Valores relativos ao trabalho e perspectiva de futuro para a geração Z

Values relating to work and future perspective for generation Z

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◼ RESUMO

A Geração Z está ingressando no mercado de trabalho e compreender seus valores é importante para dimensionar o espaço do trabalho em suas vidas, bem como as expectativas organizacionais e sociais a ele associadas. Esta questão é relevante para que as organizações possam desenvolver políticas de atração e engajamento específicas, uma vez que a literatura aponta que os valores relativos ao trabalho da geração Z são distintos das gerações anteriores. Esse artigo tem como objetivo descrever a influência dos valores relativos ao trabalho na expectativa de futuro para integrantes da geração Z. Para isto, foi realizado uma pesquisa quantitativa descritiva, de tipo Survey, com 224 jovens em idade escolar e que ainda não estão no mercado de trabalho. Entre os resultados, evidencia-se a influência dos valores ligados a estabilidade, diversidade no trabalho e relações sociais autênticas na expectativa de futuro destes jovens. Observou-se também que o prestígio exerce influência negativa na expectativa de futuro, indicando a busca por relações horizontais e orientadas para a transformação social.

Palavras-Chave: Geração Z; Valores do trabalho; Expectativa de futuro.

◼ ABSTRACT

Generation Z is entering the job market and understanding its values is important to dimension the workspace in their lives, as well as the social expectations associated with it. This issue is relevant for organizations to develop specific attraction and engagement policies, since the values related to generation Z work are distinct from previous generations. This article describes the influence of work-related values on the future for generation Z members. It performed a descriptive quantitative research, Survey type, with 224 young people in school age and who are not yet in the labor market. Among the results, the influence of values linked to stability, diversity at work, and authentic social relationships is evident in the expectation of the future of these young people. It was also observed that the prestige has a negative influence on the expectation of the future, indicating the search for horizontal relations oriented on social transformation.

Key-words: Generation Z; Work values; Expected future.

1 INTRODUÇÃO

Generation Z gets its name from the meaning of the word "zappers", which means constantly changing channels, consequently changing thoughts at all times, not clinging to a fixed idea, individuals of this generation easily adapt to the news launched by the market (Mendes, 2012; Papavasileiou & Lyons, 2015). Because they were born together with technological advances, individuals of this generation tend to be multitasking, that is, they like to perform several activities at the same time, they are always connected to new technologies and, thus, connect with the world through mobile devices (Tascott, 2010; Iorgulescu, 2016). Also, they are dynamic, precocious, and tend to be ecologically correct (Serrano, 2010; Wiesel, 2010).

Generation Z students are more self-confident, and because of that they have an optimistic view of their future professional life, as well as tend to have entrepreneurial initiatives (Williams, 2015; Ozkan & Solmaz, 2015), as it is a generation focused on creativity and innovation (Half, 2015). With the arrival of this generation to the labor market, the challenges organizations are no longer focused only on the needs of the X and Y generations, but also to anticipate job requirements designed to generate Z (Knoll, 2014).

Regarding the worldview and expectations for the future, generation Z is stimulated by a cultural ethos of social justice (Tulgan, 2013). In this plan, work values describe the intrinsic expressions focused on the needs or goals that members of Generation Z seek to satisfy through their work (Locke, 1976; Ros et al., 1999; Super & Sverko, 1995; Iorgulescu, 2016; Santos et al., 2019). Thus, expectations for the future run through the organizational scope, and because of that, work values become relevant as they indicate what is important or desirable for students in their future professional lives (Kuron, Lyons, Schweitzer, & Ng, 2015). The values of work, as well as the results derived from it, are related to desires inherent to aspects of authentic work such as remuneration, working conditions, and autonomy (Lyons et al., 2010; Ozkan & Solmaz, 2015).

This study was carried out with students belonging to generation Z, born between 1993 and 2005, who are preparing to enter the job market. The choice exclusively of elementary and high school students

is justified by the transition phase they are going through, whose expectations regarding future work are involved, as it is an adjustment stage, in which students learn to deal with the reality of the economy, and also with the employment opportunities available (Jokisaari & Nurmi, 2005; Iorgulescu, 2016). It is based on the assumption that the environment in which this generation grows has been influencing more realistically its way of seeing expectations regarding the workplace (Tulgan, 2013; Ozkan & Solmaz, 2015).

