# Who is Afraid of Generation Z? The Intergenerational Gap Affecting the World of Work Post-COVID-19 Era

**Tidhar LEV[1]**

[1] Alexandru Ioan Cuza University in Iași, Romania, lev.tidhar@gmail.com

**Abstract**: In an era of rapid changes alongside a global pandemic (COVID-19) that changed rules in the world of work, a new generation of employees, Generation Z (born 1995-2010) has been absorbed, joining three older generations, baby boomers, Generation X and Generation y. Qualitative research with high-tech company managers in Israel examined management issues constituting intergenerational gaps and affecting the new world of work. It was found that although Generation Z workers are characterized by high both technological and independent learning personal abilities giving them an advantage in relation to previous generations, there is a sharp decline in its commitment levels to an organization and managers and its ability to persevere with long-term tasks. The new generation of workers expects a greater home/work balance and indulgent workplace enabling enjoyment and a social life within work hours. Research findings provide an infrastructure for different management and leadership thinking in light of the Generation Z challenge and the gap between the different generations.

**Keywords:** *Generation Z, world of work, intergenerational gap, management.*

## Introduction

The labor market in Israel and worldwide experiences a complicated reality coping with employees, and the effects of addressing the COVID-19 pandemic has not made it easier and has created a new reality for employees and managers (Lin et al., 2021) in managing work and distance management, coping with uncertainty and introducing new working methods such as home working or working from anywhere (Golan, 2022). Generation Z, those born between 1995 and 2010 (Seemiller & Grace, 2018), are joining an especially tumultuous world of work and in fact, now constitute the fourth generation under one organizational roof. The intergenerational gap and entry of Generation Z to work pose an issue that has been examined in recent years (Nadu, 2020; Singh, 2014) and raise great interest. Organizations and managers attempt to better understand expectations of this new generation to best absorb them into organizations (Chillakuri, 2020). In Israel, Generation Z constitutes 23% of the population and 15% of the workforce (State of Israel, 2020), The high-tech industry in Israel, which is a leader in the dynamics of the labor market employs about 10% of workers in Israel (Israel Innovation Authority, 2021) absorbs many young employees and copes with a range of challenges as a result of the intergenerational gap. High-tech industry experiences high turnover rates, leading to a turbulent labor market affecting many organizations and managers (Reiser, 2022). Therefore, the integration of Generation Z in the high-tech industry in Israel creates a great interest and raise a need to explore the intergenerational gap for efficient integration. This article is based on qualitative research conducted in Israel among high-tech industry managers who absorb Generation Z employees and cope with the intergenerational gap. The research maps the intergenerational gap as captured by managers' which affects their management, leadership, recruitment, and retention of employees'.

## Literature Review

### *Generation Z characteristics*

Although research about Generation Z is still evolving, professional literature clearly indicates factors molding this generation. McCrindle (2014) referred to seven main factors: demographic change and life expectancy, global abundance culture, technology with which this generation grew up, information needs, means of education and learning and switch to online network friends.

Generation Z is defined as the new learner generation. Pernsky (2001) defined them as 'digital natives', as they think and process information fundamentally differently than their predecessors, speak the digital language fluently, as their mother tongue (Parks, 2020; Pernsky, 2001). Research conducted at the Mofet Institute in Israel (Ran et al., 2019), based on international studies (Carter, 2018; Turner, 2015) defined characteristics of this generation as learners with quick reaction abilities, aspiring to ongoing and instant interaction; they consider themselves to be experts with technological skills, possessing high expectations of technology, tending to independent learning and feeling comfortable in a digital and virtual environment. Generation Z is characterized by behavior fostering innovation and rapid changes, and in fact, expects to have a significant effect on previous generations as well (Koulopoulos & Keldsen, 2016), influencing the entire world. This is a generation that respects social diversity, has no single way to be itself and in fact, seeks authenticity (Francis & Hoefel, 2016). Generation Z's strength highlights qualities of frankness, decency, humor and being judgmental (Seemiller & Grace, 2018). Nevertheless, it is a generation also characterized by delayed maturity and continuing to live with parents to a late age (Twenge, 2017). Its view of personal responsibility is fundamentally different from previous generations (McCrindle, 2014), one sign of this is the age at which it marries, which is becoming later and later.

