



Building Link-Match of Gen Z and The World Of Work Through Contextual-Adaptive Facilitation

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Abstract

Organizations, both formal and non-formal, that have direct contact with young people have not fully focused on providing facilities that support these young people, especially GenZ, in entering the world of work. This study aims to analyze Generation Z (Gen Z) and employer representatives' view on current and future work field. Utilizing focus group discussion (FGD) and webinar involving GenZ and employer representatives, we collect data from GenZ and firms representatives. The data is analyzed using descriptive methods. This study identifies some expectation of GenZ related to work field and their thoughts to anticipate the work field needs. Meanwhile, this study also describes the employers' hope that Gen Z should have some information related to the competitive and other contextual condition condition of workfield and be equipped with some skills to cope with the work field condition. The result of the study asks for the existence of organization that is taking the role as the relevant skill-knowledge provider and advisor to the GenZ before they enter work field. Regarding this, we recommend the existence of organizations that work directly with youth and provide: (1) character education, (2) training with business practitioner to improve soft skills, especially in terms of personal branding, teamwork and building networking, and also (3) learning curriculum that gives more portion on practice.

Keywords

gen z; work field; knowledge; skills; organization

INTRODUCTION

The objective of the study was to analyze the views and needs of young people related to the world of work. It also examines the conditions and needs of the world of work in the era of change and formulates generation Z management strategies for organizations that interact in mentoring activities or organizations that become the arena of generation Z actualization. Educational and mentoring institutions, both formal and non-formal, and institutions that become the arena for the actualization of the young people of Generation Z, are crucial in helping Generation Z find meaning in life and develop their talents. In this regard, these organizations need proper strategies in managing generation Z. Based on these needs, this study explores the perceptions and

needs of Generation Z related to the world of work. It also analyzes the conditions and needs of the world of work. This step will provide information related to the actual world of work amid an era of change from two perspectives: the perspective of Generation Z as a prospective job provider (demand aspect) and the perspective of the world of work as a labor provider (supply aspect). These two sides of information will be a comprehensive and actual input in formulating a Generation Z management strategy. For organizations that come into contact with and assist the young people of Generation Z entering the world of work, it makes their lives more meaningful for themselves and others.

Generation Z is a generation born between 1995 and 2012. They are the generation that faced rapid changes in various aspects of life (economic, social, cultural, etc.) when growing

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up due to the impact of the Industrial Revolution 4.0. This generation will soon enter the world of work, which is also experiencing significant changes in its structure and procedure. They are also facing various challenges in today's world, such as reduced employment opportunities, economic instability, political violence, discrimination, and various other issues. Those issues make it difficult for them to find meaning in life and talent in their works. For this reason, there is a need to create learning and creative spaces for young people to find purpose in life and develop skills. Therefore, they can access the world of work that can make them happy and at the same time be able to contribute to the welfare of all humanity (Sosa, 2019).

LITERATURE REVIEW

Young Generation in Economic Development

The young generation is an engine of growth and a catalyst for economic development. Oxfam International refers to young people as the engine of economic growth, the foundation of poverty alleviation, and a tool for the fight against inequality in the future. The demographic shift in the population presents youth as a key asset for development in all fields.

As digital natives in the digital world, young people are starting to take on strategic roles in economic, social, and political development. In the political field, young people took part in the election of the 44th president of the United States or the Mayor of London, Boris Johnson. Young people are present and involved in development in their own unique ways. For example, attachment to information technology allows them to build awareness of hopeful transformation and reform in all walks of life. It is undeniable that young people represent the next decade with major demographic shifts, technological familiarity, openness to the speed of economic disruption, and adaptability to change, shaping the role of young people in addressing socioeconomic challenges. Globally, according to data from the International Labor Organization (ILO), from 1999 to 2019, the youth population increased from 1 billion to 1,3 billion with a workforce of 497 million and an unemployment rate of only 13,6 percent (Dasgupta et al., 2020, p. 13). According to The Council of Economic Advisers (2014, p.44-45) in its report, such growth in youth demographics, in

the long run, can build on the economic implications of mobility and the creation of economic opportunities. A large number of these generations have shifted conservatism and traditionalism in the economy.