Studies have suggests that organizations need to make changes in its management, considering that in today's work environments are inserted different generations, and that managers should be able to differentiate the expectations and needs of each generation (Castellano, 2016). Thus, motivation and recognition are different for each generation, and therefore the great challenge for organizations is to develop practices that please different generations and integrate everyone's expectations (Wiedmer, 2016; Iorgulescu, 2016). In a similar perspective, studies have present evidence that Generation Z have different expectations regarding the centrality of work in their lives and present different personalities and attitudes towards organizational environments, requiring new models of leadership (Anderson, Baur, Griffith, & Buckley, 2017). It is also observed that young people of this generation expect to be recognized at work, preferring to gain exposure in multifunctional teams (Chopra and Bhilare, 2020).

The present study seeks to bring light to better understand the relationship between the values related to the work of Generation Z and the ability of the job to fulfill their expectations of the future in relation to self-realization at work, professional success and personal fulfillment. Therefore, two aspects are important here: assessing the extent to which work is a vector of these young people's future expectations and identifying how work-related values influence this expectation. Thus, the focus is to write as the optimism about the future, the belief in social justice and the possibility of personal and professional relationship through work, they are related to satisfaction, expectation in relation to prestige and desired stability and quality of social relations at work.

Given the above, this research aims to describe the influence of work-related values in the future expectation for individuals of Z. For this generation, was conducted empirical research, quantitative, descriptive, survey type, individuals with this generation, all elementary and high school students. Next, the theoretical framework and the method are presented. Finally, the discussion of the results and the final considerations of the study.

2 THEORETICAL FOUNDATION

2.1 Generation Z values and expectations

The behavior of each generation depends on the historical, socioeconomic, and environmental moment in which it develops. Each group has its particularities, customs, habits acquired in its family, group, professional, and social coexistence environment (Weingarten, 2009). Thus, when analyzing generations, one must verify the behaviors and attitudes that differ from other generations, because what characterizes a particular generation is the fact that they have experienced certain historical events typical of their generations (Oliveira, 2010).

The first generation considered by organizational studies is called Veteran or Traditional, made up of people who were born between the years 1900 and 1945, a time when the world was going through strong economic crises. They are more rigid, and because of the difficulties they have experienced, there is no problem in respecting rules (Kullock, 2010). Its main values are family, work, and morals (Oliveira, 2010). This generation's commitment is to guarantee the financial future or even a lifetime job in a corporation or a hierarchy (Weingarten, 2009). They were often described as the ideal employees, as they can manage themselves (Berkup, 2014).

Baby Boomers represent those born between 1946 and 1964, this huge generation consists of about a billion babies born after World War II. An overcrowded generation whose basic rule is "live to work", seeking to have a successful career (Berkup, 2014). This generation was already entering the business world, accepting that the organization would dictate the rules, its evolution in the work, provide the appro-

priate training, and end up planning the direction of its future. Thus, organizations ended up feeling more secure, as they maintained control of hierarchical lines, as well as employees' expectations, being able to trust and rely on their loyalty (Mattewman, 2012).

In the sequence, the generation born between 1965 and 1979, popularly known as generation X, emerged. It is a generation marked by pragmatism and self-confidence in its choices (Oliveira, 2010), which sought to promote equal rights and justice in its decisions (Santos et al., 2019). Through their professional careers, this generation sees the possibility of starting a family, seeking professionalization and comfort. The members of this generation began to question their framing in a very bureaucratic hierarchy and processes, and because of that, entrepreneurial thinking begins (Santos et al., 2011).

Generation Y born between 1980 and 1994 is the world's first technological and global generation. Considered a highly questioning generation when faced with a certain situation, they were also called Generation "Why?" (Berkup, 2014). Also, this generation received a more liberal education compared to previous ones (Oliveira, 2010), which reflected in the ease in discussing new topics such as globalization and new technologies, information sharing, and innovation (Mendes, 2012).

