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Bridging the Generational Gap Through Reverse Mentoring: A Literature Review with Special Reference to Bank Employees

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Abstract

Purpose: The study aims to examine the role of reverse mentoring in bridging the generational gap among bank employees. It explores how intergenerational knowledge exchange can address differences in technological competencies, work expectations, learning preferences, and professional experiences while strengthening organizational learning and workplace collaboration in the banking sector.

Design/Methodology/Approach: The study adopts a systematic literature review approach to examine existing research on reverse mentoring, generational diversity, and intergenerational learning in organizational settings. The review focuses on the contributions of younger employees as mentors and senior employees as mentees, particularly in the context of technological advancement and digital transformation in the banking sector.

Findings: The review indicates that reverse mentoring can facilitate digital skill development, knowledge sharing, effective communication, collaboration, and mutual understanding among employees from different generations. Younger employees contribute knowledge of digital technologies, artificial intelligence, social media, and emerging workplace practices, whereas senior employees contribute organizational experience, professional judgement, industry knowledge, and institutional memory. The effectiveness of reverse mentoring is influenced by organizational culture, psychological safety, trust, mutual respect, and management support. However, hierarchical differences, generational stereotypes, resistance to change, and status-related concerns may create barriers to successful implementation.

Practical Implications: Banking institutions should consider implementing structured and organization-supported reverse mentoring programmes with clearly defined objectives, appropriate mentor-mentee matching, mentor training, continuous interaction, and periodic outcome evaluation. Such initiatives can help integrate technological competencies with organizational experience, thereby supporting workforce adaptability and organizational effectiveness.

Originality/Value: The study highlights reverse mentoring as a strategic approach to intergenerational learning rather than merely a training intervention. It contributes to understanding how structured knowledge exchange between younger and senior employees can help bridge generational differences and strengthen organizational learning in the banking sector. It also identifies research gaps and opportunities for future empirical investigations involving bank employees.

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Keywords: Reverse Mentoring, Generational Diversity, Intergenerational Learning, Banking Sector, Digital Transformation, Knowledge Sharing, Organizational Learning

Introduction

Banking is undergoing substantial organisational and technological change. Digital channels, mobile banking, data-driven services, automation, and the growing use of artificial intelligence are transforming the delivery of banking services and the knowledge and capabilities required of employees (Basel Committee on Banking Supervision [BCBS], 2024; Bell *et al*., 2025). These changes take place within workforces that may include employees at different career stages and with different experiences of technology, customer service, organisational routines, and professional development. The resulting diversity should not be

understood only as a source of conflict. It can also provide an opportunity for employees to exchange complementary knowledge and develop a more adaptive organisational workforce (Fasbender & Gerpott, 2022; Hans *et al*., 2023).

Traditional mentoring commonly involves a more experienced employee supporting a less experienced colleague. Reverse mentoring broadens this arrangement by recognising that knowledge and expertise are not held exclusively by senior employees. A younger or less senior employee may mentor a senior colleague by sharing expertise in digital tools, emerging technologies, contemporary communication practices, and changing customer expectations. At the same time, the senior colleague can share organisational history, professional judgement, customer-handling experience, and knowledge of institutional processes. The relationship is therefore potentially reciprocal, even when the formal mentoring direction is described as junior-to-senior (Marcinkus Murphy, 2012; Chaudhuri *et al*., 2022) [24].

Marcinkus Murphy (2012) positions reverse mentoring as a means of fostering cross-generational learning and developing younger employees while supporting knowledge exchange between junior and senior colleagues. This foundational work indicates that reverse mentoring should be considered a distinct developmental relationship rather than simply a transfer of technical instructions. Subsequent literature reviews have examined its relationship with inclusion, employee engagement, knowledge sharing, and talent development (Chaudhuri *et al*., 2022; Garg, 2020) [24]. However, the evidence base spans different organisational and professional settings, and findings from one setting cannot automatically be assumed to apply to banking.