The majority of young people adapt to rapid technological changes and find new ways to organize life together. Young people can destroy and develop community hegemony. They can also reconstruct the world of work (Odoh & Innocent, 2014, p. 164). In the informal sector, the advantages of being digital natives who have strong connections make young people collaboratively and innovatively create jobs. In recent years, the implementation of a sharing economy mechanism has been developed, encouraged mainly by young people to solve socioeconomic problems in society. Such sensitivity is overwhelming in the peer-economy phenomenon and confidence in online services, social networks, and applications (Bernardi, 2018, p. 45). Traditional economic institutions are more framed with creation and innovation through technological knowledge and experience to provide promising economic growth.

The urgency of the crucial role of the young people has been framed and legitimized by various initiatives. Apart from being included in the one-decade plan of the Society of Jesus to build young people spiritually, there are also initiatives such as the 1965 United Nations (UN) declaration and the escalation in the 2030 sustainable development goals (SDGs) agenda. The role of young people in the future will significantly determine the development of a country. Moreover, the post-capitalist era has made the youth employment situation more complex. The influence of institutional power factors driven by norms and culture constructs this complexity (ibid). However, many believed that young people could make the nation's future much more diverse with humane freedom than just the homogeneity of the logic of the market economy (Sosa, 2019a, pp. 11-12; 2019b, pp. 4-5). Therefore, the decisions made today are very fundamental. Moreover, the role of the young generation is to bridge the diversification of economic development goals and high financial returns that become the inter-generational promises. The Society of Jesus understands the fundamentalism of the role of young people as an inseparable part of a dignified society. The demographics of these young people ultimately lead to the transformation of the times with a more equitable frame of

development. In this regard, the journey to a new era is expected to be on a development agenda that enables young people to find meaning in life in their own unique and distinctive way.

Gen Z and the Values They Live For it

The concept of generation itself can be defined based on the range of the birth years. The average range of birth years of the silent generation is between 1928 – 1945. The boomers are between 1940 – 1959. Generation X (Gen X) is between 1960 – 1979. The millennial generation (Gen Y) is between 1980 – 1994. The post-millennial (Gen Z) is between 1995 – 2010 (Dimock, 2019; Francis & Hoefel, 2018, p. 3; Frey, 2018, p. 6; Taylor, Keeter, & Center, 2010, p. 4; Twenge & Campbell, 2012, p. 3). The millennials (Gen Y) and Generation Z (Gen Z) are the millennial generations. In fact, recently it has been known of the alpha generation (Gen α), which was born after 2010. The alpha generation was shaped by various technological devices that appeared in the world of work when welfare was the main agenda (McCrinkle & Fell, 2020, pp. 8-16), which means that the younger the generation, the more significant the role of technology in shaping them.

According to the Alvares Research Center report (2020, Pp. 4-7), millennials are immigrants of the digital world. Meanwhile, Generation Z (Gen Z) are natives of the digital world with higher levels of internet penetration and consumption. It is undoubtedly the same for the generations after them. However, it is important to understand the millennial generation, especially Gen Z, who are more familiar with technology and are starting or entering the world of work soon. Apart from being familiar with technology, Gen Z is predicted to dominate the demographic structure of the workforce, which happens because the age of Gen Z can already be classified as youth, and most of them are in the workforce.

Managing Young People

Building pathways for young people to enter decent work requires a comprehensive approach. The approach required is focused on the internal and external of the individual. Individual young people need to improve their abilities and work readiness. It is also necessary to build quality jobs that are suitable

for young people. The International Labor Organization (ILO) references integrating young people into decent work that policies should at least accommodate five main pillars. The five main pillars are employment and economic policies for young workers, employability built through education, training, or other capacity-building efforts, youth entrepreneurship, and the rights for young people (O'Higgins, 2017, p. vi). The scenario of development with the five pillars is very fundamental to optimize the generational demographic shift. Humans are at the center of development to construct job transformation in the digital era. In short, the International Labor Organization (ILO) (2019, p. 29) frames a development agenda that invests in human capabilities, work institutions, decent and sustainable work.

