



New Generations and Employment – An Exploratory Study about Tensions between the Psycho-social Characteristics of the Generation Z and Expectations and Actions of Organizational Structures Related with Employment (CABA, 2016)

Dr. Esteban Maioli, Ph.D. ^{a*}

^a INSOD – Universidad Argentina de la Empresa.

*Corresponding author's email address: emaioli@uade.edu.ar

ARTICLE INFO

Received: 06-11-2016
Accepted: 02-12-2016
Available online: 30-12-2016

Keywords:

Employment;
Expectations;
Generation Z;
Organizations;
Organizational culture;
Psycho;
Social characteristics

JEL Classification :

E24, J24, M11

ABSTRACT

Generational studies have an important research tradition in social and human sciences. On the one hand, the speed of social change in the context of globalization imposes the need to research the transformations are identified both the subjectivity of the agents involved and its inclusion in the institutional matrix, specifically employment. Generation Z, (generally considered as the population group whose birth occurs after 1995) have unique psycho-social characteristics. Gen Z is characterized by a different set of values, beliefs, attitudes and ambitions that impact in their concrete action in organizational structures. On the other hand, managers often must deal with generational differences in the workplace. Organizations have members who belong to different generations; they had never faced the challenge of having such a diverse group of members. The members of each historical generation are characterized by a different set of values, beliefs, attitudes and ambitions that are manifest in their concrete action in organizational structures. Gen Z it's the only one who can fully be considered "global", while its members were born in the consolidated context of globalization. Some salient features of the Generation Z can be summarized as follows. They're the first fully born into a digital world. Social networks and technology are integrated into their lives. They are concerned about the challenges of the modern world (poverty, inequality, climate change, among others). They are self-expressive, more liberal and open to change. They often bore easily, with short attention spans. They do not like routine tasks. They want to achieve a good life-work balance and they are interested in a flexible work environment, as opposed to traditional work schedule. They are critical thinkers, who come with innovative and creative ideas to help. Research design considered methodological triangulation. Data was collected with two techniques: a self-administered survey with multiple choice questions and attitudinal scales applied over a non-probabilistic sample by reasoned decision. According to the multi-method strategy, also it was conducted in-depth interviews. Organizations constantly face new challenges. One of the biggest ones is to learn to manage a multi-generational scope of work. While Gen Z has not yet been fully incorporated (expected to do so in five years or so), many organizations have already begun to implement a series of changes in its recruitment and development. The main obstacle to retaining young talent is the gap between the expectations of iGen applicants and what companies offer. Members of the iGen expect not only a good salary and job stability, but also a clear career plan. Generation Z needs to have immediate feedback of their tasks. However, many organizations have yet to improve both motivation and monitoring practices. It is essential for companies to take a review of organizational practices anchored in the culture of the organization.

This is an open access article under the terms of the Creative Commons Attribution License 4.0, which allows use, distribution and reproduction in any medium, provided the original work is properly cited.

DOI: <http://dx.doi.org/10.18533/job.v2i1.53>

ISSN 2380-4041(Print), ISSN 2380-405X(Online)

1.0 Introduction

Generational studies have an important tradition of research in social and human sciences. Early research by German sociologist Karl Mannheim (1928) began a fruitful line of scientific inquiry on the historical generations. On the one hand, the speed of social change of societies in the context of globalization imposes the need to investigate the transformations that are warned both the subjectivity of the agents involved and their inclusion in institutional settings of social relevance, such as employment. In this sense, Generation Z, understood as the social group born in the late twentieth century and early twenty-first century, have unique characteristics, different from previous generations, and which are essential to meet to review the impacts that such qualities will have on the institutional field of employment.

On the other hand, Smola and Sutton (2002) argue that managers of organizations often must deal with generational differences that appear to exist among workers. The literature is rich in recognizing such differences. Today, organizations have members who belong to different generations (Baby Boomers, Generation X, Generation Y or Millennials, and the recently identified as Generation Z). Per Addor (2011), the organizations had never before faced the challenge of having such a diverse group of members. The members of each historical generation are characterized by a different set of values, beliefs, attitudes and ambitions that are manifest in their concrete action in organizational structures.

At the same time, organizations often assume as real certain qualities of the members of the new generations that are based on stereotypes or social representations that do not find their correlate with reality. In this line, organizations take some actions trying to adapt to new generations, but those practical actions are not effective, just because they're planned upon the wrong idea about new generations' expectations. Undoubtedly, understanding generational differences can be a tool for managers of organizations to create environments with greater productivity, innovation and attitude of corporate loyalty.

In one hand, Lyons and Urick (2014) studied a set of variables associated to the world of work that are different per the generation to which one belongs. Thus, personality, values toward work, leadership patterns or the balance between work and personal life are some of the issues they consider when establishing intergenerational comparisons. On the other hand, Bourne (2015) concentrates its attention in the exploration of answers of the members of the younger generations to the organizational change. The main argument of his research is to confirm that leaders know little about the consequences that organizational change has on the subjectivities of the agents of the most recent generations. This leads to conflicts that need to be resolved. Twenge (2010) also performs an empirical study that tries to show the most notable generational differences associated with work values. His main argument is to affirm that organizations must know such differences to adapt elements of organizational culture, especially from the generational change that will be seen in the coming years. Shragay and Tziner (2011) examine the attitudes and behaviors associated with the work of the new generations, concentrating their attention on Gen Y. They study the involvement of the new generations with work and their job satisfaction. Zaydon (2013) also conducts an empirical study in which he analyzes the impact of the new generations in the business consulting sector. Its main findings are focused on the strategies that organizations develop for the retention of new talents.