The banking context warrants focused examination because digital transformation occurs alongside requirements for customer trust, regulatory compliance, operational accuracy, risk awareness, and continuity of institutional knowledge (BCBS, 2024). Younger employees may be able to support colleagues in using digital platforms and emerging tools, while senior employees may help younger colleagues understand customer relationships, organisational procedures, and professional decision-making. Research on intergenerational knowledge exchange demonstrates that employees from different age groups can contribute complementary knowledge, although such exchange does not occur automatically (Fasbender *et al*., 2021; Pfrombeck *et al*., 2024). A well-designed reverse mentoring initiative could create opportunities for both groups to learn, but its success may depend on trust, psychological safety, mutual respect, leadership support, suitable matching, and clearly defined programme objectives (Chaudhuri *et al*., 2022; Hans *et al*., 2023) [24].

Despite growing interest in reverse mentoring, a banking-focused synthesis is needed to examine how the concept connects with generational diversity, digital competency, knowledge exchange, and the organisational conditions that support intergenerational learning. Existing reviews of reverse mentoring and research on intergenerational human resource practices provide an important foundation (Chaudhuri *et al*., 2022; Garg, 2020; Fasbender & Gerpott, 2022) [24]. Empirical research involving banking employees has also examined the relationship between generational diversity, knowledge sharing, and group performance, highlighting the importance of intergenerational climate, boundary-spanning leadership, and respect (Hans *et al*., 2023). However, further synthesis is required to understand how reverse mentoring can facilitate these processes and contribute to organisational effectiveness specifically within banking institutions. The present review therefore narrows its analytical focus to bank employees and organises the literature around the mechanisms and organisational conditions relevant to this sector. The review does not assume that all members of a generation share identical capabilities or preferences; rather, age and generation are considered contextual dimensions that interact with individual experience, role, education, access to technology, and the organisational environment (Fasbender & Gerpott, 2022).

Research Gap

The review of existing literature reveals that although reverse mentoring has gained increasing attention as a mechanism for intergenerational knowledge exchange, several research gaps remain, particularly in the banking sector. Existing studies have examined its role in technology transfer, digital competency, knowledge sharing, employee engagement, and talent development (Marcinkus Murphy, 2012; Garg, 2020; Chaudhuri *et al*., 2022) [24]. However, limited attention has been given to how structured reverse mentoring can bridge generational differences and strengthen workplace relationships among bank employees.

Furthermore, empirical research examining reverse mentoring across public sector, private sector, and cooperative banks remains an area requiring further investigation. Although studies have explored generational diversity and knowledge sharing in banking environments (Hans *et al*., 2023), the influence of organisational culture, trust, psychological safety, mutual respect, and management support on successful intergenerational learning requires deeper examination (Fasbender *et al*., 2021; Fasbender & Gerpott, 2022).

Existing literature also highlights the need for longitudinal and empirical studies to understand the sustained impact of reverse mentoring on employee development, knowledge retention, workplace collaboration, and organisational effectiveness. Its integration into formal HR practices, such as training, performance appraisal, career development, and reward systems, also requires greater attention.

Additionally, the rapid adoption of artificial intelligence, digital banking, automation, and financial technology creates opportunities to examine how reverse mentoring can facilitate continuous digital learning and organisational adaptability (Basel Committee on Banking Supervision, 2024).

Therefore, the present review highlights the need for a sector-specific framework explaining how reverse mentoring and intergenerational knowledge sharing can bridge generational differences, strengthen organisational learning, and enhance organisational effectiveness in the banking sector.

Statement of the Problem

The banking sector is undergoing rapid transformation due to digitalisation, artificial intelligence, fintech, changing customer expectations, and evolving workplace practices. These changes have resulted in a workforce comprising employees from different generations who may differ in their technological competencies, communication styles, learning preferences, work values, and approaches to organisational practices. While younger employees may possess greater familiarity with emerging digital technologies, senior

employees possess valuable organisational experience, professional knowledge, customer-handling expertise, and institutional wisdom. However, differences in these competencies and perspectives may create a generational gap**,** resulting in communication barriers, knowledge-transfer difficulties, resistance to change, and limited intergenerational collaboration. Traditional mentoring generally follows a senior-to-junior approach and may not adequately address the growing need for younger employees to contribute their technological and contemporary knowledge to senior employees. Although reverse mentoring, in which younger employees mentor senior employees, provides an opportunity for two-way learning and knowledge exchange, its systematic application in the banking sector remains insufficiently explored. Factors such as trust, psychological safety, organisational support, mutual respect, hierarchical differences, and resistance to change may influence the effectiveness of such initiatives. Therefore, there is a need to examine how a structured reverse mentoring approach can facilitate intergenerational knowledge sharing, digital competency development, sustainable organisational learning, mutual understanding, and employee development**,** thereby helping banking organisations bridge the generational gap and build an adaptive, collaborative, and future-ready workforce.

