

# Strategic Onboarding: Tailoring Gen Z Transition for Workplace Success

**Joseph B. Mosca**  
**Monmouth University**

**Janeth F. Merkle**  
**Monmouth University**

*Managers and human resource professionals must possess the requisite abilities of generational awareness to effectively match the distinct attributes exhibited by various age cohorts within the overarching objectives of the firm. Organizational leaders must understand the four major age groups that constitute the workforce: the Traditional Generation, the Baby Boomers, Generation X, Generation Y, also known as the Millennials, and Generation Z. A recent study conducted by McKenzie reveals that several factors, namely financial incentives, career advancement opportunities, flexibility in the workplace, and a sense of purpose at work, have a significant impact on employee retention (The Gen Z Equation, 2023). Schroth (2019) suggests that providing appropriate onboarding procedures would result in increased productivity among the Gen Z cohort in the workplace. This study's primary focus examines Gen Z's preferences for leadership styles, perceptions regarding organizational culture, and how these affect Gen Z's learning approaches. The findings are utilized to generate recommendations and strategies for effectively preparing Generation Z for the workforce by implementing strategic orientation and onboarding practices.*

*Keywords: understanding Gen Z, customized onboarding, innovative learning, leadership styles, organizational culture perception, work-life balance, HR onboarding strategies, technology, fostering employee engagement, retention*

## INTRODUCTION

Organizational and HR leaders need to become aware of Z's attitudes toward how they orient to the workforce. They are technologically savvy and self-directed, requiring managers to change their approach to acclimatize to this generation. To that end, managers will need to stay current on how this generation perceives themselves and the workplace. Assisting Gen Z with change in their environment is a critical factor for future success. As organizations continue to be confronted with increasingly fragmented and rapidly changing environmental landscapes, it becomes paramount for all organizational leaders and the workforce of all generations to have access to a well-thought-out orientation process (Whetten & Cameron, 2016). It is important to remember that orientation is the first step in employee training and development.

Effective training and orientation can help employees align their behavior with the organization's values and goals. As such, an organization that is highly invested and committed to developing its employees can benefit from increased employee productivity (Kumar & Pansari, 2015). Such employee-centric approaches could motivate the workforce across generations, including Zs. Employee development

initiatives allow organizations to build a pipeline of future leaders. This paper focuses on pointing out how Gen Z employee development philosophy can be created and suggests the concepts to employ during the process.

The Lab's Mental Health Million Project conducted a comprehensive study in 2022, revealing a discernible deterioration in intercollegiate relationships, particularly affecting Gen Z and younger generations, as a consequence of the ongoing pandemic (Thiagarajan & Newson, 2023). This underscores the pressing need for organizations to adopt proactive initiatives to revitalize a sense of connection and provide robust support mechanisms for Gen Z employees.

In light of these findings, Smiley Poswolsky (2022) has proposed a range of actionable strategies that companies can implement to bolster support for Gen Z. One noteworthy approach involves integrating these supportive measures into the onboarding and coaching processes. By doing so, organizations can cultivate an inclusive environment that not only addresses the unique challenges faced by Gen Z but also sets the stage for fostering strong and resilient professional relationships within the workplace. This proactive stance mitigates the negative impact of pandemic-induced challenges and contributes to the workforce's overall well-being and productivity.

## **NAVIGATING THE DYNAMICS OF GEN Z**

In contrast to previous generations, Gen Z exhibits diversity and has a distinctive set of characteristics that sets them apart. This generation is particularly attuned to the complexities of biracial and multiracial backgrounds. As Pew noted in 2014, it exhibits a commendable openness to various family structures, including those with parents of the same sex. The richness of their experiences with diversity is a defining feature that shapes their worldview.

Highlighting the technological landscape that Gen Z navigates, Shatto and Erwin (2016) emphasize their seamless access to streaming services. This access empowers them to consume diverse content at their convenience, utilizing many devices to do so. The statistics reveal a significant trend: spending up to 9 hours daily on personal cell phones. This heavy reliance on mobile technology underscores their digital fluency and significantly influences how they interact with and perceive the world around them.

The profound impact of technology on Gen Z's daily lives extends beyond leisure to their learning preferences. Consequently, managers are in a dynamic environment where adapting instructional concepts becomes imperative. As each successive generation undergoes shifts in perspectives and perceptions, managers must adopt a forward-thinking approach to training and acclimating new employees, recognizing Gen Z's evolving needs and preferences.