### Generation Z in the World of Work

Generation Z is joining three generations in the world of work: baby boomers (1945-1965), Generation X (1965-1980) and Generation y (1980-1995). Research on the topic of the work world and Generation Z has only developed in recent years and is still undergoing consolidation. Generation Z enters the world of work with a number of characteristics that will affect its integration and choices: technological expertise that gives it confidence in its success (Singh, 2014), flexibility, creativity and the desire to experience a range of jobs (Seemiller & Grace, 2018). This component of needing variety makes it the first generation to expect decisively diversity in work (Lanier, 2017). Generation Z employees are intrinsically motived by the importance and meaning of tasks (Mahmoud et al., 2020). Chillakuri (2020) identified six essential variables enabling Generation Z employees a quick entry into organizations: meaningful, non-recurring work, performance conduct accompanied by immediate feedback, home/work balance, personal connection alongside digital working with managers, understanding organizations and the big picture and personal learning and development (Chillakuri, 2020). Home/work balance is the most important value for

Generation Z employees (Lanier, 2017; Twenge et al., 2010) alongside the importance of work environment, relationships and pleasure Generation Z employees seek (Kirchmayer & Fraticová, 2020). This generation has no patience to wait for feedback meetings organizations conduct annually, 60% reported that they were interested in performance feedback weekly, which in their view, could also be given digitally by email or a WhatsApp message (Stachl, 2019).

Studies conducted during COVID-19 sharpened the intergenerational gap in the world of work. In this period of uncertainty, the need for stability and security of Generation X was emphasized in contrast to that of Generation Z that does not see this as important, but for whom pleasure from work is important (Mahmoud et al., 2021). Ongoing work from home is a problem, Generation Z employees feel less productive when only distance working, a hybrid working model is a perfect solution, as this is a generation needing social interaction at work (McCrindle & Fell, 2020). To conclude, Generation Z in the world of work is a new challenge for managers, but also an opportunity for organizations.

**Research Methodology**

The research employed a qualitative methodology, an approach not viewed as science seeking to reveal legitimization, but as science seeking meaning and allowing researchers to observe, understand and interpret human behavior to produce new knowledge (Tzabar-Ben Yehoshua, 2016). This approach relies on people's stories, which researchers help them tell and reveal and to which they attribute meaning. Spoken and written words are the main means of qualitative research (Shkedi, 2003). Qualitative research stages were based on Creswell's stages approach (Creswell & Creswell, 2018). Qualitative research was chosen out of a desire to comprehend the intergenerational gap experienced by managers through open discussions and not predetermined criteria or measures.

The research goal was to identify managerial issues arising from the gap between managers from Generations X and Y, and Generation Z employees.

This research employed a purposive sample, which focuses on choosing participants best representing the population from which it was chosen and can teach us about an examined phenomenon (Mason, 1996). Interviewees were chosen after criteria for participation were defined. Additionally, Shkedi (2014) argued that interviewees need other characteristics making them suitable for research needs: ability to express themselves, sensitivity to others, feeling comfortable being examined,

capability of separating their thoughts and experiences and ability to devote time necessary for the research (Shkedi, 2014). The chosen research area was Israeli high-tech understanding it is very prominent in every aspect of dealing with Generation Z. The world of high-tech work has become challenging and raises many questions for managers and organizations.

15 managers were chosen from the high-tech field representing small and medium-sized startups as well as middle managers from large, even international, companies. All participants came from a managerial background and managed employees from different generations, which allowed them to compare intergenerational gaps.

Two main tools were used to collect data in the current qualitative study: semi-structured interviews and a research diary. Semi-structured interviews are based on a list of questions prepared in advance in a fixed order, which guarantees that all interviewees face the same demands. Different from structured interviews, semi-structured interviews allow more room for participants to elaborate as they see fit and encourage them to add clarifications and broader issues (Bryman, 2016; Fontana & Frey, 2005). A research diary documents a researcher's thoughts and feelings from the research planning stage to data collection and analysis stage (Bloor & Wood, 2011).