Mentoring young people is essential, considering the rapid advancement of technology can harm young people. Millennials and Generation Z are facing a severe challenge known as a world without works phenomenon. The International Monetary Fund (2017, p. 5) publication revealed that the technological environment and economic disruption made this generation look for their place in the sharing economy. It is undeniable that the world of work demands education, skills, and technological adaptation (Allison & Mugglestone, 2017, p. 9). Although young people are believed to be attached to the three, it does not mean that the world of work has a good perception. The survey in Deloitte Indonesia Perspective in September 2019 reflected that the attitude of young people in the labor market was indicated to have a bad image mainly because this generation has a faster attention span and demands business aggressiveness to have a broad impact. Such thought appears and cannot be avoided considering the labor market is still inhabited by multi-generations. Millennials and post-millennial generations tend to have values and ways of behaving differently from the generations before them.

The moment of demographic bonus supported by young people can pass by, leaving a negative impact if the development agenda centered on human capabilities fails to be carried out. Human capabilities determine the use of demographic and technological momentum to create or destroy future jobs. In order to not losing momentum requires collaboration and large-scale involvement of governments, organizations, and the general public to manage the impact of megatrends

that are shaping the world of work (Brown et al., 2017, p. 82). This method allows these elements to be more innovative in overcoming unemployment as an implication of technological advancement. This scenario is crucial given the ongoing and irresistible changes in size, distribution, and demographic profile. Moreover, the condition of the world of work, which is currently still inhabited by multi-generations, is the basis for transition and framing a way of living together in the future. The labor market gap that occurs due to fierce competition with skills becomes homework for all elements and stakeholders. Some jobs in the future could be done better with digitization and artificial intelligence. Nevertheless, people should realize that human emotional intelligence, persuasion, creativity, and innovation are becoming more valuable amid skill gaps and the emergence of autonomous intelligence (Brown et al., 2017, p. 9). Thus, another generation in society must address the problems of the younger generation because the demographic returns and culture promise a better economy with socio-technological power. In fact, the Organization for Economic Co-operation and Development (OECD) has warned that policy decisions made by countries will determine the future of employment. It is applied not only for the G20 or G7 countries but also for developing countries worldwide.

In the context of managing young people, the Society of Jesus takes on the role of mentoring young people to create a hopeful future, as listed as one of the four Universal Apostolic Preferences of the Society of Jesus (Sosa, 2019). The mentoring process is very likely to be done through the works of apostolic of the Society, which can provide a significant contribution to creating and maintaining open spaces for young people in society and the church. One of the actual actions is to carry out education services through research activities that can contribute to science and society. The work is expected to be able to foster the creativity of young people and meet with the Creator that can deepen their faith. Thus, this work should be able to help young people see the path to happiness and at the same time contribute to the welfare of society.

Young People, Today's World of Work, and Demands in an Era of Change

Several recent trends start to show their existence in legitimizing the procedure and forms of future work. Pompa (2015, pp. 6-13)

identify eight trends that shape future work, including global integration, technological innovation, population shifts due to aging and the emergence of new generations, women's participation in the labor market, shifting economic power to Asia, collaboration and across disciplines, scarcity of natural resources and migration of people. Globalization and economic liberalization form an interconnected world, and ways of living together tend to be interdependent. Together with technological change, globalization constructs economic complexities characterized by interdependence and connectedness (*ibid.*, pp. 6-7). Globalization has also paved the way for technological changes that also affect or impact skills and employment (*ibid.*, p. 8).

The main economic sectors began to shift and pay serious attention to investment in skilled and adaptive human resources to technological advances. These technological advances have implications for a dynamic labor market and absolutely require solid skills (Dutz, Almeida, & Packard, 2018, p. 45). In the beginning, when Klaus Schwab coined the term industrial revolution 4.0, the academic world was busy with work to see the specializations or skills needed by the world of work. The World Economic Forum (2016, p. 21) ranks the skills required for the post-capitalist world of work, including cognitive abilities, systems skills, complex problem solving, content, process, social, resource management, and technical, as well as physical skills. The change in skill needs is due to the rapid technological advances brought by the Industrial Revolution 4.0. Furthermore, these dramatic changes occur across industries and societies.