Finally, the generation that was the object of this study: generation Z. Composed of people born after 1995, they are also called children of the internet, digital generation, digital natives, and media generation (Levickaite, 2010). Inspired by the word "zappers", generation Z gets its name for its characteristics aimed at rapid changes, as they are ready to deal with sudden changes, and live at a faster pace than previous generations (Mutte, 2004; Iorgulescu, 2016). Thus, generation Z is the first generation connected to digital media since its birth, being called digital natives, many of the Z generators do not remember a moment in time when they were without social media (Lanier, 2017; Ozkan & Solmaz, 2015).

Some of the relevant characteristics of this generation are confidence, individualism, freedom, speed, and technological dependence (Berkup, 2014). The concept of the world of this generation has characteristics related to unattached to geographical borders, and its way of thinking is influenced from early in

the image of a world increasingly complex and constantly changing. Thus, globalization was not a value acquired through life at a high cost, since learned to live with it in childhood (Filgueiras, 2009; Ozkan & Solmaz, 2015).

The arrival of Generation Z to the job market represented a change in the behavioral profile for organizations, making it a challenge to find a way to harmonize coexistence between different generations, and to manage the conflicts arising from this diversity of generations (Kullock, 2010). The behavioral profile of generation Z suggests a series of beneficial influences to organizations, as they are highly technologically qualified, simultaneously perform various activities, have a tendency to seek knowledge, gaining prominence in the market compared to other professionals (Berkup, 2014). This generation, in addition to being more productive, also demonstrates a great capacity to work with several tasks at the same time (Addor, 2011; Adecco, 2015; Ozkan & Solmaz, 2015).

However, due to their immediacy, individuals of this generation have difficulties in maintaining and obeying a pyramid hierarchy, which is why the concept of horizontal hierarchy emerges, with more accessible leaders (Williams, 2015). Although management literature based on previous generations suggests that there was a positive relationship between organizations and prestige value (Kahn, 1972), this relationship changes with the presence of members of Generation Z, as they value transparency, flexibility, achievement at work, personal freedom and authentic social relationship (Bascha, 2011; Chillakuri & Mahanandia, 2018).

Diversity seems to compose a characteristic value of the concept of the world of generation Z and arises because of its relationship with social media that allowed a connection with people of different origins, cultures, and circumstances. Thus, this generation is the first to expect diversity at work, which can be cultural, racial, and gender (Schawbel, 2014). Besides, this generation is driven by traditional opportunities for advancement and development at work, they like to feel a certain economic security, and seek better benefits (Lanier, 2017). Therefore, managers and leaders must promote business objectives at work, creating a sense of agency that enables innovation and autonomy, in addition to providing

more frequent feedback about their work, delivered personally to generate meaningful communication and relationships (Bascha, 2011).

This generation prefers to work in an environment with transparency, flexibility, and personal freedom (Lanier, 2017; Chillakuri & Mahanandia, 2018). Ignoring these aspects can bring negative results such as frustration, less productivity, and a consequent lack of involvement at work (Bascha, 2011). As this generation grew up with technological devices, they hope that in their work environment these devices will be available (Mihelich, 2013). Also, this generation expects from its leaders honesty and openness to talk, to listen to their ideas, and to be valued, as well as their feelings (Schawbel, 2014).

Generation Z prefers a work environment that offers opportunities for learning and professional development, as they believe that formal education has not provided the skills necessary to work in the labor market and deal with real-life problems (Bridges, 2015). The workplace must be dynamic, focused on valuing ideas and contributions, without focusing on issues of age and titles (Schawbel, 2014). As this generation obtains knowledge more easily than previous generations, often being self-taught, it can be a great challenge for the most bureaucratic organizations to deal with Generation Z, as orders are delegated without further explanation, and this generation will often require a greater understanding of the task to be performed (Williams, 2015).

Because they understand that through work they can realize their dreams, generation Z hopes that their work will provide guarantees of success in the future (Kuron et al., 2015; Iorgulescu, 2016), as well as feeling happy and fulfilled in the chosen work is very important (Ozkan & Solmaz, 2015; Chillakuri & Mahanandia, 2018). Thus, because they are always motivated to learn new things, be quick and efficient, they change jobs easily if they feel that the organization does not meet their expectations. For this reason, it is important that organizations take into account their aspirations and perceptions of the future (Papavasileiou & Lyons, 2015).