For this research, a 22-items questionnaire was prepared, validated by four experts and a short pilot study. Interviews were conducted between September 2021 and January 2022. Because of the COVID-19 pandemic, all interviews were conducted and recorded on Zoom, with participants' informed consent, which was also confirmed on Zoom. Data analysis was carried out in a number of stages including collecting recorded interviews and the researcher's diary, transcribing interviews, validation (Clandinin & Connelly, 2000), reading data and identifying key characteristics (Maykut & Morehouse, 1994), mapping analysis and indicating words that became categories (Rallis & Rossman, 2012) focusing on key words emphasizing the intergenerational gap in the world of work. Categories were partially based as well on theoretical views (Guba & Lincoln, 2005) and finally breaking categories down into chosen sub-categories (Flick, 1998), arranging findings in tables and analyzing the frequency of chosen issues.

## Research Findings

All managers identified a generational gap between Generation Z and older employees, a gap affected not only by the age of Generation Z employees (in other words, behavior is not just a function of Generation Z's

young age, but the effect of a perceptual behavioral change). Managers, who addressed the intergenerational gap, often explored this in a comparison between Generation Z and older organization employees, "*I see the difference between the characteristics of those aged 28 and above and younger ones*" (I. 15). Often, they compared their own behavior and characteristics, both currently and critically observing and examining their behavior aged 25, "*I remember when I started working at age 25, my expectation of work was completely different from that of those who start today*" (I. 9). In the eyes of managers, the intergenerational gap is seen mainly in three core areas: employees' characteristics, their commitment to organizations and managers, and work environment effects.

### Generation Z Employee Characteristics

Managers viewed the characteristics of new employees as the principal gap between older employees and Generation Z employees. Evidence of this can be seen in what interviewee 2, manager of a group of employees in a very large company said: "*It is a generation with different characteristics, there are good and worse things*". Most managers viewed advantages and disadvantages in its characteristics. Managers referred to six main characteristics focusing on the intergenerational gap and forming main discussions: inability to persevere with tasks, desire to influence and express opinions, egocentricity, technological, Self-learning ability, and intellectual abilities. There are strong associations between the components, and some are intertwined within categories and other categories appearing in the research. Of all the characteristics, the issue of inability to persevere with activities was the most noticeable and recurred surprisingly among all interviewees. This characteristic greatly affects other components of the intergenerational gap such as employee commitment to an organization, time employees remain in their role and more.

• **Inability to persevere** - all managers (N=15) mentioned this characteristic as the most significant intergeneration gap. Lack of perseverance is characterized by ability to maintain an activity for a long time, whether a project or company role. Interviewee 10, the general manager of a cyber company, defined this quality in an interesting manner, "*They are like comets who are used up very quickly and are extinguished*". Managers view this characteristic as damaging work processes and outcomes for customers, "*They want a result immediately, they say what it is, without how it is achieved*" (I.1). This statement sharpens the component of speed at which a solution is reached and employee's desire for the next thing. Inability to persevere also connects to loss of interest in an activity, which occurs very rapidly. A human resource manager defined the problem as lack of basic

satisfaction, "*They are basically dissatisfied, which comes from very rapid self-utilization*" (I.3). Interviewee 11, manager of a group of employees in an international company, made a statement emphasizing the intergenerational gap and difference between previous generations' views and characteristics and Generation Z, "*Our way was around effort and how, they don't have the patience for this*". Lack of perseverance leads managers to allocate tasks differently between team members where project requiring time and perseverance are given to older employees whereas short-term activities are passed over to Generation Z employees. Perseverance influences remaining in an organization, which is the heart of the problem between the generation of managers and Generation Z employees as presented by a vice president for human resources at a startup company, "*It isn't rare to see someone leave after two years*" (I.4). In conclusion, according to managers, the intergenerational gap is an issue of perseverance ability and exploiting activities, which affects role performance and is also a factor of rapid

• **Assertiveness** – 80% of managers (N=12) identified assertiveness and the need to influence as a characteristic unique to Generation Z compared to previous generations. Managers' views that employees today do not accept anything as obvious, "*You can't pull the wool over their eyes, they don't say okay to everything*" (I.4). This generation's employees have the confidence and courage to express its opinion, it needs to feel that its opinion is heard and is a meaningful constituent in an organization. For some managers, this behavior highlights a loss of embarrassment and respect for managers, "*Employees today have lost the embarrassment expected of employees*" (I.7). Managers also attribute this behavior to a gap in work ethics between Generation Z and older generations, stability in an organization, which is very important to employees particularly Generation X and less to Generation Z and therefore employees from who look for stability sometimes refrain from expressing opinions especially if they are contrary to the mainstream. In conclusion, Generation Z is seen as not bowing its head to managers, expressing its opinion out of a desire to influence and sometimes this is even perceived as lack of respect and shamelessness.