The paradigm of Industrial Revolution 4.0 became the basis for forming the concept of a super-smart society. Since 2019, Japan has introduced the concept of society 5.0, which integrates virtual and physical spaces. The characteristics of this society fuse cyber and physical that are more human-oriented or human interaction with technology itself. Bryndin (2018, p. 12) in Gladden (2019, pp. 2-3) states that Society 5.0 has the main objectives of eliminating administrative, physical, and social barriers. Therefore, each individual in society has the same opportunity to optimize potential by using technology to achieve prosperity. With the concept of a super-smart society, the world of work is also improving towards optimizing technology development. The implication is that the

economic order leads to what Salkowitz (2010, p.11) calls the knowledge economy. The knowledge economy is the conditions in which the production, distribution, and consumption of information determine the dependence of a set of industries and jobs. Knowledge-based economic models require high-level skills. There are various taxonomies of skills needed in the 21st century. LinkedIn and the World Bank classify the skills needed in this economic model into business skills, industry-specific skills, cross-functional skills and soft skills, fundamental skills, and technology disruption (World Economic Forum, 2020, p. 12). These skills also help to shape or determine the wage levels of young workers. High-skilled workers can perform more complex tasks or jobs than medium-skilled and low-skilled workers (Acemoglu & Autor, 2011, p. 1157). High skills are associated with possessing a set of distinctive capabilities with technological advances. It is skills that overcome conventional ways of doing previous jobs.

Starting from this phenomenon and based on the skills cluster, the World Economic Forum, in its report entitled Jobs of Tomorrow: Mapping Opportunity in the New Economy, identified seven occupational groups that can open millions of new job opportunities. The seven main groups of future jobs with high prospects are data and artificial intelligence, care economy, green economy, engineering and cloud computing, people and culture, product development, sales, marketing, and content creation (World Economic Forum, 2020, pp. 14-18).

With this clustering and work specialization, the employment landscape changes more polarized. However, specific skills are applied across industries. In World Bank and LinkedIn publications, nine skills experienced increased penetration across industries from 2015-2017: (1) leadership; (2) development tools; (3) oral communication; (4) web development; (5) business management; (6) digital literacy; (7) human resource management; (8) data science; and (9) graphic design (Zhu, Fritzier, & Orłowski, 2018, p. 13). In short, this set of skills becomes learning and innovation skills, information, media, and technology skills, as well as life and career skills (Pompa, 2015, p. 30). According to Trilling and Fadel (2009), in building a career, flexibility and adaptability skills, initiative and self-direction, managing diversity and inclusion are needed (*ibid.*, p.32).

METHODS

This study uses two research methods: focus group discussions (FGD) and structured interviews. This study uses a descriptive analysis method based on data obtained through focus group discussions (FGD) and open discussions.

Focus Group Discussion (FGD)

This method is used to analyze the perception of the need of Generation Z in the world of work. The Focus Group Discussion (FGD) was carried out on January 14, 2021, using the online Zoom Meeting media. Focus group discussions are often used as a qualitative approach to get an in-depth understanding of social issues. This method aims to obtain data from individuals deliberately selected from a sample representing statistically and from the wider population. (O.Nyumba, Wilson, Derrick, & Mukherjee, 2018).

The participants of the Focus Group Discussion were 29 students from the University of Sanata Dharma from various study programs. The participants filling out a form via google form before the Focus Group Discussion starts. The content of the form aims to get an initial picture of the participants' views on the topic of the Focus Group Discussion. At the time of implementation, the Focus Group Discussion begins with presenting material related to the topic of discussion and explanation regarding the Focus Group Discussion. Two moderators guided the Focus Group Discussion.

Considering that the participants were young people, the Focus Group Discussion was designed to be fun. However, they were still focused on serious and scientific discussions. The method to make the Focus Group Discussion fun and exciting is by inserting some questions smoothly and softly based on the topic under study. (Colucci, 2015). Thus, participants have the potential to enrich research data with more in-depth answers. The discussion that flows warmly will also provide a positive experience for the participants.