Studies reveal that individuals of generation Z look for companies that have a strong commitment to professional development in the medium term, as well as select organizations that offer greater accessi-

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bility and flexibility (Fister Gale, 2015; Adecco, 2015; Chillakuri & Mahanandia, 2018). On the other hand, organizations are in a growing process to formulate adaptation strategies aimed at the effective inclusion of new generations, such as generation Z (Papavasileiou & Lyons, 2015; Wiedmer, 2016).

In this sense, organizations often fail to clearly explain to generation Z candidates what the expected professional development will be in the medium term, and members of Generation Z do not hesitate to leave or reject a job proposal when they consider that the development of their career is not expected in the short or medium-term (Fister Gale, 2015; Papavasileiou & Lyons, 2015). Generation Z expects rapid development in their careers, which is why they create expectations of promotion associated with the selected job (Stuckey, 2016).

3 METHODOLOGY

To achieve the previously announced objectives, a descriptive, quantitative, and cross-sectional research was carried out. The universe of data in this study refers to generation Z, who are the people born between 1993 and 2005 (Turner, 2015). The sample comprises 224 people, members of this generation, chosen for convenience, being elementary and high school students, who are preparing for the job market. Thus, the choice of these students is justified by the critical period of transition from school to work, as it is a stage full of adjustments, in which individuals must deal with the realities of the economy, and also with the employment opportunities available (Jokisaari & Nurmi, 2005). The sampling technique used was non-probabilistic, done for convenience and in a non-random manner, that is, it was defined according to the respondent's availability from the invitation of the researcher.

For the treatment of the data, the software Statistical Package for the Social Sciences (SPSS), version 21.0 was used. For the analysis of the variables, descriptive statistics were performed for each group of variables. The reliability test (Cronbach's alpha) of the adopted scales was also performed.

3.1 Instrument

The 224 young people answered a structured questionnaire, consisting of thirty-six closed questions and focused on the variables studied (values related to work and expectations for the future). These variables were measured using a Likert-type scale, with five points of variation, with the answer options ranging from 1 "not at all important" to 5 "extremely important". To verify these variables, two inventories were applied: 1) Scale of Values for Work (SWV) - developed and validated by Porto and Tamayo (2003); and, 2) Future Expectation Scale (FES) - developed and validated by Souza, Pereira, Funk and Formiga, (2013). As the target audience of the research was not workers with formal ties, the questions that made up the questionnaire were chosen according to the criterion of proximity to the students' reality. The recording of the answers to the reverse questions (r) was performed only for the linear regression test, maintaining the original values in the descriptive analysis.

The sociodemographic questionnaire was designed specifically for this research, containing questions about sex, age, education, and whether they intended to leave home to study. Data were collected in person, in loco, at a primary and secondary school, using printed questionnaires, during the month of September 2019.

The choice of variables to compose the analysis model followed the criteria established in the theoretical framework it supports. In this way, the independent variable values related to work includes the factors of achievement at work, social relationships, prestige, and stability, while the dependent variable expectation of the future was composed of the situation of society in the future, the expectation of professional success and personal fulfillment in the future.

The collected data were analyzed using the statistical software Statistical Package for the Social Sciences® (SPSS), version 21 for Windows®. After the clearance data matrix and verification of missing values and outliers, data were submitted to normality test Kolmogorov-Smirnov and Shapiro-Wilk. Once the null hypothesis was rejected, the reliability of the scales used was verified, using Cronbach's Alpha

coefficients (Hair Jr. et al., 2005). In the second stage, descriptive analyzes were performed, using frequency and average calculations.

Following that, an Exploratory Factor Analysis (EFA) was carried out to assess the quality of the sample and ascertain whether the data were adequate to be submitted to the regression analysis process (Pestana & Gageiro, 2005). For this, the Kaiser-Meyer-Olkin (KMO) and Bartlett's Sphericity criteria (> 0.5) were used (Dziuban & Shirkey, 1974; Pestana & Gageiro, 2005). Finally, analysis of variance (ANOVA) was performed to analyze whether there is a difference between groups, and a simple linear regression to test the study's hypotheses (Hair Jr. et al., 2005) and to analyze the explanatory power of the independent variable on the dependent, measured by the coefficient of determination (R^2).

