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**Developing Management Leadership within Generation  
Gaps: The Case of Generation Z**

**Long Abstract**

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## ABSTRACT

This research study addressed management and leadership in light of the entry of Generation Z into the workforce and the need for creating employee commitment to managers and organizations. The research focused on the Israeli High-Tech industry since this industry best reflects the impact of Generation Z entering the workforce, seeking to develop a conceptual model to improve the management and leadership of managers in light of Generation Z's joining the workforce. Secondary aims included mapping the characteristics of the new generation of employees, identifying management issues constituting an intergenerational gap in the world of work and formulating management and leadership elements that influence Generation Z employees and strengthen their commitment to the organization.

The research employed a mixed methods methodology and included three main parts: a qualitative, using semi-structured interviews with 15 managers from a variety of High-Tech organizations including start-ups and global companies; a quantitative part, using a 65-item questionnaire to examine 220 Generation Z employees' perceptions of management and leadership and their employees' commitment to managers and organization, and a focus group discussion, including seven experts from the Israeli academia, consultants as well as representatives from the High-Tech industry.

The research findings indicated that Generation Z is different from the previous generations with regard to employees' characteristics, needs they seek in the world of work and in their perceptions of the world of work and the workplace. These disparities create new managerial challenges for managers including high employee turnover, employees' intergenerational diversity, posing a new challenge for employees and creating employee commitment to improve personal productivity. The findings clearly indicate that manager's leadership is the most important element in creating commitment among Generation Z employees.

Ultimately, this research proposes a new conceptual model (MILCC) of intergenerational leadership for creating commitment of management and leadership consisting of authentic leadership, digital leadership soft skills of listening to and empathy for employees, agile management and the ability to develop employee motivation, alongside influences existing in the organizational space of the work environment, social climate, salary and fair conditions as well as effects of employees from previous generations which will lead to strengthening the employee's commitment. Additionally, the MILCC model that emerged from the research is expected to affect the world of work and organizations, managers' development, processes of hiring employees and their retention in an organization and changing the perception of the employee commitment concept.

**Keywords:** Generation Z, management and leadership, world of work, employee commitment, authentic leadership, digital leadership.

## **INTRODUCTION**

This study deals with the management and leadership development of managers in light of the entry of a new generation into the world's workforce, Generation Z (Gen Z) , born between 1995-2010, which has recently the Baby Boomer generation (1945-1965), Generation X (1965-1980) and Generation Y (1980-1995) (Seemiller & Grace, 2018). Unlike previous generations, members of Gen Z grew up in a world abundant with accelerated technological development that shaped their personality and worldviews (McCrindle, 2014).

The world labor market including that in Israel is experiencing a complex reality in dealing with employees working from home, and the COVID -19 pandemic and its consequences have created a new reality at work (Lin, et al., 2021) in terms of distance management, dealing with uncertainty, employee turnover (Goln, 2022).

The intergenerational gap, intensifying considering the arrival of Gen Z, is an issue that has been studied in recent years (Singh, 2014; Schroth, 2019; Mahmoud et al., 2021) has sparked great interest and a desire to learn and influence it. Organizations and managers are trying to better understand the incoming generation's expectations of managers in order to absorb the new employees in an optimal way for the organization, to understand factors of motivating employees and create a commitment to retain employees in the organization.

This study clarifies the intergenerational gaps in the world of work in Israel, through an examination of the characteristics of Gen Z in the Israeli High-Tech industry and the effects on their perceptions of the world of work, the study surfaces managers' key management challenges, predominantly addressing employee turnover and creating of employee commitment. Management and leadership are two different terms complementing each other and constituting a central tool for creating change among employee (Kotter, 1990) chosen as the core of the present study owing to the understanding that intergenerational diversity requires a change in management and managers' leadership. The High-Tech field was chosen as an indicator projecting on the industry in Israel in light of the dynamism and broad Gen Z employees' integration into this industry.

This study is a pioneering study in Israel both regarding the topic of leadership for Gen Z and the relationship with Gen Z employees' commitment, and the research method that combines qualitative and quantitative research as well as a group of content experts.

## **Research Background**

### **The High-Tech Industry in Israel**

The State of Israel is known as the Startup Nation, which also highlights the global strength of the field also, the Israeli High-Tech industry started in Israel since the 1980s, mainly from the defense industries. The growth and potential of technology industries in Israel, have been identified worldwide, leading and international corporations to invest money in the development and acquisition of Israeli companies.

This resulted in the establishment of numerous start-ups every year. Over the years, the High-Tech industry in Israel and is expanding and establishing itself as more large organizations and fewer small start-ups. The High-Tech industry in Israel currently numbers about 9,500 companies in the fields of cyber, fintech, medical equipment, communication, nanotechnology and more (Israel Innovation Authority, 2022).

### **Characteristics of High-Tech Industry in Israel**

The High-Tech industry has unique features also affecting the field of management and leadership. This small branch is considered extremely prestigious in Israel, in 2022 it reached a peak of employees at 10.4% of all employees in the Israeli economy. Compared to OECD countries, Israel is first in terms of the percentage of employees in this industry out of the total population (Israel Innovation Authority, 2022). Employee turnover in High-Tech is particularly high and reached an unprecedented 10.2% in 2019, when employees voluntarily changed their workplace, not as a result of being fired (Israel Innovation Authority, 2021).

### **Research Problem**

A new generation entry into the work world, Gen Z, is challenging for organizations in Israel and around the world. The reality of generational changes requires organizations and managers to prepare and accommodate for Gen Z, which makes up 32% of the world's population, and is expected to make up 27% of the world's workforce by 2025 (Reiser, 2022). This requires managers to learn and recognize its characteristics, motivational factors, learning style, interpersonal communication, ability to work in a team and other elements that affect employees' success in an organization and commitment to the workplace.

According to Singh (2014), Gen Z represents the greatest generational change and will challenge managers. This generation requires corrective effort in light of different characteristics and thinking patterns such as critical thinking, global vision versus local

reality, changes in interpersonal communication and a tendency towards initiative. The technological challenge between Gen Z employees and is significant and expected to influence the field of management (Vasilyeva et al., 2020). Employees' expectations of managers and organizations have changed (Chillakuri, 2020) and are affected by Gen Z characteristics, the changing world of work and new employee needs.

The research problem was based on previous studies depicting an intergenerational difference between employees (Chillakuri, 2020; McCrindle, 2014; Singh, 2016; Twenge, 2017) which is expected to influence management and leadership style, concepts and employee's commitment. influenced by the multitude of changes and fluctuations that organizations go through (Yehezkel, 2020).

### **Gap in Knowledge**

Studies about Gen Z in the world of work are scarce in that this generation is new to the work cycle (Singh, 2014; Kirchmayer & Fratricová, 2020; Nadu, 2020). Numerous studies addressed Gen Z's characteristics and influence in the field of management and leadership (Rudolph et al., 2018; Al-Asfour & Lettau, 2014; Laudert, 2018). Despite this large body of research and articles, no studies have been found that present a model for improving managers' ability to absorb the new generation, facilitate commitment to the organization to prevent employee turnover. The current study deals with Gen Z in Israel. According to the Central Bureau of Statistics (2023), this generation constitutes 20% of the labor force in the Israeli economy and is expected to be the major workforce in Israel's work market within a decade (Central Bureau of Statistics, 2023). In the field of management and leadership, there is a research gap in Israel in everything related to management knowledge pertaining to motivating this generation and the skills required to produce a personal and business connection with this generation.

### **Main Research Aim**

To develop a conceptual model for managers to improve management and leadership ability towards the induction of Generation Z employees into the workforce.

### **Subsidiary Research Aims**

- To identify managerial issues arising from the gap between Generation X and Y managers and Generation Z employees.
- To determine how Generation Z employees perceive managers' leadership and management skills.

- To identify the specific components of leadership and management skills that influence the commitment of Generation Z employees to the organization.

### **Main Research Question**

What components might comprise a model for managers to improve management and leadership ability towards the induction of Generation Z employees in the workforce?

### **Subsidiary Research Questions**

- What management issues arise from the intergenerational gap between Generation X and Y managers and Generation Z employees?
- How do Generation Z employees perceive managers' leadership and management skills?
- What is the effect of the leadership and management components on the employee's commitment to the organization?