At the end of the Focus Group Discussion, participants were asked to write down their experiences and answer some questions discussed in the Focus Group Discussion via a google form. Based on the results of the google form, the participants were very enthusiastic, and they felt that their insight and

experience increased after participating in the Focus Group Discussion.

Open Discussion

The following process in this study is to process data from job providers to find out more of the actual conditions in the current world of work, the characteristics of Generation Z needed by the world of work, and concrete examples of the role of the organization in managing Generation Z who have joined the organization. Looking at the theme that is very close to Generation Z, in this case, students, the researcher aims to reach more young people to get insight and views on the current state of the world of work. Therefore, the open discussion method was chosen by inviting experts in the world of work.

The open discussion method is used to analyze the conditions and needs of the world of work. The researcher held a Webinar on February 19, 2020, as the media used. The researcher invited two speakers from two business fields: social enterprise and business enterprise. The representative of the social enterprise is Dr. Fredy Rante Taruk, Pr. He is the chairman of the board of CU Sauan Sibarrung, Toraja. The representative of the business enterprise is Mr. Irvandi Ferizal. He is the Human Capital Director of PT Maybank Indonesia.

In the Webinar, the presenters explained the material using the theme guide that the researcher had given. After that, questions and answers occur between participants and presenters who a moderator guides based on questions designed in outline. Conceptualizing, developing, writing, and rewriting research questions are part of a dynamic and reflective process of qualitative research. Using qualitative research questions reflexively can help the researcher clarify the objectives, make connections with the field of study, and reflect on and interrogate the impact of the research trajectory on participants. (Agee, 2009).

DATA ANALYSIS AND DISCUSSION

Perceptions and Needs of Generation Z on the World of Work

The responses and views of Gen Z both towards the present and future world of work are still elaborate high levels of worries and optimism. Concerns are related to the complex working conditions, full of uncertainty, high levels of competition, rapid change, and the position in it will be replaced by technology

using machines or artificial intelligence. Optimism in entering the world of work is also reflected in the enthusiasm for the many opportunities that can still be created, the attachment of Gen Z to technological advances, and the growing awareness to improve skills. Furthermore, there is one interesting thing outside the Gen Z consensus regarding the world of work: the condition that looks at appearance rather than potential, which was revealed at least from three participants. Further, the responses and views of Gen Z on the present and future world of work after attending the Focus Group Discussions.

The common challenges to arise are intense competition, massive use of technology, appearance, cultural differences, consistency, nepotism practices, the ability to read trends and present relevance, foreign languages, security and privacy, and support from the surrounding environment (family).

Gen Z has realized the importance of preparing and equipping themselves with the skills to survive in the world of work. In line with that, Gen Z also has many high expectations for the employer's institution as one of the external parties. These expectations are related to reducing the existence of barriers when entering the world of work and potential barriers when undergoing their work. By ranking based on consensus in the FGD, Gen Z's expectation on the world of work can be grouped from the most fundamental.

Fundamental needs are related to the need for training to assess and develop individual abilities simultaneously. It can expand opportunities and give young people the confidence to optimize their skills. Employer institutions are not only facilitated skills upgrading. They also encourage young people to gain experience, innovate, and learn from the process. The provision of such training is also expected to be accompanied by creating a supportive working environment, such as the use of technology and the absence of seniority or age bias, and the opening of opportunities for internships. In line with the basic needs of training, young people also want employers to be wiser in making requirements that actually prevent them from entering the job market. For example, a general requirement that requires the possession of a minimum of experience.

This experience requirement may be replaced by a track record of the organizational experiences or other relevant activities. Likewise, the condition of an

attractive appearance is considered less relevant compared to skills. In order to accommodate young people, employers' institutions are also expected to be more flexible and less conservative. Gen Z is very likely to bring innovation and demands courage from institutions to make a huge impact. On the other hand, young people have expectations regarding good technicalities and an appreciation for their work.