This article is based on the thinking and analysis of empirical research conducted in the urban area of Buenos Aires, Argentina, during 2016. Recovers expectations of the members of the generation Z relative to the "world of work" and their incorporation into organizations, while revealing the main psycho-social characteristics of this historic generation. It aims, at the same time, to identify tensions between the expectations of employment of the members of the generation Z and social representations about such generation circulating among managers of organizational structures.

The main hypotheses in this research are that organizations are poorly prepared for the incorporation of the new generations, especially Gen Z. Although some efforts have been conducted to date, the truth is that it is still unknown in depth the psycho-social characteristics of Gen Z and the way in which these characteristics affect attitudes associated with work. In this way, it is expected that difficulties for organizations will be noticed in at least two important aspects: the selection of new talent and the retention in them.

The methodological design of the research is positioned on a multi-method perspective. A non-probabilistic sample of 400 cases was selected from members of Gen Z, to whom a survey was administered. The purpose of this questionnaire answered two main interests: on the one hand, to confirm the psycho-social characteristics of Gen Z that the specialized literature describes. On the other hand, to know their attitudes towards work and their interests and expectations associated to future job. At the same time, a non-probabilistic sample was performed by reasoned decision of Human Resources Dept. managers and specialists, to whom a semi-

structured interview was applied. The sample size was subject to the theoretical saturation criterion. The purpose of the application of this technique of data collection was to know, in depth, the perceptions that the organizations have about the members of the Gen Z and, at the same time, what activities and adjustment plans are being developed by the organizations to be prepared for the new Gen Z. More specific details on the methodological design will be presented later in the article.

The main findings of this research can be grouped into two large groups. On the one hand, we verify the psycho-social characteristics of Gen Z that the specialized literature assumes as certain. That is, many of the characteristics of the new generations are observable in the selected sample. Especially, those associated with the way of relating to authority, the pretension to assume a good balance between work and personal life, and finally, the selection criteria that prevail when choosing a job opportunity. On the other hand, the research confirms that organizations still have a lot of work to do to attract new talent and, fundamentally, to retain them in their jobs. Organizations still hold old criteria of benefits for their workforce, which are not necessarily attractive to Gen Z. On the other hand, induction and training processes are still not fully adapted to the demands and expectations of younger generations. Thus, the research confirms that organizations need to have more information about the characteristics of Gen Z if they want their selection, recruitment and training processes to be successful.

Finally, the results of this research can be a positive input for the review of organizational policies associated with the selection and training of the workforce. Thus, from the results obtained, it is possible to affirm that organizations need to adapt their selection and training processes to the characteristics of the new generations. While this may seem relatively simple, the contemporary context is somewhat more complex than it may seem at first glance. This is fundamentally since organizations must face multigenerational contexts, in which their workforce is made up of members of different generations, who have different characteristics and expectations to satisfy. Thus, what may be desirable for one generation may not be desirable for another. This requires, therefore, that the processes of selection and training are adapted specifically to the requirements of each generation. Faced with the pretended standardization of processes that most organizations could pursue; the truth is that it becomes necessary to customize the organizational processes associated with the selection and formation of the workforce.

2.0 Generational studies

Studies on social generations are becoming more extensive day after day, although limited when compared with others focused on such concepts as "social class". However, the sociological concept of "generation" can be applicable to specific cases, and has very useful and explanatory power when used correctly. As Cherrington (1997) mentions:

"The concept of social class is regularly used in the study of social groups for their explanatory power and being relatively familiar to sociologists. Applied to more specific cases, the concept of "generation" can illuminate various aspects of social behavior" (p. 303).

First, it's needed to define the term "social generation" or simply "generation". A generation, according Smola and Sutton (2002), is an identifiable group of people who share birth years, and significant life events at critical stages of development. A generation is considered a group of people who share historical and social experiences, and that the effects that events have on their subjectivity are relatively stable throughout their lives. This is due mainly to the fact that such socio-historical events unfold during the socialization process, which leads to the development of specific values, beliefs and attitudes (Berger & Luckmann, 1995). These experiences tend to divide one generation from another by the way they "see" or understand the world, but also by their values, perspectives and capabilities. Pilcher (1994) defines it as an aggregate of people of similar age that involves a share in the same historical and social circumstances. These significant events that occur during developing, like a war, a time of prosperity or economic crisis, technological innovation, or more specific events such as a terrorist attack, are important because, even unconsciously, influence the subsequent formation of attitudes and patterns of behavior of those who are under development at the time of these events. While people of various ages through and live the same events, the age at which one is exposed to political events, technological or social changes, determine how strong is installed on the psyche the "worldview" of each. Undoubtedly, a fundamental characteristic of the historic generation is shared modes of socialization, while the socio-cultural structure internalized by agents' members of the same historical generation is similar (though never identical, under the social division of labor and the social distribution of knowledge). This leads, therefore, to consider that there is a strong link between psychological characteristics of members of the same generation, if it is assumed that such features are built from a shared specific social environment.

