

2020

Integration Workplace Practices for Generation Z- An e-Delphi study

Unnatti Jain
Walden University

Follow this and additional works at: <https://scholarworks.waldenu.edu/dissertations>



Part of the [Educational Administration and Supervision Commons](#), and the [Organizational Behavior and Theory Commons](#)

This Dissertation is brought to you for free and open access by the Walden Dissertations and Doctoral Studies Collection at ScholarWorks. It has been accepted for inclusion in Walden Dissertations and Doctoral Studies by an authorized administrator of ScholarWorks. For more information, please contact ScholarWorks@waldenu.edu.

Walden University

College of Management and Technology

This is to certify that the doctoral dissertation by

Unnatti Jain

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

Review Committee

Dr. David Banner, Committee Chairperson, Management Faculty

Dr. Daphne Halkias, Committee Member, Management Faculty

Dr. David Bouvin, University Reviewer, Management Faculty

Chief Academic Officer and Provost

Sue Subocz, Ph.D.

Walden University

2020

Abstract

Integration Workplace Practices for Generation Z: An e-Delphi Study

by

Unnatti Jain

MA, Kent University, 2015

BA, University of Delhi, 1996

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Management

Walden University

May 2020

Abstract

Effective integration of new generations of employees has been a problem for organizations for decades, resulting in high turnover, increased costs, and lowered revenue. Generation Z (Gen Z) has recently entered the workforce and is experiencing the same ineffective integration practices as prior generations, with characteristics and expectations that conflict with current work climates. Therefore, the purpose of this study was to explore the level of consensus among 15 midlevel organizational managers over the age of 30, employed at a mid-level managers' position with a direct reporting line of 20 or more employees for a minimum of 2 years, possessing educational qualifications of a bachelor's degree or above, from an organization of 500 employees or more on integration strategies to engage and retain Gen Z employees. The study was an e-Delphi and used a conceptual framework based on the organizational support theory and the psychological contract theory, supporting the Bauer's onboarding model of the Four C's: compliance, culture, clarification, and connection. The data was collected using Survey Monkey and analyzed using thematic analysis and patterns. The findings include a consensus on integration practices focused on (a) socio-economic support, (b) psychological well-being, (c) developing a career path, (d) establishing support mechanisms, (e) developing personal relationships and belief systems, and (f) benchmarking growth opportunities. The findings may create positive social change through fostering healthy relationships with managers and diverse generations of employees, creating a harmonized workplace, as well as bridging the generational divide and promoting organizational success.

Integration Workplace Practices for Generation Z: An e-Delphi Study

by

Unnatti Jain

MA, Kent University, 2015

BA, University of Delhi, 1996

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Management

Walden University

May 2020

Dedication

The study is dedicated to my father, Sudhir Kumar Jain, who has been my inspiration and the guiding force behind me. His belief and encouragement to do the right thing and believe in the good in people drive me to become a better person. This journey would not have been possible without his support and his unwavering belief in my capabilities.

I also dedicate this study to my son Tarang Mishra, who has been the driving factor behind the study. The topic of my research was carefully selected so that I could solidify my relationship with him and be the guiding force behind him to make him into a robust young adult. His support throughout my study has been my pillar of strength. Each time I stumbled through this journey, he was the rock behind me believing in me and pushing me to the finish line.

Acknowledgments

This journey deserves a round of applause for many people without whose support and guidance I would not be able to complete the study. Firstly, I would like to thank my chair, Dr. David Banner, for accepting the chair position at such short notice, for all his encouraging words and quick feedback. I would also like to acknowledge Dr. Julie Weibell and Dr. Daphne Halkias for taking the second committee member position. It has been a pleasure working with both of my chair and committee members. A very special thank you to Dr. Halkias, who has been instrumental in helping me finish this journey. Her commitment and dedication to my study have rendered me speechless, and I will remain ever so grateful for her belief in me.