The Existence of Educational Institutions and Other Institutions Relevant to Generation Z in Preparing Themselves to Face the World of Work

The development of young people, including Gen Z, is closely related to many institutions where they work, especially Educational Institutions. Regarding the world of work, young people expressed their thoughts regarding university presence to help them prepare for facing the world of work. Young people who participated in the Focus Group Discussion stated that they needed support from the University's skills development program. Although most agreed that the University had provided support, some felt that there was no support program from the University. In certain study programs, they already felt it. Meanwhile, other study programs are still lacking. Of the total young people who participated in this study, almost 50 percent said no skills development programs were provided to support them entering the workforce.

There is no, or there is still a lack of skills development programs that make young people express their hope to the universities. The expected skills development program includes the expansion of hands-on experience in the field, optimization of routine student development activities, and the addition of a project-based curriculum.

Table. 1
Gen Z Expectations of Skills Development Programs

No.	Expectations
1	Increase and expand the hands-on practice in the field
2	Organizing specific classes and training to improve the hard skills and soft skills needed by the job market
3	Streamline internship programs and project-based curriculum
4	Increase volunteer activities (volunteering)
5	Increase interest in student activities

6	Optimizing the student orientation (PPKMB) and Community Service Program (KKN) as creative laboratories
7	Increase collaboration programs with institutions outside the university
8	Provide recommendations when looking for a job
9	Equip entrepreneurship skills

Source: FGD data processing results, 2021

The need for hands-on experience in the field is expected to provide a context for the actual conditions in the community. Likewise, project bases, internship programs, and collaborations with other institutions make it possible to experience and understand the world of work. Furthermore, several extracurricular activities, student development programs, and community service programs need to be implemented effectively. Moreover, young people also want recommendation letters to introduce them to employers' institutions and basic provisions to start their own business.

In order to meet the needs of skills development, some of these young people already have institutions outside the University that support them. The institutions in question consist of religious organizations, non-governmental organizations (NGOs), corporations for internships, business units, course institutions, communities, and youth organizations. However, few do not have or only join the organizations within the university. Generally, Gen Z belongs to more than one organization. 11 out of 29 young people are currently joining organizations at universities and do not yet have an organization. Meanwhile, 18 of them have become part of organizations outside the University that can support self-development. The following shows the distribution of institutions that are part of youth development.

In fact, the large majority of Gen Z are either self-employed or part of a corporation. Most of them use the online business method (online shop) to develop themselves, and many of them also do voluntary activities with a vision to have a significant impact. A focus on a particular issue follows the choice of involvement. For example, there are those who focus on social education or youth issues and the people who are left behind.

Characteristics of Gen Z Needed in the Workplace

The results of open discussions with representatives of the workforce resulted in the formulation of the characteristics of Gen Z

needed in the workplace, namely '**be an agile, a balanced, and a future-ready generation.**' "**Be an agile generation**" encourages Gen Z to become an agile generation that must be self-aware. Gen Z must understand what potential they have and where to go. Furthermore, they must realize that each generation has different characteristics. Therefore, understanding each generation and properly communicating with different generations is a must. Gen Z must start participating with their environment physically, not just in cyberspace. "**Be a balanced generation**" encourages Gen Z to be able to balance three things: talent (you good at), passion (you enjoy at), and purpose (you get pay from). Gen Z is expected to not only focus on the ego system, meaning that they must understand, not just want to be understood. Gen Z also needs to focus on what they can change.

Further, Gen Z needs to be wise in using social media because social media reflects every person. Social media should be used to build networks and personal branding. "**Be a future-ready gen**" encourages Gen Z to know where they want to go with their life and determine the megatrend of the current ecosystem. Gen Z is expected not to change jobs too often so as not to lose the momentum to learn because learning in a job takes a long time. Gen Z must first experience the ups and downs of what they are doing and understand the cycle.

Managing Generation Z to become "future leaders" at the workplace

Nowadays, organizations understand very well that the world is facing the reality of a generation gap. Differences in character between generations must be managed in such a way as to create an effective and efficient organization so that organizational objectives can be achieved optimally.