### **Research Hypotheses**

**H1:** There are difference between the five components of management and leadership ability (soft managerial skills, digital leadership, authentic leadership, agile management skills, ability to create motivate) in their intensity that Generation Z employees perceived them.

**H2:** There is an association between a manager's management ability and leadership and Generation Z employees' commitment to the organization.

### **Research Structure**

This research employed the mixed methods approach. Its first part was based qualitative with semi-structured interviews with Israeli High-Tech managers as the main tool. This part addressed the first research question and formed grounds for the second, quantitative part in which 180 Gen Z employees participated, and the main tool was a closed questionnaire. The quantitative study addressed the last two research questions. The third, qualitative part was based on a focus group of 7 experts from the academia and industry, who validated the research findings and refined the conclusion,.

### **Significance of the Research**

The current study addressed Gen Z in Israel, comprising 20% of the workforce in the Israeli economy. and is expected to be the main workforce in the labor market in Israel within a decade. Thus, management has become increasingly challenging and complex within the

context of a world that is experiencing rapid changes. Furthermore, In the past two years following the COVID-19 pandemic, there have been changes in organizations' managers and employees' perceptions. We are witness to the effect of hybrid working on management, employee turnover and the employee's commitment to the organization. The High-Tech field in Israel copes with high employee turnover, (Israel Innovation Authority, 2021). On average, 10% of High-Tech employees willingly change their workplaces, and managers need to lead strengthening employee commitment in a changing world.

This study sought to enlighten and improve knowledge in management and leadership skills among managers employing Gen Z workers in Israel. This has not been researched enough in the world of work, and this is a unique opportunity to contribute to managers and organizations in Israel and to a large extent in the entire world. It was expected that this research would have a direct impact, particularly with regard to intergenerational gaps, and findings may constitute grounds for research of diverse topics in the fields of learning at work, and social behaviors. The research findings can serve as grounds for comparison with the Alpha Generation (2010 - 2025), which is also expected to integrate into the work world within the next decade. Hence, the research contribution is expected to be long-term and universal.

**Key words:** management, leadership, Generation Z, VUCA, management skills, motivation, employee commitment.

## **CHAPTER I: Literature Review**

### **I.1 Management and Leadership**

Ichak Adizes defined management as a process people lead whose purpose is to provide an organization with efficiency and effectiveness in the short-term and long-term (Adizes, 2010). Peter Drucker (2000) defined it as an area of responsibility for everything affecting an institution's functioning, outcomes, and activities whether within or outside it. Amir Levi discerned five key processes in management work: planning, organization, coordination, leading and control (Levy, 2007).

#### **I.1.1 Progressive Management Views in the 21<sup>st</sup> Century**

**Agile management** – there are many interpretations of the term's 'agility' and 'agile organization'. Rzepka and Bojar (2020) summarized this mainly as the ability to react quickly, as well as the ability to acclimatize to new conditions as a reaction to that which is

surprising and unexpected in market environment, including company goals, technology, and employees. The agile management view is based on four fundamental principles: people and reciprocal relations, working software, continuous and dynamic relationship with customers and dynamic reaction to changes (Yehezkel, 2020). Work methodology in this method is based on project management with small work teams operating in short development cycles known as 'sprints' to focus on constant improvement, flexibility, and agility (Alexander, 2018).

## **I.2 Leadership - Advanced Theories and Their Impact on Employees**

The literature offers numerous definitions to the term 'leadership'. John Kotter (1990) considered management and leadership as two complementary components of business success, framing leadership as the ability to introduce and advance change. Yukl (2012) maintained the outcome of joint efforts to reach a common goal on the part of individuals and organizations. Leadership can boost team performance in an organization. In this study, the focus on leadership is a central part of the world of management. This chapter reviews key leadership theories affecting the research, leadership in the eyes of Generations X, Y and Z employees and leadership in the developing VUCA era.

### **I.2.1 Authentic Leadership**

A new, recently emerging leadership style is that of authentic leadership, which has developed owing to an absence of values, discipline, morality and belonging. Authentic leaders are characterized by self-awareness, uniqueness, optimism, making balanced decisions motivating people, creating trust, and empowering leaders and their followers (Avolio & Luthans, 2006).

### **I.2.2 Digital Leadership**

Digital leadership is developing in light of the fourth industrial revolution and the era of digital transformation (Oberer & Erkollar, 2018), is a management approach that focuses on innovation and dealing with a world of rapid change. In light of the understanding that technology is becoming the most influential element in our lives, based on the understanding that to be successful, leaders need to adapt to technology, break free from legacy concepts and learn to make digital changes in the organization (Qualman, 2012).

### **I.2.3 Leadership in a VUCA Era**

In the VUCA era, in which reality is dynamic and complex, leadership has developed, integrating other abilities. Johansen (2009) and Csobanka (2016) defined four key abilities whose combination leads to change: **Vision** – ability to lead an organizational vision directing its people while maintaining its primary direction, despite unexpected changes occurring around them; **Understanding** – ability to listen, examine and understand what is happening. Broad understanding of reality with ability to include people and teams; **Clarity** – ability to understand rationality in chaos, individuals and interactions to make better decisions; **Agility** – ability to identify ambiguous situations transmit clear instructions, decisions, or information rapidly and flexibly. Additionally, the COVID - 19 virus blurred home – work boundaries and created new work patterns of flexible work alongside home life and providing wider autonomy to employees (Bramli Golan, 2022).

### **I.3 Employee Generation Characteristics**

The term 'generation' is often used as a sociological concept defining birth year biologically and demographically. In most cases it refers to a period of 15-20 years (Almog & Almog, 2013). Defining the age of different generations can be very challenging and various researchers have different determinations of their age groups (McCrindle, 2014). Following is the common classification according to McCrindle: (1) Builders/Traditionalist/Wisdom Generation – 1920-1945; (2) Baby Boomers – 1945-1960; (3) Generation X – 1960-1980; (4) Generation Y – 1980–1995; (5) Generation Z-1995 – 2010); (6) Generation Alpha - 2010

#### **I.3.1 Description of Generation Z**

**Generation Z** is also known the Google generation, plasma generation, screen generation, virtual generation, internet generation and digital generation (Carter, 2018; McCrindle, 2014; Prensky, 2001). Born into the technological age, it is the first generation whose youth included smartphone usage. Based on Ran et al. (2019) and international studies (Carter, 2018 ;Turner, 2015), this generation is characterized as learners with fast response abilities, aspiring to immediate and ongoing interactions, highly technologically competent, tending to learn independently and feeling comfortable in a digital and visual environment, with the internet as their main source of knowledge and information (Shatto & Erwin, 2017).

### I.3.2 Generation Z Integration into Work Characteristics

Since this generation grew up in a technological world and is very confident with technology, its integration into the world of work and decisions it makes are different to those of employees from previous generations, more varied and challenging to managers and human resource managers (Lanier, 2017; Singh, 2014; Singh & Dangmei, 2016). This generation has experienced late maturity and behaves accordingly in its private life and working world (Twenge, 2017), seeks flexibility and creativity and a desire to experience a range of jobs (Seemiller & Grace, 2018). Generation Z prefers workplaces allowing flexible working hours, space and personal freedom, and needs constant feedback. It is a generation looking for a friend and not a boss at work (Singh, 2014). The COVID-19 period intensified the intergenerational gap at work. Studies showed that in a period of uncertainty, the need for stability and security stood out in generation X in contrast to Generation Z who did not view this value as highly important whereas work enjoyment was very important (Mahmoud et al., 2021).

### I.3.3 Intergenerational Comparison

The following intergenerational table summarizes a literature review about the intergenerational gap in categories directed at the entry of Generation Z into the work cycle.

**Table No I.1: Intergenerational comparison based on multiple sources** Source: Author's elaboration based on McCrindle (2014); Csobanka (2016); Francis & Hoefel (2018); Kirchmayer & Fratricová, (2020); Nadu (2020); Seemillar & Grace (2018).