Objectives of the Study

(1) To identify the key generational differences and challenges experienced by employees in the banking sector.
(2) To examine the role of reverse mentoring in promoting intergenerational learning, knowledge sharing, and digital skill development among bank employees.
(3) To analyse the organizational factors, including psychological safety, trust, organizational culture, management support, and mutual respect, that influence the effectiveness of reverse mentoring.
(4) To evaluate the potential of reverse mentoring as a strategic approach for bridging the generational gap and strengthening collaboration and organizational learning in the banking sector.

Research Methodology

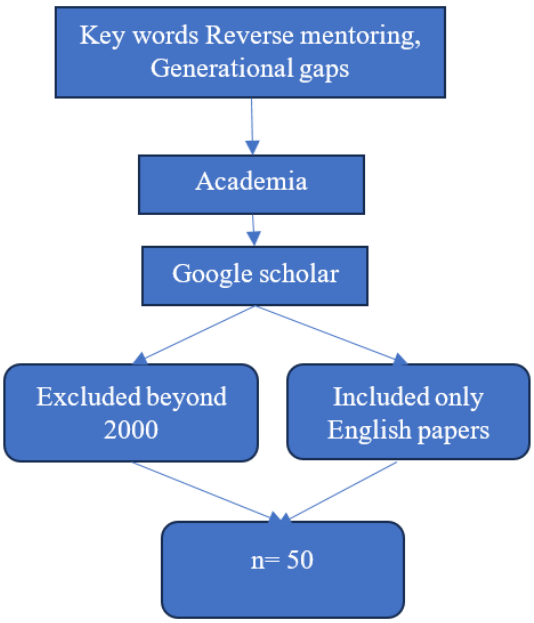

Fig 1: Summary of literature review steps

Literature Analysis and Interpretation

Table 1: A Scholarly Review of Research Literature

SI. No.	Research Area	Focus Area	Reference
1	Reverse mentoring; Knowledge transfer	Examines how Gen Z employees help older employees improve their digital skills. Highlights reverse mentoring as a mechanism for intergenerational knowledge transfer and workplace productivity.	Venugopal *et al.* (2025) [1]
2	Reverse mentoring; AI-era leadership	Explores how Gen Z employees contribute to leadership learning in AI-driven organisations. Emphasises the role of younger employees in helping organisations adapt to digital transformation.	Trivedi & Juyal (2025) [2]
3	Organisational learning; Gen Z	Examines the contribution of Gen Z employees to sustainable organisational learning. Highlights their technological knowledge and learning capabilities in supporting continuous workplace development.	Pandita *et al.* (2023) [3]
4	Workplace mentoring; Talent development	Discusses mentoring as a talent development tool for Gen Y and Gen Z. Focuses on employee learning, professional development and career growth.	Saxena (2024) [4]
5	Multigenerational leadership	Examines leadership challenges in managing Gen X, Millennials and Gen Z. Highlights differences in workplace values and the importance of intergenerational cooperation.	Harahap & Theodora (2025) [5]
6	Instructional reverse mentoring	Proposes reverse mentoring to help teachers understand Gen Z and Gen Alpha learning perspectives. Emphasises knowledge exchange between generations to improve teaching approaches.	Bozak (2021) [6]
7	Organisational learning	Examines organisational learning as a management paradigm. Highlights how organisations acquire knowledge, adapt to changes and improve their management practices.	Burnes *et al.* (2003) [8]
8	Organisational learning; Learning orientation	Integrates the concepts of organisational learning, learning organisations and learning orientation. Provides a theoretical framework for understanding organisational knowledge development.	Alerasoul *et al.* (2022) [9]
9	Organisational learning concepts	Explains the fundamental principles of organisational learning. Focuses on how individuals and organisations acquire knowledge and develop capabilities through continuous learning.	Field (2020) [10]