Generation Z, with all its positive and negative characteristics, is the youngest generation. They must be prepared as future leaders. The role of seniors, in this case, Generation X and baby boomers, is needed to provide mentoring and share experiences. The following is the presentation of the two speakers regarding the management of Generation Z to become future leaders at the workplace.

There are different characteristics between Generation Z and previous generations regarding how to achieve something. Gen Z focuses on equality. Meanwhile, baby

boomers and generation X prioritize respect for those who are more mature in age. Therefore, education is necessary to understand each other between generations and efforts to bring together the two different points of view.

A training center is a place for Gen Z to balance hard skills and soft skills. Gen Z must be allowed to express themselves so that they can balance with other generations. It takes various informal events to break the ice between generations. Gen Z is not harmful, but they are very productive because they are synonymous with the world of creativity and openness and the dynamic character of Gen Z itself.

The Efforts of Generation Z Development at PT Maybank and CU Suan Sibarrung

PT Maybank also prepares regeneration to produce future leaders through various Development Programs adjusted to the organization's needs and adapt to current market conditions. Maybank Indonesia provides gamification experience in the initial assessment process to attract talents among Millennials and Generation Z through the use of games that have been designed in such a way to provide a pleasant experience while still having an essence or value that can be measured. The gamification method serves as a prescreening medium in the selection process to see the candidate's comprehension, speed, and accuracy in the given task, especially for selecting Young Talent Pipeline candidates.

New employees in the onboarding period must participate in the induction program, which aims to introduce Maybank Indonesia's values, culture, regulations, and other important matters. New employees with the positions of sales front liners, sales leaders, and credit officers will take additional classes, including introducing Maybank banking products and services, applicable operational regulations and policies according to their respective roles, and standardized selling skills. In the final stage, new sales front liners and sales leaders will participate in the Maybank Selling Certification to ensure that standardized selling skills have been applied, such as sales front liners and existing sales leaders. All of these training and development programs are still being developed to ensure that all employees have the required competencies and meet the company's expectations. Further, to develop leadership capabilities for talents at various levels, in

2020, the Bank again carried out a structured leadership development program: (1) Road to Digital & Future Leadership Program, which aims to improve digital leadership capabilities for senior leaders, (2) Senior Managers Development Program (SMDP) of 4 (four) batches aims to equip middle managers with strategic thinking capabilities, business acumen, and customer-centricity which integratedly support the planning and implementation of Future Ready Skills within the Maybank Indonesia organization, (3) 1 (one) batch of First-Line Managers Development Program (FLMDP), which is specifically for first-line managers in the Medan City and its surroundings.

In line with PT Maybank, CU Sauan Sibarrung (CUSS) is also doing a development program since the recruitment process. The program designed by CU Sauan Sibarrung is known as "Training Center," which aims to recruit employees who are in line with the values and vision, and mission of CU Sauan Sibarrung. The CUSS staff development process starts from (1) the debriefing and training period (trial), (2) the internship period, (3) the contract period, (4) the appointment of permanent staff.

The debriefing and training period is a period to determine if the employees deserve to be accepted to work at CUSS. As an organization engaged in the social sector, CUSS always instills conditional principles and values on empowerment and in favor of small communities. Various training programs have been designed and implemented by CUSS in this Training Center program. At this time, CUSS also provides an opportunity for prospective employees to reflect deeply and ask themselves whether the values offered by CUSS are in line with themselves. If the answer is yes, then they can proceed to the next stage. However, if the answer is no, they can quit immediately and do not need to continue at the next stage.

More specifically, management for Generation Z at CUSS takes place simultaneously with other employees in general because CUSS has been catching up from the beginning regarding employee interest in working. Therefore, if the employee has joined, the person concerned will immediately participate in the dynamics and other teams. The current focus of CUSS is the application of technology in various sectors. It is hoped that young people can contribute more regarding this role because young people are known to be familiar with the

technology. Therefore, the pre-leader always continues to encourage the employees to find solutions by utilizing technology.