3.0 Generation Z

Generation Z is generally considered as the social group whose birth occurs after 1995 (Wood, 2013). However, there is no full consensus on temporary cut of this generation. Other experts explain that Generation Z (also generally called Gen Z, iGen or Post-Millennials) should be considered from the turn of the millennium (Bennet et al., 2012). Despite of this, the fact is that in general it's accepted that given the existence of Generation Y (or Millennials), it's possible to observe the formation of another "new" generational grouping, under the socio-historical transformations that operate as context.

Tulgan (2013) states that, unlike previous generations, Generation Z is the only one which can fully be considered "global", while its members were born in the consolidated context of globalization. While some experts argue that there are psychosocial shared features between Generation Y and Z (Wood, 2013), it can be said that, in general, it's noted that members of the new generation have new expectations linked to their insertion into professional life. They have, no doubt, specific skills related to adaptation and, most importantly, the use of technology. Like the generation Z, they can be defined as "multitaskers" while they are able to perform multiple tasks simultaneously and, in general, with the same degree of care and dedication. Lyon (2010) explains that this skill is developed early, mainly due to the large amount of information they learn to process from the various sources they use, all associated with social networks and other technologies. Addor (2011) argues that, therefore, the Generation Z is more productive, in terms of working capacity than previous generations. A study by the consulting firm Adecco (2015) shows members of the Generation Z have a feeling of confidence on his professional career. It also explains that often assume a vision of work associated with entrepreneurship, which relates to a rejection of the traditional forms of heavily regulated labor (in terms of timetables, conditions, job assignments). In general, by characterizing the Gen Z, reference to creativity and innovation as outstanding features (Half, 2015) is made.

Some salient features of the Generation Z can be summarized as follows. They are the first fully born into a digital world. They are highly mobile and ready to move with ease. With the communication tools at hand, they like to research everything and learn well, so whoever wants to approach them should keep information and dialogue constantly flowing, while creating spaces specifically geared towards them, for their wish to be considered. Social networks are part of its life, being a good tool for those who want to approach them. The technology is integrated into their lives. It's estimated that 75% of these young people have a social network profile, and 80% keeps his cell phone nearby while sleeping (Maioli et al, 2014). They also have a strong fascination with video games and, in general, by any technological device. They are concerned about the challenges of the modern world (poverty, inequality, climate change, among others). In turn, collaborate in groups to solve problems, although not necessarily under traditional forms. New technologies allow the creation of "virtual" groups and generally are such groups that proliferate among members of this generation. Generation Z can easily combine individual initiative with community action through their multiple social networks and the ease with which they communicate. Finally, by living in a globalized world where exchanges are frequent and easy to communicate, they generate action with people around the world and they are more open to diversity. At the same time, they're more adaptable. In short, they are safe, self-expressive, more liberal and open to change. In addition to their clear and strong relationship with technology, they present very high self-esteem, sometimes over-exaggerated. They are optimistic, as they have grown in prosperity. In addition, they are generally sociable, talented, well educated, and collaborative, open minded; influential and oriented to goals. They can be also considered selfish, and focused only on their own objectives, with a possible overload of self-esteem. They often bore easily, with short attention spans, and prefer the Internet as primary source of information, rather than reading a book. They do not like routine tasks. While they may be good self-taught learners, they also want the maximum result, which means that focus exclusively by objectives and results. Besides being known for wanting immediate feedback, it is also known to have some problems accepting criticism, and although they are respectful of authority, have no major problems to defy it when not agree on what it proposes. They feel comfortable with change, more open and tolerant, confident and optimistic about their future, as well as being efficient in interconnected kind of working to achieve their goals, even with people beyond their national borders. Their ability to maximize their effectiveness at work has made many accused them of being "lazy", although this may be more related to the mental model of work that they have. In general, they want to achieve a good balance life / work and live in the moment, so they are interested in a flexible work environment, as opposed to traditional work schedule. It is worth noting their high self-confidence, closely considered as narcissism, and the fact that many are motivated to acquire skills to stay in good positions in the labor market, so they are constantly worried, even after graduation, for adding new skills. They are critical thinkers, who come with innovative and creative ideas to help. For them not only a competitive salary is important, but also a good working environment. They don't want to be in the same position for a long time; they prefer changes and development, preferably fast. They are aggressive and ambitious in their career, and challenges are more important for development than a job for life, so it's known that organizations will be effective in retaining them

if they can offer multiple opportunities for growth. In short, they constantly are seeking to develop their talents and considering every job as an opportunity to be added to their values.

4.0 The expectations of organizations and their actions

Fister Gale (2015) states that organizations have led many efforts and resources on attracting and developing the Generation Y (or Millennials) as a labor force, but these companies have forgotten that the new generation (Gen Z) is already at the dawn of insertion into the world of work. Full integration is expected in the next decade; however, it's time that organizations begin to consider their psycho-social features in order to consider necessary adaptation processes for their full incorporation in the most appropriate way to their organizational structures.

Probably one of the most significant changes that organizations must implement, per the specialized literature, is aimed to the selection process (Fister Gale, 2015). Given the widespread use of social networks as a source of primary information, organizations must be adopting use of these networks to carry out their search processes and recruitment of new talent. Thus, not only searches must be done through text messages (no emails, since they are not users of this type of communication), but companies should have attractive websites detailing precisely the career plan that can provide to applicants.