• **Egocentricity** – 80% of managers (N=12) viewed Generation Z as a generation of employees focused on itself, a spoiled generation seeking comfort compared to previous generations, "*They are thoroughly spoiled, which is awful in my view*" (I.14). It is a generation that checks how it benefits from everything. It has difficulty with unskilled work even if it is sometimes part of the role, and attempts to escape it, "*They consider themselves much more entitled, complain a lot about unskilled work*" (I.7). Its self-confidence and arrogance sometimes make it take credit for organizational successes as personal

successes. They seek short-term and rapid gratification, as one development group manager defined it, "*With them it is here and now and fast*" (I.9). In conclusion, Generation Z is characterized by high levels of self-absorption, is viewed as spoiled, seeing only itself and working according to this value.

• **Technological ability** – 73% of managers (n=11) referred to Generation Z employees' technological ability as an intergenerational gap; they are seen as much more technological than previous generations, "*From age 13, they are in technology, and this helps a lot*" (I.6) mainly because they grew up in a technological world. In most cases, managers view this characteristic as an advantage, "*Today there is a need to be technological, and we see the gap between the young and older generations*" (I.4). There is an expectation and requirement since technology is a principal tool in work especially in high-tech. However, the fact that this generation grew up with technology and learned it in a disorganized manner sometimes produces managerial opposition and a view that they do not understand the fundamentals of the profession. In contrast, their personal confidence in technology makes them more courageous to deal with new things "*They have more courage than we do to be open to new technologies, to try it*" (I.6). High technological ability is noticeable in Generation Z's behavior and conduct in an organization compared to older employees, exemplified in the following statement "*You will see them sitting with earphones all day*" (I.5). In conclusion, Generation Z is perceived as more technological, open, and daring, mostly positively and understanding that this characteristic developed as a result of their exposure to technology from a young age.

• **Self-learning ability-** 60% of managers (N=9) referred to self-learning ability as a characteristic of Generation Z representing the intergenerational gap. This characteristic develops as a result of a change in how general Z experienced learning from very formal learning to personal learning with the help of the internet, "*Learning has changed, we sat in university halls, acquired knowledge and education in one way and they do it differently and faster*" (I.11). As far as managers are concerned, this characteristic has implications for employees more rapid entry into a role and change in the induction process, "*It is easier for younger people to enter, learn new things, which took us much longer*" (I.1). This characteristic is even a strength in ability to cope with new assignments alone. The self-learning is based on usage of technologies as Google and YouTube as main tools. In conclusion Self-learning ability is a strength of Generation Z particularly allowing their integration at work.

• **Intellectual ability** – 60% of managers (N=9) identified that Generation Z is cleverer and more intelligent than previous generations, which has a number of aspects such as thinking ability, attention distribution

and more, "*It is a much more sophisticated and clever generation than us on a number of levels, it has a different thinking ability, different attention distribution that also leads to things that we are incapable of doing*" (I.14). This characteristic is influenced by how and the environment in which this generation grew up in contrast to previous generations, "*They are expose to much more knowledge than we knew, they know where to learn what to learn*" (I.9). Intellectual ability is also a type of challenge for managers during discussions with their employees. In conclusion, managers' view Generation Z as a cleverer generation, more exposed to the world, which gives them an advantage compared to employees from previous generations.

## Perceptions of Commitment to the Organization and the Manager

This category refers to the intergenerational gap regarding commitment and responsibility according to managers – both regarding employee responsibility and employee commitment to organizations and managers. This sub-category gave rise overwhelmingly and worryingly to the issue of organizational commitment and loyalty, "*I think that one of the noticeable things, at least for me is the changing perception of loyalty, Generation Z sees loyalty as strongly linked to itself, in other words, as long as personal utilization connects to company aims and goals, there is complete connection, the minute personal needs do not connect, there is complete disconnection*" (I.10). Below is an analysis of the finding in this sub-category.