SI. No.	Research Area	Focus Area	Reference
10	Digital competencies	Examines the influence of employees' digital competencies on organisational learning. Highlights the importance of technological skills in improving knowledge acquisition and organisational development.	Starke & Ludviga (2026) [11]
11	Employee engagement; Inclusion	Explores reverse mentoring as a mechanism for improving employee engagement and workplace inclusion. Also considers its role in encouraging knowledge sharing among different generations.	Manley (2025) [12]
12	Generational acceptance; Reverse mentoring	Examines the acceptance of reverse mentoring among Gen X, Gen Y and Gen Z in the automobile industry. Focuses on generational perceptions and attitudes towards reverse mentoring practices.	Malhotra (2025) [13]
13	Reverse mentoring model	Develops a conceptual dynamic model of reverse mentoring in the workplace. Focuses on structuring mentoring relationships to facilitate knowledge exchange between younger and older employees.	Nigam (2021) [14]
14	Organisational commitment; Turnover intention	Examines reverse mentoring as a social exchange mechanism influencing employee commitment and turnover intentions. Focuses on the relationship between mentoring interactions and employee attachment to organisations.	Rana (n.d.)
15	Reverse mentoring; SMEs	Examines the adaptation of reverse mentoring strategies in small and medium enterprises. Presents a pilot model for facilitating intergenerational learning in resource-constrained organisations.	Schwartz *et al.* (2022) [16]
16	Multigenerational workforce; Environmental innovation	Explores how Gen X, Millennials and Gen Z collaborate to promote environmental innovation. Highlights the contribution of different generational perspectives to organisational sustainability.	Munawir *et al.* (2025) [17]
17	Innovative employee behaviour	Investigates the impact of reverse mentoring on employee innovative behaviour in Chinese technology enterprises. Focuses on how intergenerational knowledge exchange can encourage innovation at work.	Li *et al.* (2024) [18]
18	Leadership development	Examines strategies for developing Millennials and Gen Z into future nonprofit leaders. Focuses on leadership preparation, talent development and future organisational leadership capabilities.	Foote (2022) [19]
19	Reverse mentoring implementation	how reverse mentoring creates mutually beneficial relationships between younger mentors and experienced employees in a multigenerational workplace	Browne, I. (2021).
20	Gen Z potential; Organisational barriers	Examines organisational practices that may restrict the potential of Gen Z employees. Highlights workplace barriers that prevent younger employees from fully contributing their capabilities.	Otto (2024) [21]
21	Mentoring effectiveness; Banking sector	Studies the relationship between demographic variables and mentoring-managerial effectiveness among Indian bank managers. Provides insights into the influence of employee characteristics on mentoring relationships in banking.	Madan & Srivastava (2017) [22]
22	Mentoring; Employee performance	Examines the relationship between mentoring practices and employee performance in commercial banks in Port Harcourt. Highlights mentoring as a potential contributor to employee development and workplace effectiveness.	Echendu & Obunwo (2025) [23]
23	Engagement; Inclusion; Knowledge sharing	Reviews whether reverse mentoring contributes to employee engagement, inclusion and knowledge sharing. Also examines its potential role in talent development and organisational effectiveness.	Chaudhuri *et al.* (2022) [24]
24	Organisational learning; Gen Z	Importance of digitalisation, internal communication and collective knowledge-sharing practices in transferring both tacit and explicit knowledge.	Igoa-Iraola, E., & Díez, F. (2024)
25	Equality; Diversity; Inclusion	Reviews reverse mentoring as a strategy for promoting equality, diversity and inclusion in universities. Focuses on improving mutual understanding and reducing generational barriers.	Israni (2022) [26]
26	Cross-generational knowledge transfer	Focuses on reverse mentoring as a mechanism for transferring knowledge between different generations. Highlights mutual learning and the exchange of skills and experiences.	Batra (2026)
27	Knowledge transfer	Examined the relationship between reverse mentoring and employee work engagement, focusing on knowledge sharing as a mediating factor and self-efficacy and perceived organisational support as moderating factors	Harshani *et al.* (2024) [28]
28	Reverse mentoring on leadership adaptability	It provides a basis for examining knowledge sharing and generational differences among bank employees and helps you identify a research opportunity in the Indian banking context.	Anjum *et al.* (2026) [29]
29	Generational diversity; Reverse mentoring	Reviews the value of contributions from employees belonging to different generations. Highlights reverse mentoring as an approach to encouraging intergenerational collaboration and organisational success.	Lawrence (2017) [30]
30	Digital transformation; Business process management	Examines how digital transformation changes traditional business process management. Focuses on the influence of digital technologies on organisational processes and business operations.	Baiyere *et al.* (2020) [31]
31	Generational diversity; Team performance	Examines the benefits and tensions associated with generational diversity in teams. Focuses on how generational differences influence teamwork and team performance.	Becker *et al.* (2022) [32]
32	Reverse mentoring; Higher education	Explores reverse mentoring practices within higher education institutions. Highlights intergenerational knowledge exchange and collaboration in academic environments.	Cain *et al.* (2024) [33]