4 RESULTS AND DISCUSSIONS

4.1 Sample profile

224 questionnaires were applied to carry out this quantitative research, 50.5% of the respondents belonging to the female sex. The age of the interviewees was concentrated between 13 and 18 years, divided between Elementary School (54.9%) and High School (45.1%). Currently, 99% of respondents live with their parents, but 70% said they intend to leave home to study.

A descriptive analysis (average and standard deviation) of the factors for each scale was performed. Regarding the Work-Related Values, the factors that presented the highest averages were Achievement at Work (A = 4.224 and SD + 0.542) and Stability (A = 4.224 and SD = 0.637), followed by Social Relationships (A = 3.887 and SD = 0.686) and Prestige (A = 2.43 and SD = 0.822). Table 1, below, shows the

Table 1 Descriptive analysis of the Scale of Values relative to Work (VRW)

Factors	Items	Average	Standard deviation
Achievement at work	Be happy with the work I do	4.406	0.825
	Like what I do	4,500	0.682
	Intellectually stimulating work	3,683	0.909
	Professional achievement	4,339	0.826
	Doing meaningful work for me	4,192	0.900
Social relationships	Meet people	3,647	0.986
	Be useful to society	3.771	1,051
	Preserve my health	4,290	0.898
	Friendship with co-workers	3.848	1.106
Prestige	Follow the family profession	1.804	1.005
	Work status	2,710	1,235
	Compete to achieve personal goals	2.308	1.259
	Be famous	2,161	1,249
	Get a prominent position	3,170	1,178
Financial stability	Financial stability	4,201	0.898
	Having better living conditions	4,353	0.778
	Earn Money	4,174	0.883
	Work stability	4,170	0.887

Source: Research data (2019).

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analysis of items comprising each factor and allows a better understanding of these medium compositions:

Looking at the picture, it is possible to see that being happy with the work done (A = 4.406 and SD = 0.825), enjoying the work performed (A = 4.500 and SD = 0.682), achieving personal fulfillment (A = 4.339 and SD = 0.826), preserve health (A = 4,290 and SD = 0.898), achieve financial stability (A = 4.201 and SD = 0.898), and better living conditions (A = 4.353 and SD = 0.778) are factors with the highest averages, indicating expectations of future when related to work values. In contrast, following the family's profession (A = 1.804 and SD = 1.005), obtaining status at work (A = 2.710 and SD = 1.235), creating a competitive environment with co-workers to achieve goals (A = 2.308 and SD = 1.259), and having fame (A = 2.161 and MP = 1.249) are factors that presented lower averages, indicating little importance given to establishing themes such as tradition, prestige and competition with colleagues.

Regarding the expectation of the future, the factor with the highest average was Personal achievement in the future (A = 4.305 and SD = 0.670), followed by the factors Professional success (A = 4.171 and SD = 0.606) and Social conditions (A = 3.907 and SD = 0.812). The analysis of the items that make up each of the factors allows a better understanding of the composition of these averages: Being happy with the work I do (A = 4.406 and SD = 0.825), liking what I do (A = 4,500 and SD = 0.682), accomplishment professional (A = 4,339 and SD = 0.826), preserve my health (A = 4.290 and SD = 0.898), financial stability (A = 4.201 and SD = 0.898), and have better-living conditions (A = 4.353 and SD = 0.778). Table 2, below, details the results for each of the factors of the Future Expectation construct:

The results suggest that in general the members of Generation Z are optimistic about the expectations of the future. They believe that people are more likely to be happy (A = 4.036 and SD = 1.095) and that the world will be a better place to live (A = 4.013

Table 2 Descriptive analysis of the Future Expectation Scale (FES)

Factor	Items	Average	Standard deviation
Membership conditions	Society will be fairer and safer	3.915	1,147
	People will be even more selfish than today (r)	2,277	1,373
	People will be happier	3,960	1,068
	People are more likely to realize their dreams	4.036	1,095
	There will be less injustice in the world	3.799	1.291
	The world will be much better	4,013	1.126
Professional success	I will achieve my financial Independence	4,362	0.867
	I'll be done professionally	4.406	0.751
	I will be a source of pride for my family and friends	4,143	1,023
	I will be proud of myself for having fought and won	4,295	0.899
	I will be respected for my professional achievements	3.746	1,153
	I will have a good job	4,080	1,097
Personal fulfillment	In general, things will be worse for me (r)	1,978	1,347
	I will be in very good health	4,165	1,122
	I will be sure that my life is a failure (r)	1,589	1.202
	I will have proved that there is little point in trying (r)	1,679	1.102
	I will struggle to get a decent job	4,379	1,026
	I will have my own house	4,531	0.841