A noteworthy challenge in this context is Gen Z's concise attention span, clocking in at only eight seconds. Erwin and Shatto (2016) address this challenge by offering essential orientation tips for managers, emphasizing the importance of concise and engaging strategies to capture and maintain the focus of this tech-savvy generation. This shift in managerial approaches becomes a necessity and an opportunity to create a compelling and resonant learning environment for the unique characteristics of Gen Z. Erwin and Shatto (2016) offer key orientation tips:

- Use mobile technology when possible.
- Use virtual meetings that can be conducted on tablets or phones.
- Encourage collaboration using technology.
- Reinforce business strategies, concepts, and processes with YouTube videos.
- Incorporate hands-on experiences in the workplace.

According to Hallowell and Ratey (2011), the diminished focus observed in individuals is labeled as "acquired attention deficit disorder," a term that, while not officially capitalized as a formal disorder, highlights a shift in cognitive patterns resulting from widespread exposure to complex visual stimuli. Consequently, a visual-oriented approach to orientation is considered more effective due to the rewiring of their brains.

In alignment with this, Williams (2015) contends that Gen Z exhibits heightened awareness of societal issues, a forward-looking mindset, rapid information assimilation, and a propensity to lose interest quickly. While they do have some similarities with their predecessors, the profound influence of developing technology on their behavior distinguishes Gen Z from other generations. This technological influence manifests in confidence, high self-esteem, acute trend awareness, and technical proficiency. Gupta and Gagan (2014) noted that Gen Z's preference for mobile devices and proclivity towards interactive media stand out as defining characteristics. This intricate involvement with technology shapes their preferences and positions them as dynamic contributors to a globalized and interconnected world.

All individuals engaged in management roles, regardless of their organizational level, should grasp the importance of creating an environment that caters to the sensibilities of the contemporary era. This involves the establishment of clear objectives that facilitate the acquisition of knowledge, skills, attitudes, and values. The environment should be multifaceted, encompassing information dissemination, performance evaluation, exposure to diverse situations, and hands-on experiences. Collaborative activities that foster the exchange of knowledge further enrich this dynamic setting.

The synergy between knowledge exchange, interaction, and hands-on work experiences plays a pivotal role in redefining approaches to employee orientation. Fostering an environment where new employees freely share knowledge enhances their sense of importance and encourages active engagement in the learning process. This active involvement ensures a comprehensive understanding of their responsibilities, a particularly critical aspect for Gen Z.

Recognizing the evolving learning landscape, which extends beyond the traditional workplace, is imperative. Managers and organizational trainers must adapt to physical and virtual orientation environments to align with the changing attitudes of individuals (Jaleniauskiene & Juceviciene, 2015). Acknowledging and embracing this shift will pave the way for a more effective and contemporary approach to employee development and orientation.

## **EMPLOYEE LEARNING AND ORIENTATION**

Learning and orientation serve as the fundamental avenues through which individuals acquire skills and knowledge, precipitating lasting changes in mental representations or associations stemming from experiences. The evaluation of successful learning encompasses achieving new behaviors, a swifter ability to recall information, and an enhanced capacity to delve into business concepts or tasks with greater detail (Ormrod, 2016).

In the context of Gen Z, a demographic deeply entrenched in a knowledge-centric society, traditional approaches to organizational and work-environmental orientations necessitate revolutionary innovation. Managers and HR professionals must realign their objectives towards lifelong and pervasive learning, acknowledging that upcoming employees will predominantly operate as knowledge workers. Knowledge emerges as the linchpin of technological advancements, commercial endeavors, and cultural impacts on organizations and the economy. Gen Z demands skills and general knowledge markedly different from their predecessors, navigating a landscape defined by monitors, iPads, and immersion in information (Kalantzis, Cope, 2016).

Scrutinizing the criteria for employee orientation reveals three crucial components: learning as a precursor to change, the endurance of learning over time, and experiences as conduits of learning. According to Schunk (2016), learning amalgamates experiences designed to alter behavior through practice. Consequently, when gearing up to orient the Gen Z workforce, the advantages of hands-on experiences should be explored, considering their visual orientation and preference for physically engaging learning applications (Kalanithi & Cope, 2016).

In the foreseeable future, human resource managers will play a pivotal role in nurturing creative, productive, and socially adept individuals. The reconceptualization of employee training becomes imperative to usher in contemporary changes to organizational orientation. This novel orientation will be comprehensive, exposing employees to various organizational processes, products, services, and locations rather than confining them to specific business concepts.

Prospective employees, enriched by diverse organizational exposures, will demonstrate adaptability, initiative for change, problem-solving prowess, collaborative skills, and a nuanced understanding of diversity. Consequently, future employee orientation will evolve into a more interdisciplinary experience, fostering profound engagement with general organizational knowledge and culminating in enduring employment and employee development. Existing managers and HR professionals must reevaluate the components of formal learning, considering it deliberate, explicit, structured, goal-oriented, and analytical, emphasizing abstraction and generalization (Kalantzis & Cope, 2016).