SI. No.	Research Area	Focus Area	Reference
33	Generational differences; Technology behaviour	Compares technology-related behaviour between Millennials and Generation X. Focuses on differences in technology usage and adoption across generations.	Calvo-Porral & Pesqueira-Sanchez (2019) [34]
34	Mature workers; Industry 4.0	Examines performance improvement challenges faced by mature workers in Industry 4.0. Highlights the importance of supporting older employees in adapting to technological changes.	Chuang & Graham (2020) [35]
35	AI; Human resource management	Examines how artificial intelligence capabilities create value in human resource management. Focuses on the integration of AI technologies into HR functions and organisational practices.	Chowdhury *et al.* (2023) [36]
36	Reverse mentoring; Talent management	Examines reverse mentoring as an innovative talent management practice in the hospitality industry. Focuses on bridging generational gaps and improving intergenerational workplace relationships.	Cismaru & Iunius (2019) [37]
37	AI; Future of work	Discusses multidisciplinary opportunities and challenges associated with artificial intelligence. Examines its implications for organisations, employees and future workplace practices.	Dwivedi *et al.* (2021) [38]
38	Millennial leadership; Older employees	Examines the experiences of Millennial managers leading older employees in Philippine workplaces. Focuses on intergenerational leadership relationships and workplace management challenges.	Gabriel *et al.* (2020) [39]
39	Reverse mentoring; Intergenerational relationships	Examines the effectiveness of reverse mentoring in developing relationships between generations. Highlights its potential to improve mutual understanding and workplace cooperation.	Gadomska-Lila (2020) [40]
40	Intergenerational learning; Knowledge exchange	Develops a phase model of intergenerational learning in organisations. Explains the stages through which employees from different generations exchange knowledge and learn from each other.	Gerpott *et al.* (2017) [41]
41	AI; Employment	Examines the implications of artificial intelligence for the future of work. Focuses on how technological developments may influence employment and workplace practices.	Howard (2019) [42]
42	Digital literacy; Intergenerational mentoring	Examines the implementation of the Cyber Seniors VR reverse mentoring model in higher education. Focuses on intergenerational learning through technology-based mentoring activities.	Leedahl *et al.* (2019) [43]
43	Generational differences; Technology adoption	Examines differences among Baby Boomers, Gen X and Gen Y in personality traits associated with on-demand radio use. Provides insights into generational patterns of technology and media consumption.	Lissitsa & Laor (2021) [44]
44	Digital ageing; Technological exclusion	Examines the challenges of ageing in an increasingly digital society. Focuses on technological obsolescence and the risk of older individuals experiencing digital exclusion.	Llorca Albareda & García-Barranquero (2024) [45]
45	AI; Employment decisions	Examines the implications of automated and robotic decision-making in employment. Focuses on the influence of technology on workplace decisions and employee experiences.	McClure (2018) [46]
46	Knowledge management; AI	Explores how knowledge workers manage knowledge in the age of artificial intelligence. Focuses on knowledge management practices and technological developments in modern workplaces.	Manuti & Monachino (2020) [47]
47	Reverse mentoring; Higher education	Discusses reverse mentoring as an underutilised resource in academic institutions. Highlights opportunities for younger and older employees to exchange knowledge and experiences.	Morris (2017) [48]
48	Reverse mentoring; Social isolation	Examines reverse mentoring as an approach to addressing social isolation among older adults. Focuses on intergenerational interaction and strengthening social connections.	Breck *et al.* (2018) [49]
49	Student preferences; Teaching effectiveness	Examines college students' preferences regarding instructional behaviours and teaching characteristics. Focuses on identifying the teaching practices students consider important for effective learning.	Goldman *et al.* (2017) [50]
50	Teaching effectiveness; Student preferences	Investigates medical students' preferences for effective teaching practices. Focuses on identifying instructional behaviours and characteristics that support students' educational experiences.	Knoster *et al.* (2020) [51]