Also, specialists (Fister Gale, 2015; Adecco, 2015) explain that the training and induction processes to new positions must be conducted through computer modules and remote access via smartphones. Members of Gen Z favor those companies that offer this type of accessibility, while flexibility to participate in these training processes. Wiedmer (2016) highlights the fact that, step by step, organizations are in a growing process of adaptation strategies aimed to design induction training of new generations in a more effective way. Large companies have adapted their processes to new generations by the development of e-learning strategies, with sophisticated training platforms and virtual education.

Plus, companies must relate their searching processes with a strong commitment to professional development in the medium term if they want to attract members of the Generation Z. Fister Gale (2015) highlights the fact that only those companies that don't clearly explain to Gen Z applicants what it would be the expected professional development in the medium term fail to meet their searches satisfactorily. Since the socio-economic context in which this new generation has been socialized can be labeled as "prosperity", its connection with a job opportunity is not equal to that of previous generations. Members of Generation Z do not hesitate to abandon a search or even reject a proposal that has already been confirmed, if they consider that their development career is not expected in a short or medium time.

To a large extent, it seems that the trend associated with traditional job searching has been reversed in the case of Generation Z. Specialists (Adecco, 2015; Wiedmer, 2016) explain that, related to the Gen Z, it seems that organization are responsible to look for how to fill their vacancies, rather than be Gen Z who seeks employment opportunity that the organization could offer. Once selected, the Gen Z assess work environments where technologies are present (Fister Gale, 2015), while the answers to their concerns, complaints or questions can be addressed in "real time." The speed (psycho-social feature so present in members of this generation) is a term that should be considered by organizations seeking to retain these young talents.

Another element that organizations should consider when retaining members of Gen Z is flexibility. It refers not only to flexible working hours. At some point, Fister Gale (2015) highlights the fact that organizations must be willing to do things differently that traditionally had been doing. For example, members of Generation Z value short reports (management, performance, operations), like messages that they usually exchange, whether text or social networks. At the same time, Gen Z prefers such reports to be distributed by tools they usually use, as smartphones. Fister Gale (2015) even explains that some organizations have already left written reports to begin offering, through internal computing platforms, the same reports in video support.

Some traditional practices, such as the "course of induction and initial training" are not the most accepted by the members of the new generations. Wiedmer (2016) states that the majority of Gen Z favors on-site learning, through learning process "in the field". The strategy has proven most effective for these purposes has been mentoring. Colleagues can lead them in the work through a practical knowledge rather than theoretical. However, as experts say (Fister Gale, 2015; Adecco, 2015), many members of Generation Z lack basic communicational skills, so this feature can be observed as an obstacle.

It seems that many of the labor expectations of Generation Z are very demanding for organizations. However, as stated Fister Gale (2015), "when Millennials asked such as flextime things, constant feedback and the ability to

use personal devices at work, everything was very strange (...) but now we are used to that, so the next generation would be easier to adapt "(p. 41).

The truth is that contemporary organizations must deal not only with members of Generation Z. Wiedmer (2016) highlights the fact that at least five generations are coexisting at workplace at the same time (from the traditionalists, baby boomers, and Gen X, Y and Z). Perhaps the most significant difficulty facing today's organizations is precisely to develop a model of talent management that is able to integrate in a balanced manner the various expectations and needs of different generations. Recognition and motivation are not the same for each generation; hence the enormous challenge of organizations is to implement practices that effectively complement preferences, generational differences and similarities (Wiedmer, 2016).

Meanwhile, Castellano (2016) points the fact that organizations should incorporate some changes in their ways of management. Since the current work environments involve several generations (at least 3, and in the near future 4, if it is thought that Generation Z will be fully incorporated within a period not exceeding five years), managers must be able to differentiate generational expectations, to be able to appeal to their satisfaction. Castellano (2016), based on a study conducted in the US, highlights the fact that Gen Z prefer to work in small groups and only a small portion of the subjects surveyed opted for work in virtual environments or "home office ". However, she also warns that iGen lacks good communication skills, a fact that is essential to be considered by the managers of the companies.

Also, Stuckey (2016) argues that, given the psycho-social needs of members of this new generation associated with the speed and immediate gratification characteristics (largely promoted by the technological environment in which they have been socialized), Gen Z are expecting a rapid career development, which implies the existence of expectations associated with the promotion in different jobs. According Stuckey (2016), managers say they have faced other challenges associated with the strength of iGen work: in general, they point that this generation have a short span attention, they expect a quick resolution to the various problems they may face at work, and accuse their leaders of being "slow to respond" (Stuckey, 2016: 33). Other elements that managers of companies have identified as problematic when managing the new generation are associated with lack of co-face communication skills (such as Castellano (2016) claimed in her study) and resistance to tell them what they should do and how. The author also explains the fact that "36% (of managers) have not had training and 42% have been prepared "partially" for potential challenges of managing this new workforce" (Stuckey, 2016: 33). This reveals one of the major problems that organizations face in today's context: many of their managerial staff does not have robust tools for managing the needs and expectations of new generations. At the same time, those who have received some training do not have accurate information on how are the iGen. Stuckey (2016) expresses concern by stating that much of the training offered to managers are based on preconceptions or statements of common sense, rather than reliable research that provide some information on expectations of Gen Z.