## METHODOLOGY

This study employs a survey research approach, utilizing a questionnaire comprising thirty-six questions that cover various dimensions. The initial variables include two items on collaborative leadership, eight on transparent, mentoring, innovative, and service leadership, seven on purpose-driven work, flexibility, compensation, and technology, three on work-life balance and career growth, seven on learning approaches, three on organizational confidence, and six on demographic items, anchored in 5-point Likert Scale (1 – strongly disagree, 5 – strongly agree). The survey was conducted through Qualtrics via an anonymous link and shared with undergraduate and graduate students. Data was collected through a snowball sampling method. The survey received 173 responses, but 13 were deemed incomplete and consequently excluded from the dataset for analytical purposes. The analysis focused solely on the fully completed responses, resulting in a final sample size of 133 respondents for this study.

To evaluate the instrument’s reliability, Cronbach’s alpha was calculated using SPSS, yielding a value of .85, indicative of a level of reliability, as depicted in Table 1. Cronbach’s alpha below .90 suggests the absence of inter-item redundancies within the instrument (Tovalo & Dennick, 2011).

**TABLE 1  
RELIABILITY STATISTICS**

<b>Cronbach’s Alpha</b>	<b>Cronbach’s Alpha Based on Standardized Items</b>	<b>N of Items</b>
0.853	0.925	36

### Employing Factor Analysis

Following the Yong and Pearce (2013) methodology, we used factor analysis in our dataset to identify latent variables with shared variance. To determine the suitability of the data for factor analysis, we scrutinized the Kaiser-Meyer-Olkin (KMO) values. Generally, KMO values  $\geq .70$  are considered optimal for factor analysis (Watkins, 2021). The KMO index for the dataset, as revealed through SPSS Barlett’s test, was found to be 0.85, indicating a satisfactory level of sample adequacy.

**TABLE 2  
KMO AND BARTLETT’S TEST**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0.854
Bartlett’s Test of Sphericity	Approx. Chi-Square	1596.001
	df	231
	Sig.	0.000

We employed Principal Component Analysis as the extraction method and Promax for rotation. Throughout this process, we meticulously assessed the communality of items, opting to include only those with a communality of 0.60 or higher (Watkins, 2021).

As detailed in Table 4, eight variables were excluded from further consideration due to their lower communality values: “I admire a manager who provides career advice” (0.58), “I admire a manager who is willing to take risks and try new approaches” (0.48), “It matters to me that my values and purposes are aligned with that of the organization” (0.57), “It is important to me that an organization offers flexible work arrangements” (0.57), “It is important to me that the organization offers competitive compensation” (0.55), “I prefer project-based learning opportunities” (0.49), “I value peer-to-peer and social learning approaches” (0.57), and “When the system applies to all employees without discrimination, my organizational confidence level is” (0.57). The exclusion of these variables increased the total variance from 64.80 to 70.91 and identified six factors, as illustrated in Table 3.

**TABLE 3  
TOTAL VARIANCE EXPLAINED**

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings <sup>a</sup>
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	8.36	38.02	38.02	8.36	38.02	38.02	5.28
2	2.10	9.55	47.57	2.10	9.55	47.57	5.26
3	1.72	7.8	55.37	1.72	7.8	55.37	4.88
4	1.34	6.09	61.47	1.34	6.09	61.47	5.02
5	1.05	4.79	66.26	1.05	4.79	66.26	4.06
6	1.02	4.65	70.91	1.02	4.65	70.91	3.51
7	0.79	3.59	74.5				
8	0.73	3.3	77.8				
-							
-							
-							

Extraction Method: Principal Component Analysis.

- a. When components are correlated, sums of squared loadings cannot be added to obtain a total variance.