• **Loyalty and commitment to organization** – all managers (N=15) referred to this issue as a most significant intergenerational gap. The value of organizational loyalty and commitment has changed for Generation Z compared to previous generations and was seen by most managers as a generation that will quickly leave an organization, "*If once people had very, very high loyalty to an organization and would remain on average four, five, six years with an organization, these time periods have shortened and it is not rare to see someone leave after two years*" (I.4). Many managers emphasized a sense of disappointment in young people in whom they invest and whom they develop and then they leave them without any problem. This gap is highly noticeable especially with Generation X whose commitment to organizations is very high, both in working hours and length of employment and compared how it behaved at that age, exposing a different pattern. In other words, the commitment value is measured by some managers as hours at work and level of investment. Some attribute this change to the general world of work that produces a different dynamism and rhythm in which the value of stability is irrelevant, "*Compared to older employees, I think that they are more dynamic in the market, seek change and to do new things, to move between companies, they don't look for stability as*

we do" (I.9). In conclusion, the value of organizational loyalty and commitment is seen as an intergeneration gap expressed by greater employee turnover and lower degree of investment than in the past.

   • **Perceptions of employee responsibility** – 53% of managers (N=8) mentioned the change in perceptions of responsibility for work as an intergenerational gap with several aspects, "*They look at the here and now, they lack the ability to see the broad picture and take responsibility for it*" (I.5). Employees' perceptions of responsibility at work is local and does not expand to organizational needs. Some managers measure responsibility also in taking care of problems outside regular hours, "*He is expected to take responsibility, even if it requires irregular hours, but to take care of problems, this is something expected of him*" (I.2). Managers measure responsibility also in employees' desire to progress towards management and expand their responsibility in an organization and move upwards. In conclusion, the gap in perceptions of responsibility for work is reflected in choosing reduced responsibility, in role, availability and desire to grow into management and increase responsibility.

   • **Employee manager relationship** – 53% of managers (N=8) referred to change in relationship with managers as an intergenerational gap, Generation Z employees are seen as not prepared to accept humiliation from managers, "*In our generation we said okay, it's the manager, he shouts a bit, it's a little unpleasant, a little this, but okay here the manager plays a very, very central role and if he is not a professional authority, they will get up and walk*" (I.4). It is a much more liberated generation that does not respect organizational hierarchy. It is a generation that feels free with managers, even senior ones, whereas employees from previous generations respect the distance between manager and employee. On the other hand, all participating managers mentioned that they had not encountered discipline problems or organizational bitterness, "*They understand it is a workplace and there are obligatory rules*" (I.5). In conclusion, managers feel that perceptions towards managers and relationships between employees and managers have changed, expectations of managers and relationship changes will affect future organizational structure, means of organizational management and leadership.

## Work Environment

   This category refers to the issue of work environment and view thereof, managers mentioned in this category two core components, the first is employees' strong need for home/work balance and entertainment balance at work. "*Here a generation is growing which talks a lot about life/work balance, they don't kill themselves, they are not prepared to work crazy hours*" (I.12).

Alongside the need for a change in employees' work environment, they seek comfort and pampering, "*They expect a company to have pampering facilities such as a gym and ping pong*" (I.14). This sub-category emphasizes a core gap between Generation Z and older employees mainly with regard to balances between giving at work and employees' need for a personal life, as expressed in working hours, setting boundaries between home and work (which is harder for Generations X and Y) alongside a developing reality addressing the world of enjoyment and leisure within work. In contrast to previous generations that created a separation between leisure and work, Generation Z attempts to and seeks how it is possible within work to create leisure and experiences as part of its view that it is important to enjoy oneself even during work time.

• **Work pleasure balance** – 100% of managers (N=15) viewed the issue of work/home and pleasure balance as a significant intergenerational gap, Generation Z is seen as a generation of employees who set boundaries between work and personal life, "*They have extremely clear boundaries at work*" (I.13), which strengthens a trend begun in Generation y, "*The younger generation today sets clear home/work boundaries, its world of leisure has grown and is very important. One can also see a difference in family commitment, this generation marries later, doesn't hurry anywhere, a trend started in Generation Y*" (I.4). The issue of balance acquires another, perhaps unique meaning for Generation Z in the context of need to have fun within the workplace. Managers perceive employees as looking to enjoy themselves and have fun at work and how they are combined, "*I see something special with them, a good integration of work and having fun, their view, in contrast to ours, is not that now it is hard and later we will enjoy ourselves, for them it is always combined*" (I.2). In conclusion, Generation Z leads a view of boundaries between personal lives and work and on the other had tries to create fun within work itself.