<b>Subject</b>	<b>Generation X</b>	<b>Generation Y</b>	<b>Generation Z</b>
<b>Birth years</b>	1965-1980	1980-1995	1995-2010
<b>Technological exposure at an early age</b>	Grew up with landlines, television, and video games	Grew up in an era of technology spread, introduction of mobile phone and computer games	Were born with smartphones, do not know a world without the Internet
<b>Technological skills</b>	Experienced development of technology and information revolution and make use of it (digital immigrant)	Grew up into the digital revolution and master computer skills	Born into the digital era (digital children) high skills operating technology
<b>Social communication</b>	Prefer interpersonal communication	Active on social networks, large number of virtual friends	Social networks + websites are primary means of communicating in their lives
<b>Main use of social media</b>	Mainly Twitter and Facebook	Facebook and Instagram	Instagram and YouTube
<b>Effective ways of learning</b>	Formal and acquiring knowledge, observation, and mentoring	Formal alongside Internet use	Mainly on the basis of networks and YouTube
<b>Multitasking ability</b>	Find it difficult to multitask, need to concentrate, strive for thoroughness	Ability to divide attention and deal with at least two issues, experienced transition from offices to open working spaces	Multitasking skills (listening, writing, watching simultaneously) at the expense of accuracy and thoroughness

<b>Subject</b>	<b>Generation X</b>	<b>Generation Y</b>	<b>Generation Z</b>
<b>Self-perception</b>	Responsible and independent	Self-confidence, achievement-oriented, stresses, delayed maturity	Assertive, self-entered, delayed maturity
<b>Core values</b>	Formal, independent, and cynical	Optimistic, realistic and interests	Creative, tolerate difference, curious
<b>What they look for in workplace</b>	High economic need, satisfaction and enjoyment are of secondary importance, employment security	Work-life balance, personal satisfaction, reward, nurturing work environment	Recognition of activity, wage and reward, freedom of action, innovation and global
<b>Teamwork</b>	Comfortable with teamwork	highly willing to teamwork	Prefer virtual teamwork
<b>Employment stability</b>	Seldom change jobs infrequently during lives	Frequently change jobs. See this as a strength	Change jobs as well as careers. Most will be independent entrepreneurs at some stage

## **I.4 Management and Leadership Core Skills**

### **I.4.1 Motivating Employees**

The issue of motivation and motivating employees is a core component of employees' performance in an organization and their relationships with managers. This research, which addresses management and leadership skills and their effect on Gen Z, calls for understanding this from the points of view of both employees and managers.

**Content focused theories**, also known as needs theories, where satisfying needs serves as the fuel fanning motivation. (1) Abraham Maslow's (1943, 2019) needs theory maintaining that people have a hierarchy of needs, ranked according to an awakening order, whereby achieving one is the condition for aspiring to the next. (2) Self-determination theory (SDT), enumerating two types of motivation both constituting powerful forces in determining who we are and how we behave. Extrinsic motivation is based on external sources and rewards including employee assessment, and signs of others' respect and appreciation. Intrinsic motivation comes from within and awakens inspiration to behave in a certain way (Deci & Ryan, 2008).

### **I.4.2 Interpersonal Communication**

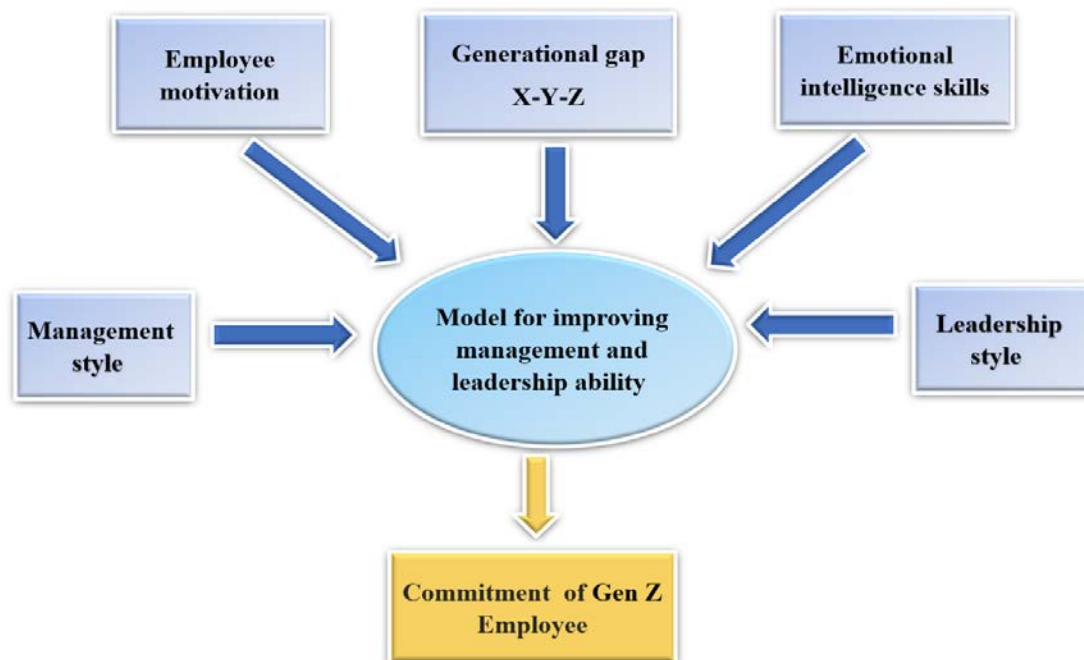
The way in which people communicate and establish connections is known as interpersonal communication, where actions or behavior of one person may influence those of others (Solomon & Theiss, 2012). Park's (2020) study about the intergenerational gap in interpersonal communication, found many intergenerational differences in the ability to listen and communicate, affecting a variety of life areas including studies and work. Defective

intergenerational communication, especially between Generations X and Z, leads to different interpretations, avoidance behaviors, conflict and harming relationships.

### I.4.3 Employee Commitment

Employee commitment derives from the perception that employees are the most important organizational resource and constitute the measure of the relationship employees experience with their organization. Employees committed to their organization feel they fit in and understand organizational goals (Beloor, et al., 2017). Maxwell & Steele (2003) defined employee commitment as the link between commitment to work and behavioral attitude in the workplace.

### I.5 Conceptual Framework



**Figure I.1: Conceptual Framework (Author's elaboration)**

Developing management and leadership skills was chosen as the focus of this research out of an understanding that it constitutes a key factor in creating Gen Z commitment. The model will constitute a mix of management skills and styles suitable for working with Gen Z. Since the field of management and leadership is broad and diverse and to make the model accurate, I first had to understand what the intergenerational gap is in the world of work, management and leadership challenges and Gen Z employee needs.

Management challenges in the chosen research ground of High-Tech industry is the first stage and based both on the nature of the High-Tech industry in Israel (Israel Innovation Authority,

2022) and the characteristics of every generation in the world of work and the intergenerational gap.

## **CHAPTER II: RESEARCH METHODOLOGY**

### **II.1 Mixed Methods Research - The Sequential Exploratory Strategy in this Study**

The mixed methods research employed involved a combination or integration of qualitative and quantitative research methods (Creswell & Creswell, 2018). The first stage comprised qualitative data collection and analysis – interviews with managers, followed by a second stage of collecting and analyzing quantitative data - questionnaires for Gen Z employees based on the results of the first, qualitative stage and was followed by a final qualitative stage of a focus group that examined the findings and conclusions emerging from the two previous stages and helped with integration of findings.

### **II.2 Qualitative Research**

Qualitative research does not seek to reveal accurate data, but rather to allow researchers to observe, grasp, illustrate, and interpret human behavior so as to be able to construct new knowledge (Tzabar Ben-Yehoshua, 2016). It is based on spoken and written words and researchers guiding and encouraging people to expose and tell their stories, to which they attach meanings. (Shkedi, 2003).

### **II.3 Quantitative Research**

Quantitative enables observation through senses (ontology) and illustrate it objectively by collecting data on the basis of observation, measurement and quantification (epistemology) and then confirming or refuting hypotheses (Creswell, 2018). The theory of quantitative research defines the correlation between variables creating hypotheses, their strength and orientation. Although quantitative research reflects an objective approach, today it is understood that even this type of research can be biased (Bryman, 2016).

#### **II.3.1 Research Hypotheses**

The research hypotheses were based on the qualitative research conclusions as well as on an extensive literature review supporting these hypotheses.

**H1:** There are difference between the five components of management and leadership ability (soft managerial skills, digital leadership, authentic leadership, agile management skills, ability to create motivate) in their intensity that Generation Z employees perceived them.