**TABLE 4  
COMMUNALITIES**

Item	Initial	Extraction
I like manager who fosters collaborative work environment.	1.000	0.77
I admire a manager who encourages workers to share ideas and work together to achieve common goals.	1.000	0.77
I like manager who is transparent about their challenges.	1.000	0.70
I admire a manager who is open about their goals.	1.000	0.75
I admire manager who provides guidance and constructive feedback to employees.	1.000	0.69
I admire manager who provides career advice.	1.000	0.58
I admire manager who is willing to take risk and try new approaches.	1.000	0.48
I admire manager who can think outside of the box to solve problems and drive growth.	1.000	0.68
I admire manager prioritizes social responsibility and are committed to making a positive impact on society.	1.000	0.73

I admire manager who focus on meeting the needs of their team members and the wider community, rather than just achieving business goals.	1.000	0.72
---	-------	------

Item	Initial	Extraction
I prefer an organization where my work and contributions make positive impact to the society.	1.000	0.65
It matters to me that my values and purposed are aligned with that of the organization.	1.000	0.57
I favor an organization that provides opportunities and growth to employees.	1.000	0.69
I value an organization's support and programs on employee professional development.	1.000	0.68
It is important to me that an organization values work-life balance for employees.	1.000	0.68
It is important to me that an organization offers flexible work arrangements.	1.000	0.57
It is important to me that the organization offers competitive compensation.	1.000	0.55
It is important to me that the organization offers benefit packages.	1.000	0.72
It is important to me that an organization provides its employees access to latest tools and technologies.	1.000	0.65
It is important to me that an organization invests in new technology.	1.000	0.62
I prefer personalized learning paths.	1.000	0.60
I prefer project-based learning opportunities.	1.000	0.49
I prefer an interactive and engaging learning using technology.	1.000	0.67
I value online and self-paced learning opportunities, as well as microlearning resources.	1.000	0.61
I value collaborative projects.	1.000	0.70
I value peer-to-peer and social learning approaches.	1.000	0.57
I value experiential and service learning opportunities.	1.000	0.66
When clear management policies are followed by senior management. The level of my organizational confidence is	1.000	0.67
When the system applies to all employees without discrimination. My organizational confidence level is	1.000	0.57
When senior management is confident they can meet their commitments. My organizational confidence level is	1.000	0.68

Extraction Method: Principal Component Analysis.

In general, it is recommended to have three to six variables representing each common factor (Watkins, 2021). The results of the factor analysis revealed the variable count for each factor: factor 1 comprised six items, factor 2 had three items, factor 3 included three items, factor 4 consisted of three items, factor 5 encompassed four items, and factor 6 comprised three items (see Table 4). There are no strict rules for naming factors (Yong & Pearce, 2013); names can be descriptive or symbolic, relying on the researcher's understanding of the underlying dimension (Watkins, 2021).

To assign meaningful names to the factors, we adopted a thematic approach (Braun & Clarke, 2012), identifying keywords for the items and applying them to each group of keywords. This process resulted in six themes to name the factors: *Innovative Learning for Employees* (factor 1), *Values Impact Leadership* (factor 2), *Employee Growth Priority* (factor 3), *Collaborative, Supportive Leadership* (factor 4), *Transparent, Open Leadership* (factor 5), and *Work-Life Balance and Career Well-Being* (factor 6). Table 5 presents the construct names, corresponding items, factor numbers, and index values.

**TABLE 5**  
**PATTERN MATRIX**

Construct	Item	Factor	Index
Innovative Learning for Employees	It is important to me that an organization provides its employees access to latest tools and technologies.	1	0.69
	It is important to me that an organization invests in new technology.	1	0.73
	I prefer personalized learning paths.	1	0.63
	I prefer an interactive and engaging learning using technology.	1	0.82
	I value online and self-paced learning opportunities, as well as microlearning resources.	1	0.76
Values Impact Leadership	I value experiential and service learning opportunities.	1	0.52
	I admire a manager who focus on meeting the needs of their team members and the wider community, rather than just achieving business goals.	2	0.99
	I prefer an organization where my work and contributions make positive impact to the society.	2	0.70
Employee Growth Priority	I value collaborative projects.	2	0.47
	I favor an organization that provides opportunities and growth to employees.	3	0.70
	I value an organization's support and programs on employee professional development.	3	0.71
Collaborative, Supportive Leadership	When senior management is confident they can meet their commitments. My organizational confidence level is	3	0.90
	I like a manager who fosters a collaborative work environment.	4	0.98
	I admire a manager who encourages workers to share ideas and work together to achieve common goals.	4	0.91
Transparent, Open Leadership	When clear management policies are followed by senior management. The level of my organizational confidence is	4	0.51
	I like a manager who is transparent about their challenges.	5	0.76
	I admire a manager who is open about their goals.	5	0.89
	I admire a manager who can think outside of the box to solve problems and drive growth.	5	0.46
Work-Life Balance and Career Well-Being	I admire a manager prioritizes social responsibility and are committed to making a positive impact on society.	5	0.05
	I admire a manager who provides guidance and constructive feedback to employees	6	0.41
	It is important to me that an organization values work-life balance for employees.	6	0.41
	It is important to me that the organization offers benefit packages.	6	0.83

Extraction Method: Principal Component Analysis.