Source: Research data (2019).

and SD = 1.126). The future professionals of this generation are also hopeful in achieving financial independence (A = 4.362 and SD = 0.867), in being professionally accomplished (A = 4.406 and SD = 0.751), and in feeling proud to have worked hard to win in life (A = 4.295 and SD = 0.899). On the other hand, the young people of this generation do not express expectations of being respected for their professional achievements (A = 3.746 and SD = 1.153), this means that the prestige value is not relevant in the personal and professional lives of these young people, with a negative relationship. They also believe that society will no longer be fair and secure in the future (A = 3.915 and SD = 1.147), a value related to the prospect of engagement.

To prepare the regression analysis, in addition to the recording of the reverse items, the reliability analysis of the scales was performed, measured by the Cronbach coefficient (α). The scale of values at work, composed of 18 items, presented an alpha of 0.757, while the expectation with the future scale, also composed of 18 items, presented an index of 0.761, both coefficients within the limits of significance accepted in the literature (Hair Jr et al., 2005).

Exploratory Factor Analysis (EFA) was also performed on the scales used to prepare the hypothesis test. The critical points of each index were observed, especially the eigenvalues, sedimentation points related to each of the factors, and the commonality (Figueiredo Filho & Silva Júnior, 2010). Table 3 presents some important scores to certify the sample's factorability, considering that the critical point of the Kaiser-Meyer-Olkin test (KMO) is 0.60 and the Bartlett's Sphericity test must be significant (p <0, 05) (Dziuban & Shirkey, 1974; Hutcheson & Sofroniou, 1999; Pestana & Gageiro, 2005).

Table 3 Exploratory factor analysis of the scales

Scale	N Factors	KMO	Extracted variance	Sig.
Scale of Work-Related Values (VRW)	4	0.768	51,351	0.000
Future Expectation Scale (FES)	3	0752	44,800	0.000

Source: Research data (2019).

Considering the courses (elementary and high school) as factors in the sample, an ANOVA with a post hoc Tukey test was performed to assess the existence of significant differences between the groups. The first step was to attest to the homogeneity of variances from the Levene test, with all values showing significance greater than 0.05. The results showed that the gender factor showed significant differences with the factors Labor relations (F = 7.421 and p = 0.007) and Prestige (F = 11.979 and p = 0.001), belonging to the variable of work values, and with Social conditions (F = 11.732 ep = 0.001) and Personal achievement (F = 6.523 ep = 0.011). Education, on the other hand, showed significant differences for the factors Social relationships (F = 5.690 and p = 0.018), Prestige (F = 14.069 and p = 0.000) and Social conditions (F = 5.214 and p = 0.023).

To prepare the linear regression model, the four basic requirements of residual analysis were observed: verification of outliers, non-existence of autocorrelation, that is, the difference between the predicted value and the observed value, the normal distribution of sample and homoscedasticity. For the diagnosis by case for outliers, the test presented standardized values within the acceptable limits (values between -3 and +3), with a minimum of -2.757 and a maximum of +2.768.

To verify the absence of autocorrelation between the residues, the Durbin-Watson test was performed, which presented a value of 2.209, considered an acceptable value for being in the range between 1.5 and 2.5. To confirm homoscedasticity, a graph was generated to assess the difference between the adjusted predicted residues (X) and the adjusted residues (Y), in addition to a histogram of the standardized residues to know if the residues have a normal distribution. An ANOVA was also performed to assess the model's homogeneity and variance (F test) and to reject the null hypothesis (h_0) that fitting the model without the predictor is equal to fitting the model

with the predictor. The rejection of h_0 allows us to accept the alternative hypothesis (H_1), supporting the predictive capacity of the model.