This hypothesis is based on the qualitative research findings and a broad literature review (Deci & Ryan, 2008; Eva et al., 2019; Kaiser et al., 2019; Machová, et al., 2020; Oberer & Erkollar, 2018; Slemp et al., 2018; Walumbwa et al., 2008)

**H2:** There is an association between a manager's management ability and leadership and Generation Z employees' commitment to the organization.

This hypothesis is based on the qualitative research findings and a broad literature review (Gul, 2015; Osa & Amos, 2014; Welch & Mickelson, 2013).

## II.3.2 Variables

**Table No II.1: Research variables**

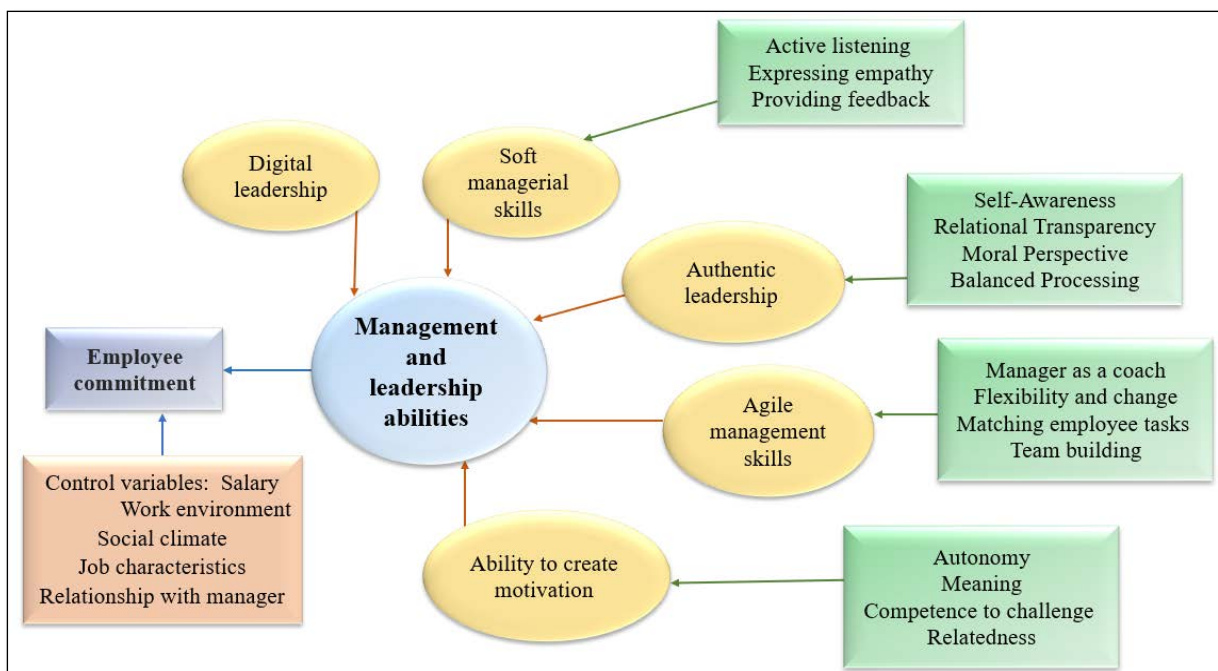
Hypothesis	Dependent Variables	Independent Variables
H1	The perception of the intensity of leadership and management abilities	<ul style="list-style-type: none"> <li>○ Soft managerial skills</li> <li>○ Authentic leadership</li> <li>○ Agile management skills</li> <li>○ Ability to create motivation</li> </ul>
H2	Commitment of Generation Z employees	<ul style="list-style-type: none"> <li>○ Soft managerial skills</li> <li>○ Authentic leadership</li> <li>○ Agile management skills</li> <li>○ Digital leadership</li> <li>○ Ability to create motivation</li> </ul>

### Control Variables

Five control variables were defined which, according to the professional literature and studies, are factors of employee commitment in organizations (Beloor et al., 2017; Saputra & Mahaputra, 2022) in addition to the manager's management and leadership ability. The chosen indicators were: (1) Employee's salary; (2) Work environment; (3) Elements of the employee's role; (4) Social climate in the organization; (5) Interpersonal relations with the manager.

### II.3.3 The Quantitative Research Model

The model emerged from an extensive literature review on the topic of intergenerational management and leadership, the qualitative research included interviews with managers and a researcher's diary. The presented model depicts research hypotheses and variables.



**Figure II.1: Conceptual research model (Author's elaboration)**

## II.4 Focus Group

This study employed a focus group discussion with seven expert consultants in the field of management and leadership, the world of work and Gen Z. Focus groups allow participants' direct descriptions and explanations (Shkedi, 2003). The focus group discussion was chosen because it allowed many voices to be heard in a short period of time, conducting a fruitful and creative discourse about the research outcomes, management and leadership in the new working world and the unique characteristics of Gen Z employees from different points of view (Hennink, 2013).

## II.5 Research Stages

**Table No II.2: Research stages**

Stage	Aim	Research tools	Research population	Data analysis method
1. Qual	To identify managerial issues arising from the gap between Gen X and Y managers, and Gen Z employees.	Semi-structured interviews Research diary	15 Managers in the High-Tech field including human resource managers	Content analysis
2. Quant	To determine how Gen Z employees perceive managers' leadership and management skills? To identify the specific components of leadership and management skills that influence the commitment of Gen Z employees to the organization.	Closed-ended questionnaire based on qualitative part to examine: <ul style="list-style-type: none"> <li>o Digital leadership</li> <li>o Soft managerial skills</li> <li>o Authentic leadership</li> <li>o Agile management</li> <li>o Ability to create motivation.</li> <li>o Employee commitment</li> </ul>	180 Gen Z employees working in the High-Tech industry	Statistics: Factor Analysis (EFA) Reliability - Cronbach's alpha Descriptive Statistics A one-way repeated measure ANOVA Spearman test Regression analysis Structural equation modeling (SEM) using Amos Graphic software.
3. Qual	To validate and improve the model	Focus group for managers / consultants	7 managers and consultants	Content analysis

## CHAPTER III: RESEARCH FINDINGS

### III.1 Findings Emerging from Qualitative Research

The research findings are presented in tables of categories and subcategories analyzed from interview transcripts. All categories reflect managers of Generation Z employees.

**Table No III.1: The first Category - Intergenerational gap Categories**

Secondary Category	Sub-secondary category	Typical quote	Frequency/ No.
Generation Z characteristics	Inability to Persevere	<i>"Employee's self-actualization at their role occurs rapidly"</i> (11)	100% (15 of 15)
	Egocentrism	<i>"They always ask what benefit will be gained from it"</i> (1)	80% (12 of 15)
	Desire to express an opinion and influence	<i>"It is an assertive generation that seeks to understand why things are done. Does not take things for granted."</i> (5)	80% (12 of 15)
	Technological ability	<i>"They are much better with technological tools, we did not grow up with technology, they grew up with the internet and the difference is felt"</i> (2)	73% (11 of 15)
	Independent learning ability	<i>"They have phenomenal independent learning abilities; we identify this already at the recruitment stage"</i> (10)	60% (9 of 15)
	Intellectual ability	<i>"It is a much more sophisticated and wiser generation several levels smarter than us. They have different thinking abilities, different attention span that leads to things we are incapable of doing"</i> (14)	60% (9 of 15)
Perceptions of commitment and responsibility	Change in loyalty to organization	<i>"We were taught to see work above all, this is a generation that looks out for itself above all"</i> (4)	100% (15 of 15)
	Perception of personal responsibility	<i>"Perception of responsibility is focused on the close environment, there is no broad and comprehensive view"</i> (5)	53% (8 of 15)
	Change in attitude to managers	<i>"Perception of hierarchy towards manager has changed, need to talk at eye level and feel that manager is a friend"</i> (15)	53% (8 of 15)
Work environment	Work-entertainment balance	<i>"Fun and work must be interconnected. They expect an enjoyable experience at the workplace like a culinary aspect such as types of cornflakes and types of milk"</i> (13)	100% (15 of 15)
	Organizational work environment	<i>"A generation that looks at the work environment envelop, benefits here and now"</i> (12)	66% (10 of 15)

