CORPORATION TRAINING PROGRAMS

Organizations considering this program may also explore:

- Management Development Program;
- Supervisory Development Training;
- Leadership Development Training;
- Building High-Performing Teams Training;
- Workplace Communication Skills Training;
- Conflict Management Training;
- Employee Engagement Training;
- Employee Retention Training;
- Employee Motivation Training;
- Coaching Skills for Managers Training;
- Mentoring Training;
- Employee Delegation Training;
- Employee Accountability Training;
- Succession Planning Training;
- Inclusive Workplace Communication Training;
- Diversity, Equity, Inclusion, and Belonging Training;
- Change Management Training;
- Emotional Intelligence Training;
- Project Leadership and Team Management Training; and

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- Leading Hybrid Teams Training.

WHY CHOOSE MSS CORPORATION FOR MULTIGENERATIONAL LEADERSHIP TRAINING IN THE PHILIPPINES?

The Program Does Not Reinforce Generational Stereotypes

Instead of teaching:

“This is how Millennials behave.”

participants learn to ask:

“What do I actually know about this employee?”

Proprietary MSS B.R.I.D.G.E.™ Framework

Participants receive a practical leadership process:

Break → Recognize → Individualize → Develop → Guide → Enable

Generation Is One Lens, Not the Whole Person

The program also considers:

- Career stage;
- capability;
- motivation;
- personality;
- situation.

Adaptive Leadership With Consistent Standards

Participants learn:

Different leadership approaches do not require different performance standards.

Strong Communication and Feedback Application

Participants practice the everyday interactions where generational misunderstandings often appear.

Motivation Becomes Individualized

There is no:

“One Gen Z motivational strategy.”

Leaders learn to understand what actually matters to the employee.

Conflict Is Diagnosed Before It Is Labeled

The framework prevents leaders from using generation as a lazy explanation for:

- Poor communication;
- role ambiguity;
- personality conflict;
- leadership problems;

- performance issues.

Knowledge Transfer Is Built Into Leadership

Experienced employees' knowledge becomes an organizational asset that can be deliberately transferred.

Mentoring Becomes Bidirectional

Participants explore:

- Mentoring;
- reverse mentoring;
- cross-generational learning.

Succession Is Strengthened

The program connects employee development with long-term organizational continuity.

Philippine Workplace Context

The program can address local realities involving:

- Hierarchy;
- seniority;
- respect;
- relationships;
- communication;
- family responsibilities;
- changing workplace expectations.

EnterTRAINment Methodology

Participants:

Challenge → Understand → Adapt → Communicate → Collaborate → Resolve → Transfer → Develop

rather than merely listen to generational descriptions.

CALL TO ACTION

Great Leaders Don't Lead Generations. They Lead People Across Generations.

Equip your supervisors, managers, department heads, project leaders, HR professionals, and executives to challenge generational stereotypes, understand employees individually, adapt communication and feedback, motivate more effectively, strengthen collaboration, resolve age-related tension, transfer critical knowledge, support succession, and create high-performing teams where different generations can succeed together.

Partner with MSS Corporation for a customized:

- **Multigenerational Leadership Training in the Philippines**
- **Training on Multigenerational Leadership in the Philippines**
- **Leading Multiple Generations Training in the Philippines**
- **Training on Leading Multiple Generations in the Philippines**

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- **Leading Multigenerations Training in the Philippines**
- **Training on Leading Multigenerations in the Philippines**

designed around your organization's workforce demographics, leadership challenges, culture, communication practices, employee-engagement results, generational dynamics, succession risks, and talent-development priorities.

B.R.I.D.G.E.™ THE GENERATIONS. BUILD ONE STRONGER TEAM.

Break biases. Recognize the individual. Individualize leadership. Develop trust. Guide collaboration. Enable success.

With MSS, We Make Strong Success.