Results and Findings

The review of existing literature indicates that reverse mentoring can serve as an important mechanism for bridging generational differences among bank employees by facilitating reciprocal knowledge exchange between younger and senior employees (Marcinkus Murphy, 2012; Chaudhuri *et al.*, 2022) [24]. Younger employees contribute contemporary knowledge related to digital technologies, digital banking platforms, social media, artificial intelligence, data analytics, and emerging workplace practices, whereas senior employees contribute organisational experience, industry knowledge, customer-handling skills, professional judgement, and institutional knowledge (Fasbender *et al.*, 2021; Fasbender & Gerpott, 2022). The literature further suggests that reverse mentoring can promote intergenerational knowledge sharing, collaboration, communication, mutual understanding, and continuous learning, thereby helping to reduce generational stereotypes and workplace barriers (Garg, 2020; Hans *et al.*, 2023).

Trust, psychological safety, mutual respect, management support, and organisational culture emerge as important conditions influencing the effectiveness of reverse mentoring programmes (Chaudhuri *et al.*, 2022; Hans *et al.*, 2023) [24]. However, resistance to change, hierarchical differences, lack of technological confidence, communication barriers, and

status-related concerns may restrict effective participation. In the banking sector, structured reverse mentoring can support senior employees in adapting to digital transformation while providing younger employees with opportunities to develop leadership, communication, mentoring, and interpersonal skills. Overall, the literature suggests that reverse mentoring has the potential to strengthen sustainable organisational learning, employee development, digital competency, engagement, and organisational adaptability when supported by clearly defined objectives, appropriate mentor–mentee matching, management support, and periodic evaluation.Top of FormBottom of Form

Implication of the Study

The present study offers theoretical and practical insights into the role of reverse mentoring in bridging generational differences among bank employees. It highlights reverse mentoring not merely as a means of transferring technological knowledge but as an approach to promoting reciprocal learning, knowledge sharing, and organisational development (Marcinkus Murphy, 2012; Chaudhuri *et al*., 2022) [24].

Theoretical Implications

The study extends the literature on mentoring and organisational learning by emphasising reciprocal knowledge exchange between younger and senior employees. It highlights the relevance of digital competency, trust, psychological safety, mutual respect, and organisational support in facilitating intergenerational learning (Fasbender *et al*., 2021; Fasbender & Gerpott, 2022). It also provides a conceptual basis for examining reverse mentoring within the banking sector.

Managerial and HRM Implications

The study suggests that banks can introduce structured reverse mentoring programmes in which younger employees share knowledge of digital banking, artificial intelligence, fintech, and emerging technologies, while senior employees contribute professional experience, customer relationship skills, and institutional knowledge. Effective implementation requires suitable mentor–mentee matching, clear learning objectives, regular interactions, management support, and a psychologically safe environment (Chaudhuri *et al*., 2022; Hans *et al*., 2023) [24].

HR departments may integrate reverse mentoring into employee training, leadership development, performance management, and career development practices. Recognising mentoring contributions through appraisal and professional development opportunities may further encourage participation and support organisational knowledge retention.

Implications for the Banking Sector:

In the context of digital transformation, reverse mentoring offers banks an opportunity to combine younger employees' familiarity with emerging technologies with senior employees' professional judgement and institutional experience. Public, private, and cooperative banks may adapt such programmes to their workforce requirements. These initiatives have the potential to strengthen digital capabilities, intergenerational collaboration, and organisational adaptability (Fasbender *et al*., 2021; Basel Committee on Banking Supervision, 2024).

Limitations of the Study

The present study is limited to English-language literature published from 2000 onward; therefore, certain earlier conceptual developments in mentoring and intergenerational learning may not be fully represented. The review primarily focuses on reverse mentoring and its role in bridging generational differences, particularly in the banking sector. However, the availability of banking-specific research on reverse mentoring is relatively limited, requiring insights from other industries and organisational settings. Differences in organisational structures, workplace cultures, and employee practices may restrict the direct applicability of these findings to banking institutions (Garg, 2020; Chaudhuri *et al*., 2022) [24].