Rotation Method: Rom-ax with Kaiser Normalization.

- a. Rotation converged in 7 iterations.

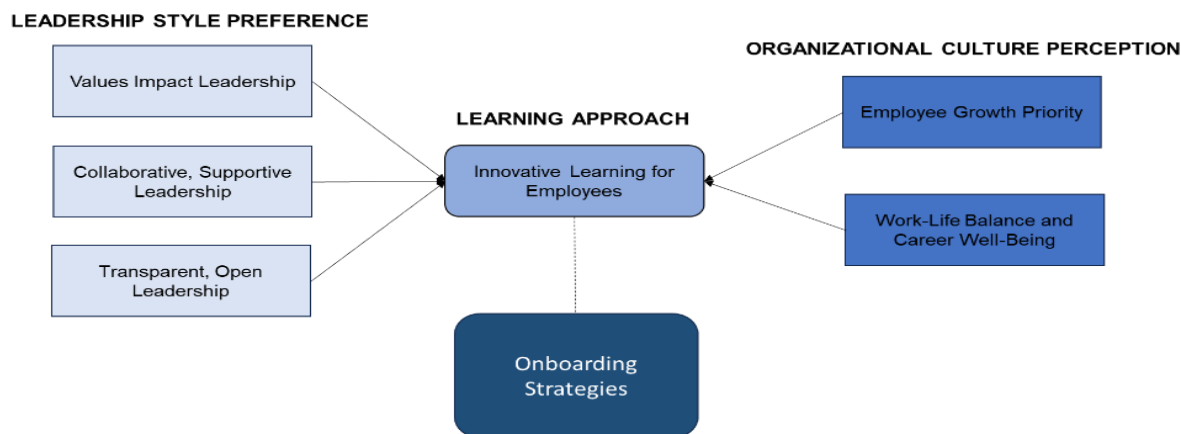
### Conceptual Empirical Model

Adopting a thematic approach, the identified themes were systematically organized into meaningful categories. These categories serve as the basis for a comprehensive analysis aimed at unraveling effective

onboarding strategies tailored to Gen Z. The three primary categories encompass leadership style preferences, such as values impact leadership, collaborative and supportive leadership, and transparent and open leadership. Additionally, the analysis delves into learning approaches, specifically focusing on innovative learning for employees. The third category centers on the perception of organizational culture, emphasizing employee growth priorities and work-life balance, including career well-being. The research question then is to investigate if *leadership style preferences and perception of organizational culture affect innovative learning approaches*. The outcome will provide insights into developing onboarding strategies for Gen Z.

A visual representation of the conceptual model underpinning this study is presented in Figure 1.

**FIGURE 1  
CONCEPTUAL MODEL**



**DATA ANALYSIS**

A total of 133 students participated in this study. The participant demographic breakdown reveals that 62.4% are female, while 35.3% are male. The predominant racial background among respondents is White, accounting for 68.4%, followed by Hispanic or Latino at 16.5%. Of the participants, 68.4% are employed, while 31.6% do not currently hold a job. Furthermore, a significant portion of the respondents are enrolled in undergraduate programs (77.4%), with the remaining 22.6% pursuing graduate studies.

**TABLE 6  
DEMOGRAPHIC DATA**

Category	Frequency	Percent	Valid Percent	Cumulative Percent
<b>Gender</b>				
Female	83	62.4	62.4	62.4
Male	47	35.3	35.3	97.7
Non-binary	2	1.5	1.5	99.2
Others	1	0.8	0.8	100.0
<b>Ethnicity or Race</b>				
Asian	6	4.5	4.5	4.5
Black or African	5	3.8	3.8	8.3
American Hispanic or Latino	22	16.5	16.5	24.8
White	91	68.4	68.4	93.2
Two or more races	9	6.8	6.8	100.0



Category	Frequency	Percent	Valid Percent	Cumulative Percent
<b>Job Status</b>				
No	42	31.6	31.6	31.6
Yes	91	68.4	68.4	100.0
<b>Program</b>				
Undergraduate	103	77.4	77.4	77.4
Graduate	30	22.6	22.6	100.0

Anchored in a 5-point Likert scale, the descriptive statistics reveal the mean for each construct and the corresponding standard deviation: *Values Impact Leadership* (M = 4.17, SD = .66), *Employee Growth Priority* (M = 4.48, SD = .56), *Collaborative, Supportive Leadership* (M= 4.34, SD = .69), *Transparent, Open Leadership* (M = 4.33, SD = .57), *Work-Life Balance and Career Well-Being* (M = 4.58, SD = .54), and *Innovative Learning for Employees* (M = 4.06, SD = .63).