• **Organizational work environment** – 66% of managers (N=10) see a significant intergeneration gap also in the need for a work environment, in contrast to older employees who are satisfied with a comfortable and simple environment, of which an example is given by interviewee 8 who compared his expectations when he joined a company and employees he recruits now, "*I was grateful when I was recruited 13 years ago, I didn't ask for anything other than giving me an opportunity*". Generation Z employees today seek a pleasant environment. In the high-tech field, the issue of office location has become important, "*If it wasn't in Tel Aviv by the sea, it would be hard for me to recruit young people*" (I.10). In an era of social networks, some of what makes up a work environment is how location is photographed and seen socially, "*Today there is a new need to tell friends, to*

*photograph and share on social networks*" (I.13). In conclusion, perceptions of work environment have changed and acquire a different meaning, creating competition between organizations to attract the next generation of employees.

**Discussion and Conclusions**

This qualitative study sought to map intergenerational gaps Israeli high-tech managers identified with Generation Z employees. The findings reveal intergenerational gaps affecting the work force, managers', and organizations' behavior.

The intergenerational gap, according to high-tech managers' views, is especially noticeable in the characteristics of Generation Z employees who grew up in a different environment and behave differently from previous generations (McCrindle, 2014; Twenge et al., 2017). Managers in Israel identified six particularly outstanding characteristics: inability to persevere, assertiveness, egocentricity, technological, independent learning and intellectual abilities. High-tech managers in Israel see some of these as a benefit and some as a disadvantage. As a generation that grew up in technology, Generation Z leads different behavior and technological thinking (Francis & Hoefel, 2018; Prensky, 2001; Schroth, 2019). This intergenerational gap is expected to affect organizations and lead Generation Z employees to greater success in the advancing and dynamic world of work because it is not afraid to cope with learning new subjects or address technological challenges, seeks challenges and interest in roles and finds repetitive work difficult. This generation's high level of independent learning (Chillakuri, 2020; Ran et al., 2019) is another quality emphasizing intergenerational differences and is even expected to be an advantage particularly regarding rapid entry into a role and fast organizational learning of a new subject. The qualitative study surfaced the characteristics of Generation Z as employees for whom expressing their personal opinions, influencing, and not accepting things as obvious is important. This quality is also affected by generation Z's high intellectual ability compared to previous generations. These characteristics have also emerged in a number of articles in professional literature as management challenges (Nadu, 2020; Singh, 2014). In the current study, these qualities, on the one hand, challenge managers, and on the other hand lead to creativity and innovation in organizations. Generation Z's egocentricity and view that they are at the center cause a sharp change in a sense of commitment to an organization compared to employees of previous much more committed generations. Nabahani and Riyanto (2020) referred to the change in commitment in

Generation Z as a factor affected by employee satisfaction in an organization and changes in motivating factors compared to previous generations; this generation needs interest and meaning in a role, over and above financial reward (Nabahani & Riyanto, 2020). It is possible that lack of commitment is also influenced by the inability to persevere among employees of this generation, expressed in extremely fast boredom with tasks as Schroth (2019) mentioned in his research. In the high-tech market in Israel, the need for employees and competition for them strengthen Generation Z employees' behaviors and lead to a high turnover between companies. This trend reinforces managers' challenge to create young employees' commitment to an organization.

The issue of work environment for Generation Z employees is of great significance (Holopainen & Suslova, 2019). For them, flexibility at work and maintaining a home/work balance (Chillakuri, 2020) is very important. The COVID-19 period, which expanded the hybrid working model strengthens the need and legitimacy for flexibility led by Generation Z, a trend that is increasing in many places globally. An example of this comes from McCrindle and Fell's (2020) Australian research presenting the effects of COVID-19 on the world of work and need for flexibility at work (McCrindle & Fell, 2020). Alongside flexibility and ability to work from home, workplaces have a significant social importance for Generation Z. The current study clearly portrays that the commitment of Gen Z employee towards its organization and managers reduces while its need to self-evolvement increases.  In Israeli high-tech, a generation is developing leading the view that workplaces are highly important social places for employees and therefore an organizational envelope is needed to support this in workplace infrastructure, supportive behavior from managers and human resource manager and good connections and communications among staff. One can conclude from this study that an appropriate response to these issues will improve Generation Z employees' motivation and perhaps strengthen their commitment to an organization.