Then the value of the correlations (R), the value of the correlations squared (R^2) and the Beta values were measured to compare the coefficients of varia-tion of the models. The general result of the model (called model 1) showed an R = 0.488, R^2 = 0.225, F = 17,072 and p = 0.000. These results show a high-ly significant influence of the predictive factors, as shown in Table 4, below:

Table 4 Result of the linear regression analysis

Model		Standardized coefficients Beta	T	Sig.
VRW ➜ FES	(Constant)		7,765	, 000
	Achievement at work	0.176	2,687	008
	Social relationships	0.295	4,544	, 000
	Prestige	-0.183	-2.853	, 005
	Stability	0.235	3,585	, 000

Source: Research data (2019).

The analysis of the items that make up each of the factors related to the Relative Work Values allows us to understand the results found, the highest averages are: Liking what I do (A = 4,500 and SD = 0,682), being happy with the work I do (A = 4.406 and SD = 0.825), professional achievement (A = 4.339 and SD = 0.826), preserve my health (A = 4.290 and SD = 0.898), financial stability (A = 4.201 and SD = 0.898), and have better-living conditions life (A = 4.353 and SD = 0.778). These values confirm that social relations are of greater value for members of Generation Z, as well as stability and achievement at work.

The results show that young people of genera-tion Z are optimistic about their expectations for the future. The descriptive analysis of the items showed that the highest averages are: To be professionally performed (A = 4.406 and SD = 0.751), to achieve financial independence (A = 4,362 and SD = 0.867), to be proud of having worked hard to win in life (A = 4,295 and SD = 0.899), they also believe that people will have a greater chance of being happy (A = 4.036 and SD = 1.095), and that the world will be a better place to live (A = 4.013 and SD = 1.126). In comparison, the lowest averages were about the expectation of being respected for professional achievements (A = 3.746 and SD = 1.153), meaning

that the prestige value is not relevant in the personal and professional lives of these young people, because of this there is a relationship negative, and finally, they believe that society will no longer be fair and safe in the future (A = 3.915 and SD = 1.147), with a negative relationship with the prospect of engagement.

The findings are in line with the literature that supported the study proposal. First, it reaffirmed the difference of this generation about previous gen-erations, for which there was a positive relationship between organizations and the prestige value (Kahn, 1972). Besides, the results reiterate that individuals of generation Z prefer transparency, flexibility, achieve-ment at work, personal freedom, and authentic social relationships (Bascha, 2011; Papavasileiou & Lyons, 2015; Chillakuri & Mahanandia, 2018). The results found also reinforced the idea that Generation Z prefers a work environment that offers opportunities for learning and professional development since they believe that formal education did not provide the necessary skills to work in the labor market and deal with real-life problems (Bridges, 2015). Thus, it is up to the workplace to offer support and organization to make sense of ideas and contributions, without focusing on issues of age and titles (Schawbel, 2014).

Confirming the study by Bascha (2011), it was observed that Generation Z prefers to work in an en-

vironment with transparency, flexibility, and personal freedom. Ignoring these aspects can bring negative results such as frustration, less productivity, and a lack of involvement in the work. As this generation grew up with technological devices, they hope that in their work environment these devices will be available (Mihelich, 2013; Papavasileiou & Lyons, 2015). Also, a study by Dan Schawbel (2014) found that this generation expects its leaders to be honest and open to talk, to listen to their ideas and to be valued, as well as their feelings. Another value already identified in previous research and reinforced in this study is that diversity at work is an important value for generation Z (Lanier, K, 2017). It was also confirmed the idea that this generation is driven by traditional opportunities for advancement and development at work, evidencing their attempt at a permanent link to have stability and security (Lanier, K, 2017).

About the proposed analysis model, the results showed a highly significant effect of the values of work on the expectation of the future, reinforcing both the notion that their expectations are related to work, when the idea that generation Z is stimulated by a cultural *ethos* of social justice (Tulgan, 2013), expressing expectations in meaningful relationships with colleagues and the desire to transform the world based on their values related to work. The results of the regression showed that 22% of the future expectation is explained by work, which can be considered a satisfactory percentage, considering that FES is a broad concept, which encompasses other dimensions of life, besides work.