**TABLE 7**  
**DESCRIPTIVE STATISTICS**

	Values Impact Leadership	Employee Growth Priority	Collaborative, Supportive Leadership	Transparent, Open Leadership	Work-Life Balance and Career Well-Being	Innovative Learning for Employees
N	133.00	133.00	133.00	133.00	133.00	133.00
Missing	0	0	0	0	0	0
Mean	4.17	4.48	4.34	4.33	4.58	4.06
Std. Error of Mean	0.06	0.05	0.06	0.05	0.05	0.05
Median	4.33	4.67	4.33	4.50	4.67	4.00
Mode	5.00	5.00	5.00	5.00	5.00	4.00
Std. Deviation	0.66	0.56	0.69	0.57	0.54	0.63
Variance	0.43	0.32	0.48	0.33	0.29	0.39
Skewness	-0.64	-1.18	-1.70	-0.91	-2.30	-0.37
Kurtosis	0.09	1.85	4.58	1.13	7.15	-0.35

### Correlation Coefficient

To assess variable correlations, we computed Pearson Correlation coefficients between five independent variables and one dependent variable (*Innovative Learning for Employees*.) All independent variables exhibit high correlation and statistical significance with the dependent variable. Notably, the strongest correlation is observed between *Values Impact Leadership* ( $r = .58, p < .01$ ), followed by *Transparent, Open Leadership* ( $r = .52, p < .01$ ). The remaining independent variables also showcase correlations between the dependent variables - *Work-Life Balance and Career Well-Being* ( $r = .49, p < .01$ ), *Employee Growth Priority* ( $r = .49, p < .01$ ), and *Collaborative, Supportive Leadership* ( $r = .43, p < .01$ ) as shown in Table 8.

**TABLE 8  
PEARSON'S CORRELATION COEFFICIENT**

	Values Impact Leadership	Employee Growth Priority	Collaborative, Supportive Leadership	Transparent, Open Leadership	Work-Life Balance and Career Well-Being	Innovative Learning for Employees
Values Impact Leadership	1					
Employee Growth Priority	.384**	1				
Collaborative, Supportive Leadership	.451**	.474**	1			
Transparent, Open Leadership	.632**	.472**	.542**	1		
Work-Life Balance and Career Well-Being	.410**	.603**	.600**	.566**	1	
Innovative Learning for Employees	.576**	.486**	.434**	.521**	.491**	1

\*\*Correlation is significant at the 0.01 level (2-tailed).

**Multiple Linear Regressions**

We conducted a multiple regression analysis using the “Enter” method in SPSS to explore the relationship between independent and dependent variables. This method allows for the simultaneous examination of variables. Inclusion of all independent variables – *Work-Life Balance and Career Well-Being, Values Impact Leadership, Employee Growth Priority, Collaborative, Supportive Leadership, and Transparent, Open Leadership* – into the prediction equation resulted in an adjusted  $R^2 = .42$ . This indicates that 42% of the variance in *Innovative Learning for Employees* can be accounted for by *Work-Life Balance and Career Well-Being, Values Impact Leadership, Employee Growth Priority, Collaborative, Supportive Leadership, and Transparent, Open Leadership*.

**TABLE 9  
MODEL SUMMARY**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	Df1	df2	Sig. F Change
1	.665 <sup>a</sup>	0.44	0.42	0.48	0.44	20.13	5.00	127	0.00

a. Predictors: (Constant), Work-Life Balance and Career Well-Being, Values Impact Leadership, Employee Growth Priority, Collaborative, Supportive Leadership, Transparent, Open Leadership,

b. Dependent Variable: Innovative Learning for Employees

## **RESULTS**

Triangulating the findings from both factor analysis and data analysis reveals that all variables hold significance for Gen Z. Particularly, there are intricate connections between leadership preferences and perceptions of organizational culture and their preferred mode of learning, characterized by an inclination towards innovative learning methodologies.

### **Innovative Learning for Employees**

Gen Z emphasizes the significance of organizations providing access to the latest tools and technologies, indicating a keen interest in staying abreast of technological advancements. Additionally, organizational investments in new technology are emphasized, aligning with a desire for innovation and staying current. The preference for personalized learning paths and interactive, engaging learning experiences underscores a desire for tailored and dynamic educational approaches. Moreover, Gen Z values flexibility, preferring online, self-paced learning opportunities and microlearning resources. Lastly, the appreciation for experiential and service-learning opportunities suggests a desire for hands-on, practical learning experiences, emphasizing the importance of real-world application in their educational journey.