5.0 Research methodology

The methodological design proposed for research recovers the form of methodological triangulation, with the aim of achieving greater certainty inductive inferences. In this regard, techniques from quantitative and qualitative perspectives were combined. For the first approach, it was designed a self-administered survey with multiple choice questions and attitudinal scales. The instrument had 26 questions designed to confirm, on the one hand, the psycho-social characteristics of the generation Z; and on the other hand, to recognize their conceptions about employment. A nonrandom sample by reasoned decision and quotas, of a size of 400 cases, which considers the universe under study, was developed. For convenience for access to data, surveys were conducted to students who met the criteria in the field of Universidad Argentina de la Empresa (Buenos Aires, Argentina). Sample includes various professional profiles. Data collection was made in the period from July to August 2016. Per the uses of quantitative methodology, the survey was administered on paper, and then the data were coded, tabulated and analyzed using statistical system SPSS.

According to the multi-method strategy, also were made in-depth interviews to managers of media and large companies in various industries. The organizational structures varied, but it was considered as criteria for joining the sample that the organizations would have an area of Human Resources, and sub-areas managed by independent units (recruitment, training, payroll, at least as expectable minimum areas). It was conducted semi-structured interviews, which recovered the main dimensions of analysis recognized in the research problem. In total, 23 qualitative interviews were conducted. The criteria of the size of this intentional sample were discourse recursion and theoretical saturation (Glaser & Strauss, 1967). The technique of analyzing qualitative data was content analysis.

6.0 Results and main aspects of discussion

6.1 About the new Generation Z

The analysis of quantitative data can conclude that the majority of respondents favor self-employment. 74% of the sample prefers to work on its own project. In this sense, this attitude toward work is consistent with the psycho-social feature associated with entrepreneurship. This fact argues with the sharp by Iorgulescu (2016), who refers in her research on Romanian Generation Z only 11,5% of respondents prefer independent work. In her work, also it argues that 44.9% of respondents would prefer to work in a major international company type. These empirical differences between the study conducted at the local level and other specialists can be analyzed in the light of the specific socio-historical contexts. It is likely entrepreneurship to be locally valued mostly given the context. In Argentina, a number of factors, among which may be noted that certain "personal" developments in specific sectors of various industries have resulted in tremendous economic success to those who have carried out. Rojasa and Follow (2009) explain that personal ventures are presented as a more attractive option in the context of economic crisis, because they involve fewer legal requirements for startup. It is also possible to notice a positive assessment of the "personal initiative" in the media and, most importantly, advertising (Rua, 2014).

The work is recognized as an important activity for respondents under the possibilities of economic benefits that it enables. 51% consider that work is important because it allows them to earn money, while 34% consider it gives them independence. In all cases, an individualistic bias is seen in this type of guidance. This characteristic is recognized as distinguishing the members of Generation Z. That individualistic component can also be understood from the specific historical social context: globalization understood in its multidimensional condition calls for the creation of contexts of large and rapid social changes, whose impact in shaping subjectivities of the actors belonging to the Generation Z cause psychosocial characteristics associated with individualism and self-satisfaction (Maioli et al, 2014).

On the other hand, when weighing the elements that would enable it to choose a job, 34% consider that the fundamental criterion for this decision is the economic benefit. That is, work is valued by the chances of getting a good salary. At the same time, 20% of the population surveyed would choose a job position that is linked to their academic training, which also establishes an interesting relationship between employment-education. 15% would assess working conditions, especially those related to organizational climate and relationships between colleagues and bosses.

About the specific working conditions, 43% of respondents prefer to join teams organized into more horizontal structures. At the same time, 36% of the population surveyed argues that would prefer to develop their activities under the "home office" mode (individually). To a large extent, these predilections are not only aligned with information retrieved by other specialists (Fister Gale, 2015; Iorgulescu, 2016), but at the same time confirm certain psycho-social characteristics of the members of the new generation, especially its individualistic profile. The data collected is insufficient to refute some previous studies (Adecco, 2015) which insist on maintaining that the representatives of the Generation Z favor individual work over the group. While it is true that Gen Z reject traditional bureaucratic structures, it is not possible to say absolutely that reject social spaces that promote organizations. In this case, it is true that, from his private appropriation of technological tools, the Gen Z agree that the modalities of interaction that are involved in a work process can be conducted in a "mediated", non-co-presence mode.

When establishing what factors to take into consideration when selecting a job as employees, members of the Generation Z opted for stability (56%), the possibility of professional development (42%) and the application of knowledge learned during their training and education (33%). Surprisingly, only 9% said that a selection criterion when choosing a company where to work would be benefit packages that such a company could offer. In general, these responses are consistent with other previous studies undertaken (Wood, 2013; Tulgan, 2013; Iorgulescu, 2016). Perhaps the only difference with such studies is the criterion of wages. In the sample selected for this study, salary as an element of decision, although it is important (34% of respondents pointed out as the main criterion) is not the most significant. The Argentinian socio-economic context can be here the variable operating as explanatory: the constant succession of economic crises and the affection on the conditions of the labor force as primary adjustment variable can be the condition affecting certain social representations about work that still have strong impact on the subjectivities of the members of the Gen Z.

Like the study conducted by Iorgulescu (2016), the responses obtained from the survey sample for this study reveal that members of Generation Z give little importance to "traditional benefits" that companies offer their employees, such as medical pre-pay, vacation pay, and even comfort conditions in the workplace. Only 5% of respondents highlighted as significant this package of benefits.