It is also important to highlight the positive influence of social relations ($\beta = 0.295$), as well as the negative influence of prestige ($\beta = 0.183$) on the expectation of the future, showing that achieving a social status is not something desired and expected by members of generation Z (Williams, 2015). With these results, the present study reiterates that the relationship between the values related to work and the expectations of the future of this generation envisions stability, without giving up work with meaning, marked by diversity and with significant social relations, with prestige being one negative vector of this expectation.

Thus, the workplace must promote the incentive to entrepreneurial skills, be flexible, and offer resourc-

es focused on technologies (Bridges, 2015; Chillakuri & Mahanandia, 2018). Therefore, organizations must develop the capacity of their leaders to engage their followers, promoting a more participatory, horizontal management, better elaborating their feedbacks, providing personal and professional development (Soares, 2012). It is also important to reiterate that it is up to the leaders of this generation to motivate and promote the sense of agency at work, taking advantage of the potential of this generation for innovation in organizations (Lanier, 2017).

Generation z has the perspective that through work they will be able to guarantee their future, as they are self-confident, multitasking and understand that work is the most effective way to achieve their dreams (Kuron et al., 2015; Iorgulescu, 2016). Feel fulfilled and happy is very important for this generation in the chosen work, consequently if they do not find that fulfillment and happiness at work, they can easily give up their job (Ozkan & Solmaz, 2015; Chillakuri & Mahanandia, 2018). For this reason, organizations must be prepared to identify what keeps generation z motivated and energized in an organizational setting (Papavasileiou & Lyons, 2015).

With these findings, it is hoped that the present study has contributed to organizations adapting their human resources policies and practices to take advantage of the contributions of generation Z. Thus, it is important to emphasize that the traditional job search is being modified with the generation Z (Adecco, 2015; Wiedmer, 2016), as members of this generation select to work environments where technologies are present, and where their concerns, questions or complaints, can be addressed as quickly as possible (Fister Gale, 2015). Speed must be considered by organizations to retain these young people, as well as making the organization more flexible, but not only about schedules (Maioli, 2016; Chillakuri & Mahanandia, 2018). Organizations must be willing to carry out their processes differently from traditional ones (Fister Gale, 2015).

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5 FINAL CONSIDERATIONS

As generation Z begins to enter the labor market, the need to better understand their future expectations in relation to relative labor values becomes a very relevant issue. This research had as main objective to evaluate the impact of work-related values in the future expectation for members of Generation Z. For this purpose, empirical research was conducted with members of this generation who answered questions related to values relating to work and the expectations for the future. Descriptive analysis showed that, in general, generation Z is optimistic about the future, as they believe that people will have greater opportunities to be happy and fulfill their dreams, as well as they, believe that the world will be a better place.

Although the study noted that the prestige value has a negative influence on young people's expectations of the future, the result of the regression showed the positive influence of work values related to stability, achievement at work, and authentic social relationships. These conclusions reinforce the previous findings about the typical values of this generation (Schawbel, 2014; Lanier, K, 2017), while adding the influence of these values in the expectation of the future, giving rise to a discussion about the workspace for the transformation in the plan interpersonal and social relations.

With these conclusions, the study achieved its objectives, contributing to broaden the debate about the insertion of generation Z in the job market. It is important to note that the research has a number of limitations, among them, the non-inclusion of individuals from higher education with no employment relationship and not deepening the results of the significant difference in variance between groups by sex and education. Future studies could consider these limitations, developing comparisons based on a larger sample and with the participation of individuals in higher education courses. This would enable a broader understanding of work-related values in the transition from school education to work. Therefore, the results presented in this article can be considered a starting point for more comprehensive studies.

The studies that supported the problem of this study (Williams, 2015; Wiedmer, 2016; Castellano,

2016; Kuron, Lyons, Schweitzer, & Ng, 2015), showed that generation Z presents expectations and values related to work, different from previous generations. The findings suggest that this generation will seek to blend their individual needs with organizational needs. Therefore, it is important for organizations to know the values and expectations regarding the work that this generation hopes to find, in order to establish better coexistence, as well as better results, preserving organizational growth.

As managerial implications, it is emphasized that the results presented to reinforce the need to review the organizations' people management policies and practices to absorb the contributions of this generation. Indeed, values such as diversity, meaningful social relationships, usefulness, and social transformation can be important to reaffirm the organizational purpose and adapt organizations for innovation and the capacity for constant change, characteristics of the present time.

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