The study relies exclusively on secondary data from previously published literature and does not include primary data collected directly from bank employees, managers, or human resource professionals. Consequently, employee perspectives are interpreted through existing research. Variations in generational classifications, research methodologies, sample sizes, and measurement techniques may also affect the comparability of findings (Fasbender & Gerpott, 2022). Furthermore, cultural differences across countries may influence attitudes towards hierarchy, mentoring, technology adoption, and intergenerational relationships, limiting the generalisability of international findings to the Indian banking environment. The review also does not establish causal relationships between reverse mentoring and organisational performance.

Another limitation concerns the rapidly evolving banking industry, particularly the growing adoption of artificial intelligence, automation, and digital banking technologies. Earlier studies may not adequately capture these emerging developments and their implications for intergenerational learning. Additionally, the review depends on the availability, accessibility, and quality of published academic literature and does not include a meta-analysis or statistical synthesis of previous findings. Publication bias may also influence the representation of reported outcomes (Snyder, 2019).

In view of these limitations, future research should undertake empirical investigations involving employees from different generations across Indian banking institutions. Longitudinal, comparative, and mixed-method studies could provide deeper insights into the effectiveness of structured reverse mentoring programmes and their contribution to digital competency, knowledge sharing, employee engagement, and sustainable organisational learning.

Scope for Future Research

Future research on bridging the generational gap through reverse mentoring among bank employees can be extended in several directions. Comparative studies may be undertaken across public sector banks, private sector banks, cooperative banks, and foreign banks to identify differences in the adoption and effectiveness of reverse mentoring practices. Future researchers can also conduct studies across different geographical regions and with larger samples to improve the generalisability of findings. Longitudinal studies can examine the long-term impact of reverse mentoring on digital competency, knowledge sharing, employee engagement, collaboration, job satisfaction, productivity, and

organisational performance. Particular attention can be given to the role of sustainable organisational learning, including knowledge retention, continuous learning, intergenerational knowledge transfer, and organisational adaptability. With the rapid transformation of the banking sector, future research can further explore how reverse mentoring supports senior employees in acquiring competencies related to artificial intelligence, digital banking, fintech, data analytics, cybersecurity, and emerging technologies. Researchers may also examine psychological factors such as trust, psychological safety, openness to learning, resistance to change, perceived status differences, and willingness to share knowledge between generations. Further studies can investigate whether structured reverse mentoring programmes integrated with training, career development, performance appraisal, rewards, and employee development systems can enhance participation and organisational outcomes. Mixed-method and intervention-based research could provide deeper insights into the actual experiences of mentors and mentees and help develop empirically validated reverse mentoring models. Finally, comparative studies across industries and among emerging workforce generations such as Generation Z can determine how reverse mentoring can become a sustainable organisational learning mechanism for managing generational diversity and preparing organisations for continuous technological and workforce changes.

Conclusion

Reverse mentoring has emerged as a valuable organisational practice for addressing generational differences and promoting mutual learning between younger and older employees (Marcinkus Murphy, 2012; Chaudhuri *et al*., 2022) [24]. In the banking sector, where rapid digital transformation, changing customer expectations, and continuous technological advancements are reshaping the nature of work, reverse mentoring can provide an effective mechanism for transferring digital knowledge and contemporary skills from younger employees to senior employees while enabling younger employees to benefit from the experience, professional knowledge, and organisational wisdom of senior colleagues (Fasbender *et al*., 2021; Fasbender & Gerpott, 2022).

The literature indicates that successful reverse mentoring depends on key factors such as trust, psychological safety, organisational support, mutual respect, openness to learning, effective communication, and a structured mentoring process (Chaudhuri *et al*., 2022; Hans *et al*., 2023) [24]. When appropriately implemented, reverse mentoring can reduce generational barriers, strengthen intergenerational collaboration, facilitate knowledge sharing, improve digital competencies, and contribute to sustainable organisational learning. Therefore, reverse mentoring should not be viewed merely as a technology-training initiative but as a strategic human resource development practice that encourages continuous learning and reciprocal knowledge exchange.

For banking organisations, integrating reverse mentoring with employee development, training, performance management, and digital transformation initiatives can help create a more inclusive, adaptable, and future-ready workforce. Overall, the literature suggests that reverse mentoring has considerable potential to bridge generational differences and support employee development and organisational effectiveness in the evolving banking sector.

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