## Conclusion

This article presents managers' perceptions of the intergenerational gap and its effects in the world of work. Although conducted in Israel, it is possible to see many identical characteristics revealed in worldwide studies. The research clarifies that the intergenerational gap has many advantages that are important to learn and exploit, such as technology, fast and independent learning among employees but lack of perseverance and commitment shown

towards roles and organizations constitute a new challenge for managers and organizations and obligate them to think and behave differently. It appears that for Generation Z, not only is home/work balance very important, but also work environment and social enjoyment in work itself. The study limitations result from the qualitative nature of this research that was conducted in the Israeli High-Tech. This study evaluates only the managerial view on intergeneration gaps. Additionally, it should be noted that the research conducted in parallel to the COVID-19 pandemic and significant changes in the world of work that might biased the results of the study. Although the above, this research provides new insights on generation Z and its integration as a work force as well as tools for managerial leadership in work environment of generation variety of workers.

## References

Bloor, M., & Wood, F. (2011). *Keywords in Qualitative Methods: A Vocabulary of Research Concepts*. Sage.

Bryman, A. (2016). *Social research methods* (5 ed.). Oxford University Press.

Carter, T. (2018). Preparing generation Z for the teaching profession. *Srare Journal, 1*(27), 1-8. http://www.srate.org/JournalEditions/Volume27-1/Carter_Manuscript.pdf

Chillakuri, B. (2020). Understanding Generation Z expectations for effective onboarding. *Journal of Organizational Change Management, 33*(7), 1277-1296. https://doi.org/10.1108/JOCM-02-2020-0058

Clandinin, D. J., & Connelly, F. M. (2000). *Narrative inquiry: Experience and story in qualitative research*. Jossey - Bass Publishers.

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5 ed.). Sage pub.

Flick, U. (1998). *An introduction to qualitative research*. Sage Publications.

Fontana, A., & Frey, J. H. (2005). The interview. In N. K. Denzin, & Y. S. Lincoln, *Handbook of qualitative research* (pp. 695-727). Sage Publications.

Francis, T., & Hoefel, F. (2018). *True Gen': Generation Z and its implications for companies*. McKinsey & Company.

Golan, D. B. (2022, February 03). *The hybrid work has been with us for two years. Why are we having such a hard time cracking the model?* Globes. https://www.globes.co.il/news/article.aspx?did=1001400929

Guba, E. G., & Lincoln, Y. S. (2005). Paradigmatic, controversies, contradictions, and emerging confluences. In N. K. Denzin, & Y. S. Lincoln (Eds.), *The Sage hand-book of qualitative research* (pp. 191-215). Sage Publications.

Holopainen, L., & Suslova, A. (2019). *Job Satisfaction and Employee Motivation: Case Generation Z*. Kajaani University of Applied Sciences.

Israel Innovation Authority. (2021, June 16). 2021 Innovation Report Snapshot. *Israel Innovation Authority*. https://innovationisrael.org.il/innovation-report/2021

Kirchmayer, Z., & Fratricová, J. (2020). What motivates generation Z at work? Insights into motivation drivers of business students in Slovakia. *Proceedings of the innovation management and education excellence through vision* (pp. 6019-6030). Ibima.

Koulopoulos, T., & Keldsen, D. (2016). *Gen Z effect: The six forces shaping the future of business*. Routledge.

Lanier, K. (2017). 5 things HR professionals need to know about Generation Z. *Strategic HR Review, 16*(6), 288-290. https://doi.org/10.1108/SHR-08-2017-0051

Lin, W., Shao, Y., Li, G., Guo, Y., & Zhan, X. (2021). The psychological implications of COVID-19 on employee job insecurity and its consequences: The mitigating role of organization adaptive practices. *Journal of Applied Psychology, 106*(3), 317–329. https://doi.org/10.1037/apl0000896

Mahmoud, A. B., Fuxman, L., Mohr, I., Reisel, W. D., & Grigoriou, N. (2020). "We aren't your reincarnation!" workplace motivation across X, Y and Z generations. *International Journal of Manpower, 42*(1), 193-209. https://doi.org/10.1108/IJM-09-2019-0448

Mahmoud, A. B., Reisel, W. D., Fuxman, L., & Mohr, I. (2021). A motivational standpoint of job insecurity effects on organizational citizenship behaviors: A generational study. *Scandinavian Journal of Psychology, 2*(62), 267-275. https://doi.org/10.1111/sjop.12689

Mason, J. (1996). *Qualitative Researching*. Sage Publication.