Source: based on Author's elaboration

**Table No. III.2: The second Category -Motivating Generation Z employees**

Secondary category	Sub-secondary category	Example quotation	Frequency/No.
Intrinsic motivation	Role meaningfulness	<i>"Employee seeks meaning that the company in which he works helps people and they have a role in this"</i> (13)	93% (14 of 15)
	Personal interest and challenge in role	<i>"I would say a challenge and personal interest come together"</i> (10)	86% (13 of 15)
	learn and develop professionally	<i>"They have a huge desire and motivation to develop and learn professionally"</i> (15)	73% (11 of 15)
Extrinsic motivation	Salary and bonuses	<i>"More options lower salary they want to make a hit and progress"</i> (14)	73% (11 of 15)
	Work environment	<i>"What extras are available, focus on the material in the office and organization"</i> (12)	73% (11 of 15)
	Social atmosphere	<i>"Employees seek a social life in the workplace and a youthful environment"</i>	66% (10 of 15)

Source: based on Author's elaboration

**Table No III.3: The third Category -Management and leadership**

Secondary category	Secondary sub-category	Quote	Frequency /No
Management expectations	Managers' professionalism and ability to develop employees	<i>"They want a manager who is also a professional guru" (6)</i>	86% (13 of 15)
	Agile management (flexibility and speed, ability to distance manage)	<i>"Today we need to show a different kind of flexibility" (10)</i>	73% (11 of 15)
	Value-based leadership	<i>"Leadership of employees is firstly the value of personal example" (14)</i>	100% (15 of 15)
	Create trust with employees	<i>"Managers' ability to create trust and leadership"</i>	86% (13 of 15)
	Connect employee to organizational aims	<i>"Managers' ability to harness employees and connect them to the broader organizational picture" (15)</i>	66% (10 of 15)
Soft skills	Interpersonal communication	<i>"They expect me to be attentive and available to them" (13)</i>	86% (13 of 15)
	Emotional intelligence	<i>"Today managers need abilities to see employees, understand their needs"</i>	80% (12 of 15)
	Provide feedback	<i>"Feedback is super important to them, but reading from a page doesn't work" (2)</i>	66% (10 of 15)

Source: based on Author's elaboration

## III.2 Findings Emerging from Quantitative Research

This part presents the quantitative research findings in light of the research hypotheses.

**Table No. III.4: Reliability of all management skills**

Variable	Cronbach's alpha $\alpha$
Soft management skills	0.87
Authentic leadership	0.90
Agile Management	0.90
Motivation	0.91
Digital leadership	0.76

Source: Author's SPSS Statistical analysis output

### III.2.1 Testing Control Variables

This part examined the relationship between the control variables and dependent variable: commitment, using the Spearman test. Significant correlations were found between all the variables examined and employee commitment (Table No. III.5). Therefore, in the regression analysis, these variables will be included in the model.

**Table No. III.5: correlations between control variables and employees' commitment**

Salary	Duty	Relations with the team	Relations with the manager	Work environment
.47***	.57***	.49***	.56***	.58***

\*\*\*p<.001

Source: Author's SPSS Statistical analysis output

### III.2.2 Examining Research Hypotheses

#### Examining the First Hypothesis

**The first Hypothesis :** To examine the first research hypothesis according to which there would be differences between management measures in their intensity, a one-way repeated measure variance analysis was conducted. The analysis yielded significant differences between the management indicators in their intensity,  $F(4,176) = 12.06, p < .001, \eta^2 = .22$ .

In a Bonferroni-type post hoc analysis, it was found that the motivation measure was rated higher than the other management indicators, while the digital leadership measure was rated lower than the other management measures. That is, **the first research hypothesis was confirmed** (Table No. III.6).

**Table No. III.6: Means and standard deviations of management measures (N=180)**

Variable	M	SD
Soft Management skills	3.99	0.73
Authentic leadership	3.97	0.75
Agile Management	4.05	0.74
Motivation	4.16	0.74
Digital leadership	3.79	0.91

Source: Author's SPSS Statistical analysis output

#### Examining the Second Hypotheses

**The second Hypotheses:** There is an association between the manager's management ability and leadership and the commitment of the Generation Z employee to the organization.

The analysis yielded a clear positive correlation between all the management measures and employee commitment. The strongest management measure's correlation with employee commitment is motivation. Analysis results are presented in Table No. III.7.

**Table No. III.7: Spearman correlations between management measures and employees' commitment**

	Soft Management skills	Authentic leadership	Agile	Motivation	Digital leadership
Commitment	.61***	.67***	.63***	.72***	.53***

\*\*\*p<.001 Source: Author's SPSS Statistical analysis output

Next, the relative contribution of each management measure to the diversity in employee commitment were examined. However, before performing a linear regression to examine this contribution, Spearman correlations between management measures, among themselves were calculated in order to examine multicollinearity (Table No. III.8).

**Table No. III.8: Spearman correlations among and within management measures**

	Authentic leadership	Agile Management	Motivation	Digital leadership
Soft Management skills	.82***	.69***	.64***	.48***
Authentic leadership		.73***	.70***	.49***
Agile Management			.80***	.55***
Motivation				.56***

\*\*\*p<.001 Source: Author's SPSS Statistical analysis output

The regression analysis revealed that the model is significant,  $F(6,178)= 80.38$ ,  $p<.001$  and management ability explains 73.6% of the variance in employee commitment ( $\beta=.58$ ,  $se=0.07$ ,  $p<.001$ ), after controlling for control variables. That is, the better the management ability, the greater the employee commitment. It follows that the second research hypothesis was confirmed, and managers' management ability predicts employee commitment independent of satisfaction with salary position, satisfaction relations with the team, relations with manager, and satisfaction with the working environment.

### **III.3 Summary of Findings Relating to the First Question: What management issues arise from the gap between Generation X and Y managers and Generation Z employees?**

- Employee intergenerational characteristics – Gen Z employee characteristics differ from previous generations, which affects work and managers' challenges. Managers perceive some Gen Z traits as advantageous, such as ability to learn independently, technological and intellectual abilities, but on the other hand, some traits affecting managers are lacking and employees' such as egocentricity, desire to express their standpoints and inability to persevere with tasks and their role.

- Employees' perceptual gap of responsibility – lack of systemic and short-term views affects employees' behavior, their changing perception of commitment to an organization, creating a lack of loyalty and high turnover between workplaces.
- Employees perceptual gap of managers – Gen Z does not respect and is less affected by organizational hierarchy, ranks and status, and therefore will feel free to approach senior management, stand for employee abuse or aggressive behaviors.
- How workplaces are perceived – Gen Z is leading a view that workplaces are not solely places to earn a living, but somewhere they enjoy being in terms of social climate, activities for employees, and work environment.

Findings revealed that Gen Z employees view work as a temporary station in which they learn, develop and enjoy, which also respects their personal time outside work. This view constitutes a new challenge for managers and organizations.

- Employee motivation – although on this subject there are many similarities with previous generations, the research findings revealed that intrinsic motivation, meaning and personal challenges are also very important to this generation in managers' view whereas the issue of salary and reward alongside a pleasant work environment are the most important extrinsic motivational factors.
- Management and leadership skills Gen Z seek – research findings showed that managers understand that the management challenge with regard to Gen Z has changed and comprises a range of skills starting with the need to be professional and able to professionally develop employees, show flexibility at work, lead with authenticity to engage employees to organizational aims and of course be highly sensitive to employees with empathic listening and feedback.

#### **III.4 Summary of Findings Relating to the Second Question: How do Generation Z employees perceived managers' leadership and management skills?**

- Gen Z appreciates managers' management and leadership skills – the research findings revealed that despite the intergeneration gap, Gen Z employees view managers' management and leadership as good.
- Management and leadership are based on a range of components and skills – research findings showed that Gen Z expected its managers to possess a wide range of abilities and skills, at different levels, starting with digital leadership, authentic leadership, agile management, soft skill and ability to motivate employees.

- Need for managers who are open to technology and innovation not necessarily technological – findings indicated that despite technology’s importance to Gen Z, they expect managers to show technological openness, understanding the effect of the intergeneration gap and thus lower expectations regarding managers’ personal abilities.
- Developing intrinsic motivation is the most important management ability for Gen Z – findings showed that for it is very important to Gen Z for actions and roles to be meaningful, alongside the need to be given independence and creating professional and technological challenges. It was also found that managers’ ability to do this is a very significant factor in Gen Z’s perception of managers’ management and leadership.