About the skills that members of Gen Z must implement in their jobs, the vast majority of respondents say they are computational skills. Regarding the survey answers, 86% of respondents who work or have worked states that computer tools were essential to carry out their tasks. However, when inquiring about the computer skills that members of the Gen Z have, 77% said they did not fully mastered the use of the main software programs that are commonly used in the work (such as the word processor, spreadsheets or databases). By contrast, a large majority (92%) states to have advanced knowledge in the use of social networks (such as Facebook, Twitter or Pinterest). In conclusion, the appropriation of technology of "digital natives" is more associated with the use of social networks rather than to computer programs that can then be applied in their jobs. In line with the study of Iorgulescu (2016), respondents for this study highlighted the fact of having "soft skills" for the performance of their tasks (such as proactivity, responsibility and productivity).

6.2 About organizations and their ways of action

Organizations constantly face new challenges. Without a doubt, one of the biggest in the present context is to learn to administer and manage a multi-generational scope of work. While Gen Z has not yet been fully incorporated (expected to do so in five years or so), many organizations have already begun to implement a series of changes in its recruitment and development activities. Many of these changes are also seen in broader issues such as processes of change in organizational culture aspects.

One example is interpreted from the statement by Mario, Head of Training and Development of an IT consultant company. In his words:

"Some time ago we started to notice that it's more and more difficult to find new talent. Generally, many of the young people we interviewed and we select do not continue with the process. Even more, many leave after they have started induction. This is quite worrying "(Mario, Head of Training and Development).

The difficulties identified by respondents regarding the selection are associated mainly to the fact that traditional media search appear to be adequate to recruit members of the new generations (in general, Gen Y, but also applicable to Gen Z). Therefore, many companies are implementing other search processes carried out by "non-traditional" processes, such as social networks. This is confirmed Fatima, Head of Selecting a company dedicated to retail sector:

"Ultimately, our job searches are conducted through the social networks. Facebook has shown to be the most effective. We see that when we publish a search around, our request is replicated and generally have good call. Beyond this, we continue with the usual strategies. Similarly, many who were selected then do not continue with the process. The issue of rotation is a serious problem. "(Fatima, Head of Development).

Continuity in the process of selection, recruitment and training is shown, for almost the entire sample of respondents, as one of the major challenges that organizations face today. As collected through qualitative interviews, the main obstacle to retaining young talent is in the gap between the expectations of applicants and what companies offer. In this sense, what it was retrieved empirically within the framework of this research confirms what is stated in literature (Stuckey, 2016). Representatives of the companies confirmed that, among the requirements most requested by the applicants, is nested in the first instance salary, being then valued a proper balance between work and personal life. Thus, most respondents highlighted the fact that young applicants favor flexible working environment, while the company can offer a compliance work plan by objectives, regardless of strict compliance with working hours. This is confirmed by Laura, who works in Work Force Selection Department at an important human resources consultancy, which states:

"Young people generally prefer to work for goals. That is, they are told clearly what is expected to perform and when to perform. But they do not value the fact meet very rigid schedules. That of having to meet a schedule of 9 hours per day, marking card and comply a schedule is not valued by these young people. They understand flexibility in this way. The young people state: If I meet the objectives, does not seem to be rational to stay at my desk just wasting my time" (Laura, Selection Department).

Another issue of significance recovered in qualitative interviews related to stereotyped responses often tested organizations face the challenge of incorporating talents of the new generations. In general, many business leaders consider that to be "well prepared" for the new generations involves adapting the work environment with devices from latest technology; provide areas of rest with recreational activities or policies of inclusion of diversity. However, both literature (Stuckey, 2016, Adecco, 2015) and empirical evidence show that these issues are not part of the concerns and expectations of Gen Z.

In concrete terms, the members of the iGen expect not only a good salary and job stability, but also a clear career plan that, in pure terms, propose a professional development in a relatively short time. So, says Luis, Development Manager for a major company pre-paid medicine:

"Some time ago we realized that young people are interested to be clear how they will develop in the company. Therefore, we have made much effort to think and design a development plan that appeals to them. That necessarily implies also a change in the culture of the company. We strongly emphasize our middle managers to be communicative with employees, especially the younger ones. Sometimes we noticed frustration among them, and generally because they do not have the expected feedback. That's why they insist supervisors and managers provide feedback of their work to their younger employees. They expect that kind of recognition (...) it is sometimes difficult because their times are not the times of the organization "(Luis, Head of Development).

Having a development plan in the organization is a requirement that both the specialist and the results of this research reveal conclusively. Young Generation Z needs to have immediate feedback of their tasks. However, many organizations have yet to improve their associated both the motivation and the monitoring of their endowments workers' practices. As Stuckey (2016) states:

"Employers should look deeply into its organizational culture, management style and policies workplaces if they want to become an employer of choice for the Z Gen (...) leaders should seize the entrepreneurship and independent force of Generation Z, so taking advantage of innovation, creativity and a spirit of continuous improvement "(p. 34).

In this respect, there is much to be done ahead for other organizations to be able to adapt to these requirements. So, says Laura:

"Organizations still have much to learn in relation to new generations. For example, plans for "traditional" training do not work with them. In our experience, the most successful induction processes are those in which they are incorporated into the workplace with a "guide" or mentor, teaching them to do the work while it corrects and motivates. This model has proven successful in other organizations abroad. We recommend implementing this practice to our customers" (Laura, Selection Department).