Maykut, P., & Morehouse, R. (1994). *Beginning qualitative research: A philosophic and practical guide*. The Falmer Press.

McCrindle, M. (2014). *The ABC of XYZ: Understanding the global generations* (3 ed.). McCrindle Research Pty Ltd.

McCrindle, M., & Fell, A. (2020). *The Understanding the Impact of COVID-19 on the Emerging Generations*. McCrindle Research Pty Ltd.

Nabahani, P. R., & Riyanto, S. (2020). Job Satisfaction and Work Motivation in Enhancing Generation Z's Organizational Commitment. *Journal of Social Science, 1*(5), 234-240. https://doi.org/10.46799/jss.v1i5.39

Nadu, T. (2020). Here is Generation Z: Work attitude and Characters of Newer generation. *Dogo Rangsang Research Journal, 6*(10), 44-50.

Parks, E. S. (2020). Listening Across the Ages: Measuring Generational Listening Differences with the LCI-R. *International Journal of Listening, 36*(1), 20-30. https://doi.org/10.1080/10904018.2020.1748503

Prensky, M. (2001). Digital natives, digital immigrants. *On the Horizon, 5*(9), 1-6. https://doi.org/10.1108/10748120110424816

Rallis, S. F., & Rossman, G. B. (2012). *The research journey: Introduction to inquiry.* Guilford Press.

Ran, A., Almagor, R., & Yosephsberg Ben-Yehushua, L. (2019). *The New Learners: Characteristics of Generation Z in Class and Behind School Walls.* Mofet Institute, the Inter-College Information Center.

Reiser, A. (2022, February 2). *The great wave of resignation of Generation Z What can be done?* Forbes. https://frnkl.co/blog-hebrew

Schroth, H. (2019). Are You Ready for Gen Z in the Workplace? *California Management Review, 61*(3), 5–18. https://doi.org/10.1177/0008125619841006

Seemiller, C., & Grace, M. (2018). *Generation Z: A century in the making.* Routledge.

Shkedi, A. (2003). *Words of meaning: Qualitative research-theory and practice.* Ramot.

Shkedi, A. (2014). *The meaning behind the words: Methodologies of qualitative research: Theory and practice* (2 ed.). Ramot.

Singh, A. (2014). Challenges and issues of generation Z. *IOSR Journal of Business and Management, 7*(16), 59-63. https://iosrjournals.org/iosr-jbm/papers/Vol16-issue7/Version-1/H016715963.pdf

Stachl, A. (2019, September 10). *How Generation-Z Will Revolutionize The Workplace.* Forbes. https://www.forbes.com/sites/ashleystahl/2019/09/10/how-generation-z-will-revolutionize-the-workplace/?sh=3d62c27f4f53

State of Israel. (2020, September 15). *Publications and products.* Central Bureau Of Statistics. https://www.cbs.gov.il/he/publications/doclib/2020/2.shnatonpopulation/st02_03.pdf

Turner, A. (2015). Generation Z: Technology and Social Interest. *The Journal of Individual Psychology, 71*(2), 103-113. https://doi.org/10.1353/jip.2015.0021

Twenge, J. M. (2017). *IGen: Why today's super-connected kids are growing up less rebellious, more tolerant, less happy--and completely unprepared for adulthood--and what that means for the rest of us.* Simon and Schuster.

Twenge, J. M., Campbell, S. M., Hoffman, B. J., & Lance, C. E. (2010). Generational Differences in Work Values: Leisure and Extrinsic Values Increasing, Social and Intrinsic Values Decreasing. *Journal of Management, 36*(5), 1117–1142. https://doi.org/10.1177/0149206309352246

Tzabar-Ben Yehushua, N. (2016). Perceptions, strategies, and advanced instruments. In N. Tzabar-Ben Yehushua (Eds.), *Trends and currents in qualitative research* (pp. 11-23). Mofet Institute Press.