### **III.5 Summary of Findings Relating to the Third Question: What is the effect of the leadership and management components on the employee’s commitment to the organization?**

- Managers’ management and leadership is the most important component in creating commitment to Gen Z employees – research findings showed categorically the effect of managers on employees’ commitment to an organization.
- Various leadership components as a factor affecting organizational commitment – the five management and leadership factors examined were found to influence employee commitment, with different strengths, and developing employee motivation being the strongest for Gen Z.

## **CHAPTER IV: CONCLUSIONS, RECOMMENDATIONS AND RESEARCH LIMITATIONS**

### **IV.1 Factual Conclusions**

#### **IV.1.1 Factual Conclusions Arising from Question 1: What management issues arise from the gap between Generation X and Y managers and Generation Z employees?**

Conclusions arising from the discussion of findings were that management issues managers identified as an intergenerational gap in the world of work are associated with Gen Z employee characteristics and factors that molded them, how Gen Z employees perceive the workplace and personal views of home-work balance.

Factual conclusions also show that Gen Z's view of the world of work raises new needs in relationships between employees and managers, such as expressing opinions and self-expression, expecting professional and personal development, connecting to aims and

meaning. All these lead to changes in managers' management challenges and approach. Furthermore, it appears that views of home-work balance have intensified and acquired greater meaning for Gen Z employees, where with desire to earn a living, they are also interested enjoying their personal lives. This leads to an intergenerational conflict between managers and Gen Z employees, between management's need to maximize work and employee availability beyond working hours alongside understanding that employees' free time must be respected.

#### **IV.1.2 Factual Conclusions Arising from Question 2: How do Generation Z employees perceive Generation X and Y managers' management and leadership skills?**

Conclusions arising from the discussion of findings regarding Gen Z's view of managers' management and leadership skills showed that Generation X and Y managers are working to understand and better manage Gen Z, but they do not always see Gen Z employees' appreciation for their management and leadership ability. Research revealed a gap between employees and managers views on the topic of intergenerational management and leadership.

Conclusions arising from the discussion showed that alongside the importance of technology in the world of work, Gen Z employees understands that there is an intergenerational gap in technological abilities, in veteran managers' digital views and do not expect them to be as technological as they are. Therefore, the digital leadership they expect is more concerned with openness to innovation and providing independence of workspace than managers with technological ability.

#### **IV.1.3 Factual Conclusions Arising from Question 3 – What is the effect of the leadership and management components on the employee's commitment to the organization?**

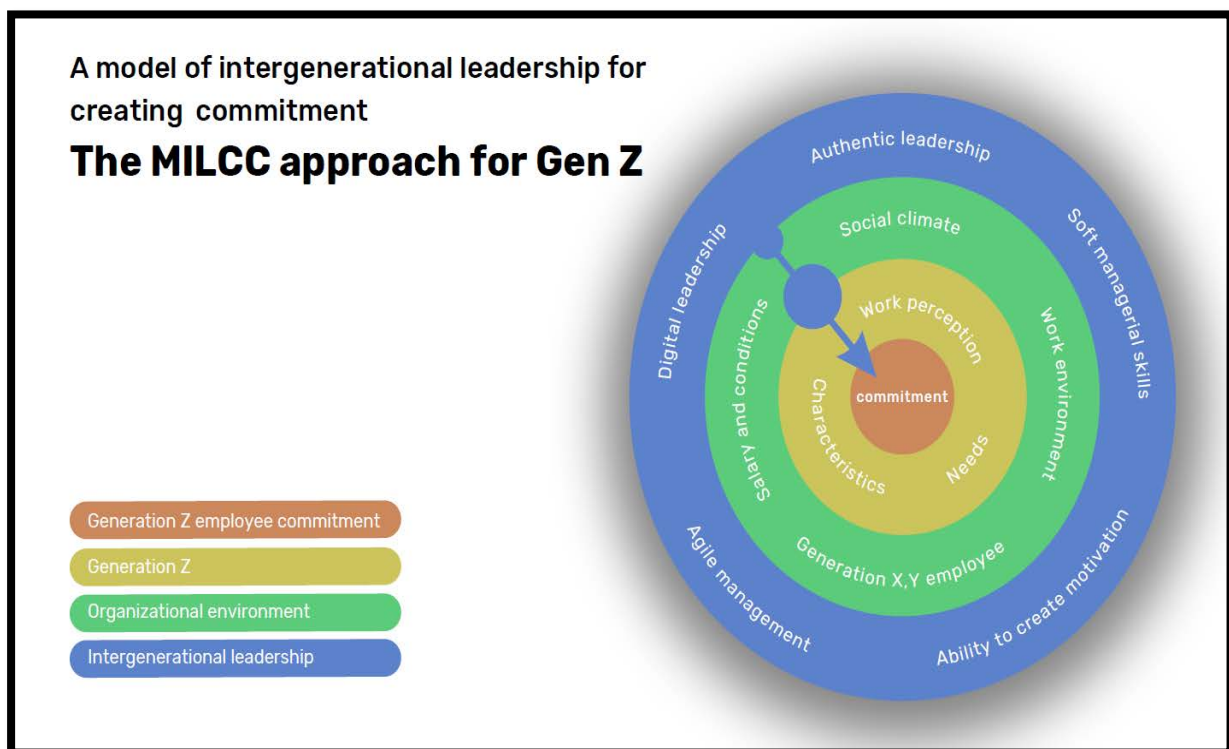
Factual conclusions showed that managers' management and leadership skills greatly affect employee commitment. It comprises a number of skills, such as, soft skills (listening and empathy) authentic leadership, agile management, digital leadership, ability to develop motivation. These skills consolidate together into the concept of management and leadership. This wide range of skills reflects the new management complexity with which managers have to cope and the importance of developing managers in organizations.

This study showed that management components leading to commitment reflect on the one hand a desire manager image, but on the other hand, also values important to Generation Z in

the world of work such as flexibility, authenticity, attention and innovation. Finally, employees' intrinsic motivation is centrally important to producing commitment. Although salary and conditions are important to employees, work environment, social climate, the need for meaning and challenge have become key players in employee commitment.

## IV.2 Conceptual Conclusions

Conceptually, the research findings enabled proposing a databased model showing the new management challenge Generation Z employees lead where the final output is measured by employee commitment and outputs in their roles. The effect of managers' management and leadership on employee commitment emerges as most important and is based also on factors and conditions organizations provide employees such as work environment, conditions and social climate. Figure No. V.1 presents the model for intergenerational leadership and creating employee commitment.



**Figure No. IV.1: A model of intergenerational leadership for creating commitment - The MILCC approach for Generation Z employees**

Figure IV.1 emerging from the research shows four circles of influence that are fully reciprocal:

- **Intergenerational leadership** – Gen Z has a need for managers' intergenerational leadership in light of different traits and intergenerational needs. The former combines

managers' management ability to direct good organizational results even when employees come from diverse generations and approaches. This leadership is rooted in a range of skills in managers' toolbox and furthermore, in their ability to employ appropriate tools with relevant employees and establish trust. Managers must recognize each generation's language, characteristics and needs and motivational 'ignition switches' for every employee. Success is not solely in manager-employee relationships, but also in managers' ability to establish good and productive connections among employees from different generations, strong acknowledgement of lack of jealousy between them and accept their diversity and how they think. Managers must also influence organizational issues affecting employees - social climate, work environment, fair wages as part of their responsibility to connect employees with organizations and their roles.

- **Organizational space** – based on employees in organizations, relationships formed between people that establish working relationships, on an intergenerational level additivity between older and younger employees, work allocation, professional and intergenerational additivity effects. The new organizational space must define the work environment as innovative creating geniality among employees.

The social climate depends on social consolidation, language between employees and managers creates trust and encouragement. Organizational space also refers to fair wages and reward for performance and appreciating employees who make unique contributions as well as accompanying conditions such as food vouchers, bonuses and employee options. This space is affected by and affects both employees and managers.

- **Generation Z employees** – these employees have complex/polar characteristics. On the one hand, more technological and aspiring to technological processes, able to learn independently and high personal performances; on the other hand, focused on themselves and seeking their personal benefit in all things. Gen Z employees redefine personal needs and undermine Maslow's needs' theory. It is the first generation comfortable with instability and lack of employment security, lives peacefully for changing workplaces often, feels a need to express itself and be heard, seeking meaning and challenge before salary and expecting to enjoy everything it does. Gen Z's network of needs is diverse and includes the need to learn and develop, the need for variety, the need for growth, need to express opinions, need for ongoing feedback, need for recognition and a range of other needs establishing its personal network. Their worldview of work derives from their characteristics and needs and leads to a view that

workplaces are temporary, another station in personal development. They expect this development from managers who will mentor and train them to be more professional. Workplaces are seen not purely as a source of livelihood, but an important social center and therefore they will seek social integration and connection, moments of pleasure an organization provides employees alongside work meaning and challenge. Their view is that it is possible to work anywhere, and such flexibility is important alongside an understanding that relations with managers and team members are built in offices and not on Zoom, and therefore, they aspire to hybrid and flexible work.