In short, from what it was retrieved empirically, some of the key issues to be considered by organizations in relation to new generations can be summarized as follows: it is essential to take a review of organizational practices that are embedded in the culture of the organization. This means, for example, promoting processes of change in relation to the modes of relationship to new generations. This is undoubtedly the main challenge, more so considering the lack of co-face communication skills that members of the younger generation have shown. Thus, both specialized literature and empirical data collection confirm the fact that managers must offer immediate, clear and precise feedback, and communicate it so that it is a positive incentive for members of the iGen. In addition, the recruitment process must assume the modalities to which new generations are more willing. On the other hand, it is necessary that organizations commit to be deeply involved in understanding the expectations of Generation Z. Many considered practices aimed at this new labor force are based on very general preconceptions and often unspecific and wrong. As Stuckey (2016) states:

"With very few managers prepared for the arrival of the Gen Z, organizations should start investing now in the development of multi-generational managerial skills of their leaders, so they can successfully integrate the new generations in a way that demonstrates diversity and integration "(p. 35)

7.0 Conclusions

Members of Generation Z have specific psycho-social characteristics that differentiate them from previous historical generations. Also, they are close to joining the labor market, which requires a reflection about its peculiarities and how organizational structures can receive them. Fister Gale (2015) states that organizations must know in depth the expectations of Gen Z to carry out successful recruitment process of these new talents, while adapting its offer of benefits to retain them. Today remain certain social representations regarding what new generations expect about their working positions in organizations that do not always find a correlation with reality.

This empirical research aims to shed light on some of the most significant psycho-social characteristics of Gen Z. At the same time, it aims to recognize that many of these characteristics directly affect the way in which this generation will be fully incorporated in the labor market. Under this, the study largely confirms some previous findings (Iorgulescu, 2016) regarding development patterns expected by the members of the Gen Z. These young people expect from work at least three key issues: economic security (means good wages), accompanying

processes of incorporation into organizational structures (through induction processes in the form of mentoring) and flexible time schedules and working hours (through working arrangements oriented to objectives).

These issues clearly require organizations to be able carrying out re-organization of their traditional work arrangement. Structuring teams with more horizontal forms of authority is one of the main challenges for organizations. At the same time, companies should not be presumed that the condition of digital natives of Gen Z presupposes a broad domain of traditional computing resources (such as word processing, presentation systems, etc.). The appropriation of technology of members of Generation Z seems to be more superficial than one might assume. Therefore, it is valuable for organizations to have solid training and training in the use of computer systems required for the performance of tasks.

Also in line with what was stated by Fister Gale (2015), organizations must have selection processes aimed at recognizing the prior knowledge of the members of Generation Z (especially those obtained through formal university education), as these young people expect jobs to be the space where they can apply their knowledge. A frustration factor (associated with the high turnover of young people) is seen when there is no overlap between what the organization proposes and what young people expect. The conducted study reveals that young Gen Z expects to implement their acquired knowledge, and such application involves a "career plan". Young Gen Z not necessarily seek recognition through formal designations charges (Iorgulescu, 2016), but rather the performance of activities within the organization that are linked strongly with their learned knowledge.

One element that has generated wide discussion among specialists (Adecco, 2015; Half, 2015) refers to packages of benefits that must be offered by the organizations to convene members of the younger generation, especially Z. During enough time was considered best site conditions associated with the work place was a demand by young people, especially in relation to recreational or leisure activities. The study reveals that the salary is still a fundamental criterion by the representatives of this generation; at the same time, flexible time schedules would be the second most important factor when accepting (and stay) in an organization. Finally, issues associated with organizational climate would be found among the factors that members of Generation Z evaluate when choosing a job.

Moreover, data obtained through qualitative interviews done to responsible of different hierarchy and function of organizations show that much remains to be done in companies. While changes in recruitment processes are noted (use of non-traditional media search, such as social networks), training processes still anchored on ways that are not suitable for new generations. Furthermore, this lack of flexibility of organizations is also revealed in some important areas, such as the persistence of certain practices that do not promote full integration of this new workforce. Organizations must still move in the direction to train their managerial staff in skills to administer and manage a multi-generational environment. In relation to the Gen Z, it is necessary to have good studies revealing their specific psycho-social characteristics, so that organizations would be able to manage their internal processes and adapt to them.

The conducted study has methodological limitations (based primarily on the performance of a non-probabilistic intentional sample) which limit its findings to the selected sample. However, their results are confirmed by previous studies. It also raises the need for future research that can serve as a solid foundation for developing research findings. Under this, it is suggested that other researchers propose making larger probabilistic samples that could confirm the preliminary evidence presented in this work. Similarly, a line of fruitful research suggested in this paper is associated with the need to know more deeply the expectations of organizational structures and modes of adaptation that necessarily must assume for being able to recruit and retain young talent Gen Z.

The results of this research allow us to shed light on a problem faced by organizations. The biggest concern that companies face is to carry out workforce selection processes that are successful (in economic and financial terms, mainly). At the same time, another focus of concern is to ensure that the processes of induction and training of the new generations are fruitful. An observable question is that many iGen members leave the selection and training process when they realize that their expectations will not be adequately met by organizations. In this way, the incorporation of new workforce into organizations becomes a problem that requires research and reflection to be solved.

From the data of this research, it is observable that the organizations still must improve their processes of selection and training. They need to adapt such processes to the expectations of Gen Z. However, this can be complicated, and requires organizations to take on new paradigms of work. Faced with the standardization of

processes (largely promoted by cost reduction and increased economic benefits), organizations must assume the need to orient their processes in a specific way to the expectations of a multi-generational workforce. The labor policies associated with the particularities of the new generations are, consequently, a result expected from the revision of the old organizational practices.