### **Values Impact Leadership**

Gen Z appreciates a managerial approach that prioritizes meeting the needs of both team members and the broader community, emphasizing achieving business goals and fostering a holistic and socially responsible perspective. Their preference lies with organizations where their work and contributions extend beyond professional accomplishments, positively impacting society. This underscores a desire for a meaningful and purpose-driven professional environment. Additionally, they hold a high value for collaborative projects, indicating a preference for teamwork and collective efforts in achieving shared objectives. This stresses a belief in the power of collaboration and its potential to drive positive change within and beyond the organizational context.

### **Employee Growth Priority**

Gen Z leans towards organizations that actively offer their employees professional development and growth opportunities. They place considerable value on an organization's commitment to supporting its workforce through well-structured programs focused on professional development. Furthermore, their organizational confidence is closely tied to the assurance and confidence exhibited by senior management in meeting their commitments. This interconnection highlights the importance of leadership reliability and its impact on fostering a positive organizational culture.

### **Collaborative, Supportive Leadership**

Gen Z appreciates leaders who actively promote a collaborative work environment, fostering teamwork and shared efforts among team members. Additionally, they admire leaders who encourage open communication and the sharing of ideas, emphasizing collaboration to attain common goals. Their organizational confidence is closely linked to senior leadership's adherence to clear and effective management policies. When senior management consistently follows transparent and well-defined policies, it positively influences their confidence in the overall functioning and direction of the organization. This connection underscores the importance of clear leadership and organizational guidelines in shaping their level of confidence and trust within the workplace.

### **Transparent, Open Leadership**

Gen Z appreciates a leader who demonstrates transparency by openly acknowledging and discussing the challenges they face. Furthermore, Gen Z admires leaders who are forthright about their goals, providing clarity and direction to their team. Their admiration extends to leaders who exhibit creative problem-solving skills and innovative thinking to drive growth. A distinct aspect I value in a manager is a commitment to social responsibility, prioritizing initiatives that positively impact society. This reflects an appreciation for

leadership that goes beyond organizational goals, contributing to the broader welfare of the community and society at large.

### **Work-Life Balance and Career Well-Being**

Gen Z admires leaders who offer guidance and provide constructive feedback to their employees, recognizing the significance of supportive leadership in fostering professional growth. Equally important to them is an organizational commitment to prioritizing work-life balance for its employees, acknowledging the importance of maintaining a healthy equilibrium between professional and personal aspects of life. Furthermore, they place emphasis on the significance of an organization providing comprehensive benefit packages, as it reflects a commitment to the well-being and welfare of its workforce. These elements collectively contribute to their ideal work environment, characterized by supportive leadership, a healthy work-life balance, and a commitment to employee welfare.

## **CONCLUSION AND RECOMMENDATIONS**

Gen Z's strong emphasis on staying technologically current and their preference for tailored and dynamic learning experiences suggest that organizations should implement onboarding strategies that leverage the latest tools and technologies. Incorporating interactive and engaging learning modules, personalized learning paths, and opportunities for hands-on experiences can enhance the onboarding process. Offering flexibility through online, self-paced learning opportunities and microlearning resources aligns with Gen Z's learning preferences and can contribute to a more effective onboarding experience.

Additionally, organizations should integrate values and social responsibility into their onboarding programs. Emphasizing the organization's commitment to meeting the needs of team members and the broader community can create a purpose-driven environment. Including collaborative projects as part of the onboarding process fosters teamwork and a sense of shared objectives. Highlighting the broader societal impact of employees' work during onboarding can align with Gen Z's values and contribute to a positive onboarding experience.

Organizations should also design onboarding programs that clearly communicate professional development and growth opportunities. Providing information about structured programs focused on professional development can resonate with Gen Z's preference for ongoing learning. Demonstrating a commitment to leadership reliability and fulfilling commitments during onboarding can build organizational confidence among new hires.

Moreover, onboarding strategies should emphasize the importance of collaboration, teamwork, and open communication within the organization. Incorporating collaborative exercises, team-building activities, and opportunities for idea-sharing during onboarding can foster a collaborative work environment. Communicating clear management policies and demonstrating transparency in leadership practices during onboarding can positively impact organizational confidence.

Another strategy is to implement onboarding programs that reflect transparency and openness. Leaders should openly discuss challenges, share organizational goals, and demonstrate creative problem-solving skills during onboarding. Integrating social responsibility initiatives into the onboarding program can resonate with Gen Z's appreciation for leaders prioritizing positive societal impact.

Lastly, onboarding should focus on providing guidance and constructive feedback to new employees. Emphasizing the organization's commitment to work-life balance and the well-being of its workforce can be highlighted during the onboarding process. Communicating the availability of comprehensive benefits packages and wellness programs as part of onboarding can create an environment that aligns with Gen Z's preferences.