CONCLUSION AND SUGGESTIONS

The world of work is currently full of challenges and opportunities. Humans are in the era of VUCA (volatility, uncertainty, complexity, and ambiguity). This has also been realized by Gen Z, based on the statement of the formulation of the Focus Group Discussion results and supported by additional insights obtained through the Webinar related to the management of Generation Z in the world of work. These views and insights raise the expectations for a program that can increase their added value when entering the world of work.

In preparing the young generation to become leaders, the organization has also prepared a regeneration program designed to share agendas and activities. It is hoped that these programs can really help the younger generation to play a role and internalize the values that the organization has owned. The work organization also expects a role from both formal and non-formal observer organizations. In this case, universities and non-formal institutions that focus on young people prepare them to enter the world of work.

The relevance of expectations from Generation Z regarding training and additional knowledge from universities or other organizations that observe youth and feedback from job-providing organizations will be formulated into recommendations for formal and non-formal institutions. The institutions that have direct contact with young people are to be able to carry out some actual activities that have the objective to prepare Generation Z more maturely to enter the workforce. Recommendations will be formulated in several aspects, including positive character, collaborative skills, and curriculum design described in Table 2 below.

Table 2 Management Recommendations for Generation Z

Aspects	Expectations of Gen Z	Feedback from Employers	Recommendations

Positive character	Increase volunteer activities (<i>volunteering</i>)	Have socially-oriented values	Character education (at the beginning and end of the semester)
	Optimizing the student orientation (PPKMB) and Community Service Program (KKN) as creative laboratories	Having creative power, which can concretely be used as added value	
Collaborative skills	Increase and expand the hands-on practice in the field	Teamwork training and network building	Softskills improvement training with practitioners, with the theme: personal branding teamwork, building networking
	Increase interest in student activities	Use of social media platforms as personal branding	
	Increase collaboration programs with institutions outside the university		
Curriculum design	Increase and expand the hands-on practice in the field	A more implementable curriculum model involving much collaboration	Redesigning the curriculum by increasing the hands-on practice in the field in accordance with the direction of the Merdeka Campus
	Streamline internship programs and project-based curriculum		
	Equip entrepreneurship skills		

Source: Research Result Formulation, 2021

The recommendations that can be given contain the following three main agendas:

1. Character Education

In formal organizations that are in direct contact with young people, in this case, the University, the education system has been prepared in the division per semester. Character education is generally placed at the beginning of the semester, as has been held by Sanata Dharma University. First and second-semester students are required to take mentoring classes known as Humanist Intelligent Formation. Other universities also do the same thing, or just at the beginning of the campus introduction. The rest of the internalization of noble values that become the characteristics is performed through various activities and

course programs throughout the semester.

Non-formal organizations can also play a role by providing education about the importance of positive character and the importance of the role of young people in being involved in social issues and inviting them to go directly to the field to take part. This type of program will positively impact the younger generation to form a person with more character and competitiveness.

2. Softskills Improvement Training

The soft skills in this recommendation will focus on three things: personal branding, teamwork, and building networking. From the FGD and Webinar results without excluding other types of soft skills, the three forms of soft skills are considered the most needed and relevant between the expectations of Generation Z and job providers. The first is personal branding or self-image. Nowadays, professional companies are starting to recruit employees using digital platforms. Sometimes, companies are now starting to find potential candidates on the internet, both on social media and news media.

In addition to the importance of personal branding as a strength and added value possessed by individuals, it is also important to have skills in the field of collaboration. The provision of teamwork skills will significantly assist the young generation in their preparation to enter the workforce. This can be done in the form of formal training or real action by going directly into the field so that young people are naturally and continuously invited to work together in completing a job.

3. Redesign of learning curriculum

Redesigning the existing curriculum can be done by the University as a formal organization that has direct contact with young people. This is in line with the government's program through the Merdeka Campus, which generally requires students to have more hands-on practice in the field through various regulated mechanisms. The implementation of the Merdeka Campus can open up more significant opportunities for students to express their interests and talents.

Non-formal organizations can undoubtedly be more agile in designing

mentoring for young people relevant to the demands of current needs. The synergy between formal and non-formal organizations in preparing young people to enter the world of work will be more helpful for both job seekers and employers.

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