Bibliography

- Addor, M. L. (2011) Generation Z: What is the Future of Stakeholder Engagement? *Institute for EMERGING ISSUES – NC State University*, pp. 1- 7. Documento electrónico en línea, disponible en <https://iei.ncsu.edu/wpcontent/uploads/2013/01/GenZStakeholders2.pdf>. Fecha de acceso: 23-09-2016.
- Adecco (2015) *Generation Z vs. Millennials*. Documento electrónico en línea: disponible en <http://pages.adeccousa.com/rs/107-IXF 39/images/generation-z-vs-millennials.pdf>, fecha de acceso: 15-09-2016.
- Bennett, J., Pitt, M., Price, S. (2012). Understanding the impact of generational issues in the workplace. *Facilities*, Vol. 30 (Iss. 7/8), pp. 278-288.
- Berger, P. L., & Luckmann, T. (1995). *Modernity, pluralism and the crisis of meaning: The orientation of modern man*: Bertelsmann Foundation Publishers.
- Bourne, B. (2015). Phenomenological Study of Generational Response to Organizational Change. *Journal of managerial issues*, 141-159.
- Castellano, S. (2016) Welcome Generation Z to work. *Talent Development*, February 2016, pp. 18.
- Cherrington, R., (1997) *Generational Issues in China: A Case Study of the 1980s Generation of Young Intellectuals*, en *The British Journal of Sociology*, Vol. 48, No. 2 (Jun., 1997), pp. 302-320.
- Fister Gale, S. (2015) Forget Millenials: Are you ready for Generation Z? Chief Learning Officer. Documento electrónico en línea, disponible en www.CLOmedia.com, fecha de acceso: 23-08-2016.
- Half, R. (2015) *Get ready for generation Z*. Documento electrónico en línea, disponible en: https://www.roberthalf.com/sites/default/files/Media_Root/images/rhpdfs/rh_0715_wp_genz_nam_eng_sec.pdf, Fecha de acceso: 22-09-2016.
- Iorgulescu, M. C. (2016) Generation Z and its perception of work. *Cross-Cultural Management Journal*. Volume XVIII, Issue 1 (9).
- Maioli, E. et al (2014) *Generación Z, Educación y Empleo. Una revisión de elementos conceptuales para el estudio de los impactos generacionales en el ámbito institucional de la educación y el empleo en Argentina (2013)*. Ponencia presentada en XX Jornadas de Investigación y IX Encuentro de Investigadores en Psicología del MERCOSUR, Buenos Aires, 2014.
- Mannheim, K. (1928): «El problema de las generaciones». *Revista Española de Investigaciones Sociológicas*, 62 [1993], 56-65.
- Pilcher, J. (1994). Mannheim's sociology of generations: an undervalued legacy. *BJS*, Vol. 45, No. 3, (September 1994), pp. 481-495.
- Rojasa, G. M. y Siga, L. (2009). On the nature of micro-entrepreneurship: evidence from Argentina. *Applied Economics*, 41 (21), 2667-2680.
- Rúa, M. (2014) *Yo, entrepreneur*. Documento electrónico en línea, disponible en: <http://www.lanacion.com.ar/1671916-yo-entrepreneur>. Fecha de acceso: 11-09-2016.
- Shragay, D. a. (2011). El Efecto Generacional sobre la Relación entre Implicación en el Puesto, Satisfacción Laboral y Conducta Cívica . *Revista de Psicología del Trabajo y de las Organizaciones* , 143-157.
- Smola, K. W. and Sutton, C. D. (2002) *Generational Differences: Revisiting Generational Work Values for the New Millennium* en *Journal of Organizational Behavior*, Vol. 23, No. 4, Special Issue: Brave New Workplace: Organizational Behavior in the Electronic Age (Jun., 2002), pp. 363-382.
- Stuckey, C. (2016) *Preparing leaders for Gen Z*. *Training Journal*. Documento electrónico en línea, disponible en: www.trainingjournal.com. Fecha de acceso: 03-08-2016.
- Tulgan, B. (2013). *Meet Generation Z: The second generation within the giant "Millennial" cohort*. RainmakerThinking. Documento electrónico en línea, disponible en: <http://rainmakerthinking.com/assets/uploads/2013/10/Gen-Z-hitepaper.pdf>. Fecha de acceso: 03-08-2016.
- Twenge, J. (2010). A Review of the Empirical Evidence on Generational Differences in Work Attitudes. *Journal of Business & Psychology*, Vol 17 (3). 201-210.
- Urick, M. J. (2014). The presentation of self: Dramaturgical theory and generations in organizations. *Journal of Intergenerational Relationships*, 12 (4), 398-412.

- Wiedmer, T. (2016). Generations do differ: best practices in leading Traditionalists, Boomers, and Generations X, Y, and Z. *The Delta Kappa Gamma Bulletin: International Journal for Professional Educators* (September 2016), pp. 51-58.
- Wood, S. (2013). Generation Z as Consumers: Trends and Innovation. *Institute for EMERGING ISSUES: NC State University*, pp., 1-3. Documento electrónico en línea, disponible en: <https://iei.ncsu.edu/wpcontent/uploads/2013/01/GenZConsumers.pdf>, Fecha de acceso: 03-08-2016.
- Zaydon, A. (2016). Know your millenials. *Pennsylvania CPA Journal*, Vol. 14 (2) 26-29.