In summary, onboarding strategies tailored to Gen Z should prioritize technological integration, values-based leadership, professional development opportunities, collaborative work environments, transparent leadership practices, and a focus on work-life balance and employee well-being. A holistic approach that aligns with Gen Z's preferences can contribute to a positive and effective onboarding experience, fostering organizational engagement and retention.

## REFERENCES

- Braun, V., & Clarke, V. (2012). *Thematic analysis*. American Psychological Association.
- eClassroom News. (2017, February 25). *The K-20 Active Learning Landscape*. Retrieved from [ecampusnews.com/pdfs/k-20-active-learning-landscape](https://ecampusnews.com/pdfs/k-20-active-learning-landscape)
- Gupta, O., & Gulati, G. (2014). Psychoanalysis of mobile applications usage among Generation Z teens. *International Journal on Global Business Management & Research*, 3(1), 80–95.
- Hallowell, E., & Ratey, J. (2010). *Driven to Distraction*. Anchor Books.
- Jaleniauskiene, E., & Juceviciene, P. (n.d.). Reconsidering university educational environment for learners of Generation Z. *KTU, Social Science*, 2(88).
- Kalantzis, M., & Cope, B. (2016). *Learning By Design*. Common Ground Publishing.
- Kumar, V., & Pansari, A. (2015). Measuring the benefits of employee engagement. *MIT Sloan Management Review*, 56(4), 67.
- Lang, S. (2022, August 9). Training the tide on the great resignation. *Entrepreneur*. Retrieved from <https://www.entrepreneur.com/426353>
- MFOX on CNBC. (2022, May 18). Here's what Gen Z and Millennials want from their employers amid the great resignation. *CNBC*. Retrieved from <https://www.cnbc.com/amp/2022/05/18/what-gen-z-millennials-want-from-employers>
- Ormrod, J. (2016). *Human Learning* (7<sup>th</sup> Ed.). Pearson.
- Pera, A. (2014). The relationship between faculty practices and student engagement and learning. *Analysis and Metaphysics*, 12, 160–165.
- Pew Research Center. (2014). *Millennials in Adulthood*. Retrieved from <http://www.pewsocialtrends.org/2014>.
- Platinum Copier Solutions. (2021, August 9). *Then vs. Now: Generational differences in the workforce*. Retrieved from <https://www.platinumcopiers.com/blog/professionalism/henvsnow-generational-differences-in-the-workplace>
- Rice, D. (2022, August 9). Generations in the workplace. *HR Exchange Network*. Retrieved from <https://www.hrexchangenetwork.com/employee-engagement/articles/generations-in-the-workplace>
- Rothman, D. (2016). *A Tsunami of learners called Generation Z*.
- Sanders, M., Boss, A., & McConkie, (2009). Increasing student engagement and learning: Using big hairy audacious goals as an empowering semester project. *Academy of Management*, pp. 495–498.
- Schunk, D. (2016). *Learning Theories: An Educational Perspective* (7<sup>th</sup> Ed.). Pearson.
- Shatto, B., & Erwin, K. (2016). Moving on from Millennials: Preparing for Generation Z. *Journal of Continuing Education in Nursing*, 47(6), 6–12.
- Singh, A.P., & Dangmei, J. (2016). Understanding generation Z: The future workforce. *South-Asian Journal of Multidisciplinary Studies*, 3(3), 1–5.
- Smiley Poswolsky, A. (2022, June 13). Gen Z employees are feeling disconnected. Here's how employers can help. *Harvard Business Review*\*. Retrieved August 22, 2023, from <https://hbr.org/2022/06/gen-z-employees-are-feeling-disconnected-heres-how-employers-can-help>
- Tavakol, M., & Dennick, R. (2011). Making sense of Cronbach's alpha. *International Journal of Medical Education*, 2, 53.
- Thiagarajan, & Newson. (2023, March 1). The mental state of the world in 2022. *Mental Health Million Project*.
- Watkins, M.W. (2021). *A step-by-step guide to exploratory factor analysis with SPSS*. Routledge.
- Whetten, D., & Cameron, K. (2016). *Developing Managerial Skills* (9<sup>th</sup> Ed.). Pearson.
- Williams, A. (2015, September 20). Move over Millennials: Here comes Generation Z. *New York Times*.
- Yong, A.G., & Pearce, S. (2013). A beginner's guide to factor analysis: Focusing on exploratory factor analysis. *Tutorials in Quantitative Methods for Psychology*, 9(2), 79–94.