- **Value of commitment in eyes of Gen Z employees** – commitment as a value in the eyes of Gen Z has changed, commitment in the world of work is measured according to three key parameters: employees' willingness to make efforts on behalf of an organization, adherence to organizational values and desire to remain in an organization. This study has led to the conclusion that new employees' commitment is primarily to themselves, their self-actualization and development, outcomes of development and challenges also led to organizational output and employees' sense of commitment with an organization.

Gen Z employees do not view changing workplaces as harming commitment because their basic view is that the workplace is an intermediary stop serving themselves and their personal and economic development. Therefore, commitment as a value will encourage employee productivity, initiative and innovation alongside the understanding that employees will not remain with an organization forever. The effect of leadership and organizational space alongside understanding Gen Z characteristics and world view strengthens employee commitment with managers and organizations. This approach perhaps produces employee turnover but maintains organizational tension and reduces phenomena of veteran employees whose work is not productive.

As can be seen, intergenerational leadership is an organizational triggering factor affected by and affecting the number of cycles in an organization, new employees' organizational space and ultimately, strengthens commitment.

The MILCC model is integrative, because it combines skills from the fields of management, leadership, organizational culture and intergenerational perception. It is a modular model, because any organization can implement parts according to its own organizational context. Since the model arose from the research findings, it is original.

The MILCC model is innovative because it was not found in the literature showing how combining managers' leadership and management traits, organizational space issues, and Gen Z characteristics affect managers on the one hand, and on the other lead to increasing new employees' commitment. The result and desired effect are to improve feelings and atmosphere between managers and employees and improving organizational business success.

### **IV.3 Operational Model**

An Intergenerational Management and Leadership Operational Model - Creating Gen Z Employee Commitment to Manager and Organization

The attached model shows six steps for managers dealing with Gen Z and having trouble in harnessing employees' connection and commitment. The model addresses managers' and an organizations' constant improvement and the ability to change and influence quickly in a dynamic world. The premise is that managers are the factors that influence employees' work in the organization, and therefore the model is built from the managers' point of view.

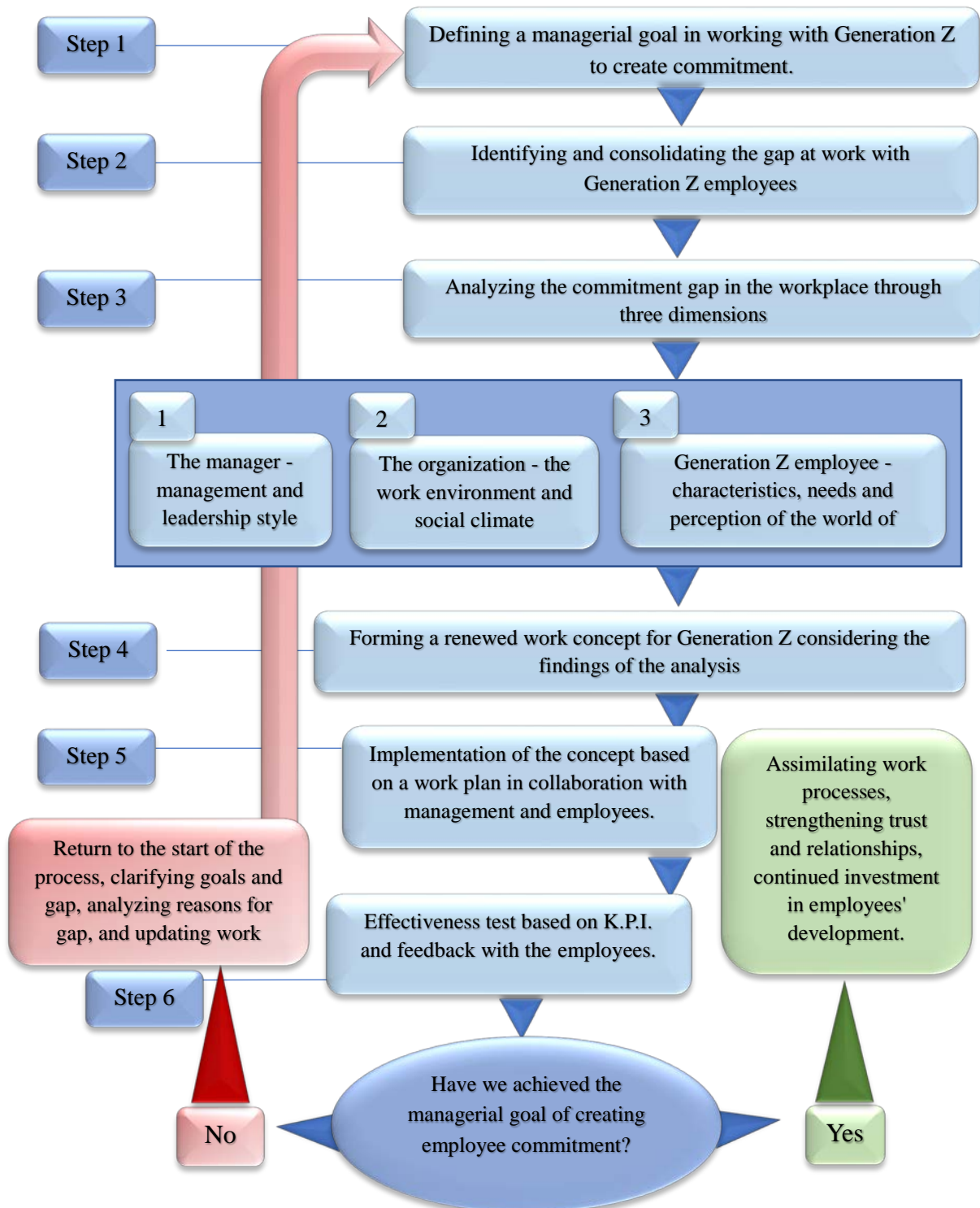
The expected change will not come from the ability to change an employee, but from the ability to understand the personal needs of Gen Z employees, creating a harness by changing manages' management and leadership style and creating the organizational conditions for employee commitment.

This model contributes a further layer to the theoretical model which defines five most important management skills when working with Gen Z:

- Soft skills - a manager's ability to listen, empathize and provide continuous feedback to an employee.
- Authentic leadership - the ability to be valuable and moral, show authenticity in working with employees, act with transparency and balance with employees.
- Agile management- openness to changes, operational flexibility and ability to empower individuals and a team (be a coach for people).
- Digital leadership - showing openness to innovation, encouraging a transition to digital transformation, expanding the use of digital tools for decision-making and showing involvement in social media.
- Ability to develop employees' intrinsic motivation - giving employees autonomy, strengthening role and organizational meaning, developing a challenge for employees (intellectual and technological) and strengthening connection and belonging to the organization and the organizational goal.

Using a model based on asking key questions at each stage and understanding the product required at each stage.

The model is depicted in the following figure:



**Figure No. IV.2: The operational model**



## **IV.4 Practical Recommendations**

Implications deriving from this study address organizations', managers' and employees' ability to produce changes leading to Gen Z employee commitment with organizations on route to business success alongside a sense of employee satisfaction and meaning for a range of generations as well as managers from different generations. These recommendations were formulated as a result of the research findings and conclusions:

1. It is recommended developing managers' pathways adapted to intergenerational coping addressing the intergenerational gap, needs, language and important management skills in a changing world including digital leadership, soft skills, authentic leadership, ability to motivate employees and agile management.
2. Employee absorption processes must be adapted to Gen Z employees, rapid, efficient and technological combining independent learning alongside training and development processes for employees. Carrying out such a process requires organizations to establish suitable infrastructure including videos and knowledge bases allowing independent learning as well as coaching managers in employee training and development.
3. Work environment – organizations must adapt innovative pleasant work environments to make Gen Z employees want to work.
4. Flexibility at work – alongside the importance of work environment, new employees need more flexibility in working hours and place of work. The new working world in many professions allows distance working (from home or anywhere else). The COVID - 19 pandemic created new expectation patterns and standards among employees from organizations, and Gen Z employees who require freedom and independence will blossom in and appreciate organizations enabling flexibility and freedom alongside challenge and performance standards.
5. Work leisure balance – workplaces are not only sources of livelihood, but also constitute for employee's important social places since Gen Z as well as other employees view this as such. Organizations and managers must invest thought and resources in designing an organizational culture integrating enjoyment and pleasure into work (including activities during working hours).
6. Empowering young employees – empowering Gen Z employees with a stage where they have a relative advantage such as technology, digital literacy, constructing digital tools and more.

7. Encouraging multigenerational work – work teams with different generations will improve creativity, learning and cross-fertilization. Multigenerational teams strengthen organizational commitment and relationships.
8. Addressing employee turnover – employee turnover will continue and become part of work perception and therefore, organizations must act in a number of ways, retaining knowledge and making it more accessible to employees even with employee turnover, maintaining a model of freelance services (where possible) to back up and maintain continuity and the last tool to creating versatility among employees so that one employee does not possess all knowledge.
9. Internal organizational development – the understanding that employees are easily bored with their roles increases their need to change jobs. Organizations that act to develop internally, create an organization network enabling internal organizational turnover will successfully retain employees for longer, even when development is broadside and not necessarily a promotion.
10. Flattening organizations – the new work perception encourages reducing organizational hierarchy, independent learning ability and need for employee autonomy alongside a digital transformation encourage flattening organizational structures and reducing levels of management.

## **V.5 Research Limitations**

**Essence of Research** - The qualitative section relied on, semi-structured interviews conducted with managers from several companies to consolidate the intergenerational gap and managers' views of Gen Z. The quantitative part relied on an employee questionnaire based on qualitative research findings but carried out among the general High-Tech employee population and not necessarily employees/organizations from the same organizations.

**Questionnaire Bias** - The main quantitative research tool was a questionnaire sent on Google Forms through social networks and WhatsApp. This resulted in low participant' commitment to complete the questionnaire and difficulty for the researcher to encourage authentic and honest answers. This begot another problem where the questionnaire was also completed by people who did not belong to Gen Z and worked in High-Tech companies. To address these limitations, the researcher approached participants through a personal appeal to many people associated with Gen Z employees, explaining the importance and contribution of the study. A manually refined participant selection was conducted to include in the study only the defined

research group. Out of 212 participants who completed the questionnaire, 180 met the criteria and were included in the study.

**Generalizability-** from High-Tech population to the rest of the population – the High-Tech industry in Israel, has unique characteristics of very high dynamism and much higher salary compared to other branches. Would research findings resulting from research conducted with a specific population be relevant to all areas? The validity of generalization with other organizations improves the more the number of case studies increases (Shkedi, 2003), studies employing varied tools (interviews, questionnaires, focus groups) help address this limitation. However, it is possible that further adaptations will be needed for other sectors.

## **IV.6 Contribution to Knowledge**

### **IV.6.1 Contribution to Theoretical Knowledge**

Gen Z has only entered the world of work in recent years, studies conducted about this generation in the working world have focused mostly on students who in reality are not part of the work circle. Even the few studies conducted with the participation of Gen Z employees did not examine the topic of management and leadership, their components and effect on employee commitment. Moreover, this is the first study of this sort conducted in Israeli High-Tech exploring managers' management and leadership and their effects on employee commitment using diverse tools including manager interviews and employee questionnaires.

The research adds to existing theoretical knowledge about Gen Z, reinforces issues arising in other studies globally about generational characteristics, motivational factors, view of working world and expectations of managers. The research has led to innovation in a leadership model and finding a mix of management and leadership components explored together with regard to Gen Z employees and were found to be most important facts in leading employees and establishing commitment (authentic leadership, digital leadership, soft skills, agile management and ability to develop intrinsic motivation).

This is the first study to examine Avolio et al.'s theory of authentic leadership purely with Gen Z employees (Avolio et al., 2004) and found it was valid for it too. Another innovation is in the field of motivation. This study examined the existence of SDT theory (Deci & Ryan, 2008) and found that almost all components of this model exist in Gen Z as well, the difference is in the component of commitment and belonging, which is swallowed up into the other components.

The issue of commitment was also refreshed and emphasizes another angle of the theory of employee commitment (Mayer et al., 1993). Gen Z's commitment is seen differently and not measured in the length of time employees remain in an organization, but through the outcomes they produce in their role and organization. Gen Z employee commitment is hugely affected by managers' leadership but issues of the importance of work environment and creating enjoyment during work stood out in this study and have led to new insights about the developing world of work. The research tools developed and validated for this study also constitute a contribution to theoretical knowledge and can be used for future studies.

In conclusion, the MILCC model emerging from current research findings is original and innovative and therefore this study contributes to theoretical knowledge about Gen Z, management and leadership for Gen Z and creating Gen Z employee commitment.

## **II.7 Research Ethics**

Research ethics are the building blocks of research reflecting the sensitivity in researcher-participants' relationships (Josselson, 2007). Researchers must adhere to rules of informed consent, anonymity, refrain from harm, confidentiality of information, integrity and justice (Chonko, 2012; Josselson, 2007).

In the qualitative research - all participants were given an informed consent form which also included ethical principles obligating the researcher. Most interviews were conducted on Zoom so all participants expressed their verbal consent, which was recorded and saved. Throughout the research, anonymity of participants and companies they represent was preserved.

In the quantitative research, the following rules were adhered to:

**Informed consent** – clearly written on questionnaire that without consent, participants will not fill the questionnaire. **Maintaining anonymity** – the questionnaire included an explanation that it is anonymous and does not contain identifying details, and since it relied on Google Forms it was impossible to identify sender. **Refraining from harm** – the questionnaire was constructed in a manner that participants would not be harmed whether in terms of their feelings or relationships. The questionnaire was distributed through social media, and therefore, there was no fear of harm on the part of the employer or organization. **Maintaining confidentiality of information** – all information was sent to the researcher alone, who retained it securely.

**Integrity and justice** – everything said **to participants** was completely true and transparent, the research was based solely on true data collected from participants.

## **IV.8 Contribution to Applied Knowledge**

This study's contribution to applied knowledge is divided into a number of levels:

The first level addresses training managers/human resource managers – using the model constitutes a broad and important base to develop management and leadership for managers focused on skills defined as most important for working with Gen Z, expanding knowledge about generational traits, worldviews and expectations of management.

The second level addresses improving employee commitment – commitment components presented in the model contribute to organizational knowledge in Israel and globally to better absorb employees and help them succeed and develop in organizations.

The third level pertains to organizational view – the model and research present a new management perception of the changing world of work combining intergenerational connection as a growth and fruitful factor, and on the other hand understanding the new generation's needs and the need for turnover and change in its work and not as a cause of frustration and anger.

Research innovation is in its combination of a range of management skills and connection to the value of commitment, comparing and adjusting skills explored in the past for Gen Z and changing views in the management world regarding Gen Z.

## **IV.5.3 Contribution to Methodological Knowledge**

This study employed an original closed questionnaire based on finding from a qualitative study conducted in the first stage combined with questionnaires from many studies in professional literature and therefore it contributes to those who want to explore management and leadership and employee commitment.

## **IV.9 Follow-Up Studies**

On the topic of Gen Z, it is recommended conducting follow-up and comparative studies in various industry and service organizations from the High-Tech field and examine leadership and employee commitment factors and compare them to this study's findings.

Secondly, to conduct research examining the effect of Gen Z on employees from previous generations; in the current study it appears there is a reciprocal effect, and what its implications are for managers and organizations.

A third interesting topic to explore is Gen Z's behavior in future years when it is established in the world of work and has also matured a little more. It would be interesting to examine what leadership it will seek and what will affect its organizational commitment.

### **V.10 Importance of This Study**

The importance of this study in Israel is the world of work and management approach to new Gen Z employees, it illuminates issues many managers and organizations do not understand, enables better communication and openness that will lead to better business results.

The universal importance is that Gen Z is a challenge not only in Israel but in many countries worldwide and therefore, the findings and conclusions are equally relevant for managers and organizations globally.

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