I would also like to thank Dr. Donna Brown, who was my previous chair and who believed in me and took my study to the next level with her support and guidance. A heartfelt acknowledgment to Dr. Sandy Kolberg, who was instrumental in showing me direction in all my three residencies. It is because of her strong mentorship that I was able to complete my study.

I would also like to thank all the faculty with whom I met at the residencies and who was instrumental in guiding my fellow students in each class and me from whom I learned a lot and who motivated me every step of the way. Lastly, I would like to acknowledge my son Tarang Mishra who has been the best support that I could ask for since I began my research.

Table of Contents

List of Tables	vi
List of Figures	vii
Chapter 1: Introduction to the Study.....	1
Background of the Study	3
Problem Statement	7
Purpose of the Study	8
Research Question	8
Conceptual Framework.....	8
Nature of the Study	12
Criteria for Expert Selection	13
Definitions.....	14
Assumptions.....	16
Scope and Delimitations	17
Limitations	18
Significance of the Study	18
Significance to Practice.....	19
Significance to Theory	19
Significance to Social Change	20
Summary and Transition.....	20
Chapter 2: Literature Review	23
Literature Search Strategy.....	26
Conceptual Framework.....	28

Organizational Support Theory (OST)	28
Psychological Contract Theory (PCT).....	31
Onboarding Model	33
Literature Review.....	35
The Delphi Method	36
Key Themes in the Literature	39
Positive Traits of Gen Z.....	40
Negative Traits of Gen Z	47
Strauss and Howe Generational Theory	49
Value of Understanding Gen Z.....	52
Integration Practices.....	55
Past Organizational Failure With the Millennials.....	59
Current Data on Gen Z Workplace Practices.....	64
Foundation of the Framework.....	68
Organizational Support Theory (OST)	68
Psychological Contract Theory.....	71
Integration of Organizational Support Theory and Psychological Contract Theory	73
Summary and Conclusions	73
Chapter 3: Research Method.....	75
Research Design and Rationale	76
Role of the Researcher	80
Methodology	81

Participant Selection Logic	81
Instrumentation	85
Procedures for Recruitment, Participation, and Data Collection	88
Data Analysis Plan	91
Issues of Trustworthiness.....	94
Credibility	94
Transferability.....	95
Dependability	95
Confirmability.....	96
Ethical Procedures	96
Confidentiality	96
Informed Consent.....	97
Treatment of Human Participants	97
Data Collection and Storage	98
Summary	98
Chapter 4: Results	100
Research Setting.....	101
Demographics	102
Data Collection	103
Recruitment.....	103
Participation Overview	105
Location, Frequency, and Duration of Data Collection	106
Data Recording Procedures.....	110

Variations in Data Collection.....	111
Unusual Circumstances in Data Collection	112
Data Analysis	112
Round 1: Analysis of Responses and Feedback Material.....	113
Round 2: Analysis of Responses.....	117
Round 3: Rating	119
Evidence of Trustworthiness.....	120
Credibility	121
Transferability.....	122
Dependability	122
Confirmability.....	123
Study Results	124
Round 1: Analysis of Responses and Feedback Material.....	124
Round 2: Analysis of Responses.....	130
Round 3: Rating	131
Summary	134
Chapter 5: Discussion, Conclusions, and Recommendations	136
Interpretation of Findings	137
Delphi Study Round 1.....	139
Delphi Study Round 2.....	144
Delphi Study Round 3: Rating	153
Limitations of the Study.....	156
Recommendations.....	159

Reflections of Experience	160
Implications.....	163
Methodological and Theoretical Implications	163
Recommendations for Practice	164
Social Change Implications	165
Conclusions.....	166
References.....	169
Appendix A: Walden Participant Pool Invitation Email.....	216
Appendix B: First Round Questionnaire.....	218
Appendix C: First Round Data	219
Appendix D: Second Round Data.....	224
Appendix E: Third Round Data	230

List of Tables

Table 1. Conceptual Framework.....	10
Table 2. Panelists’ Demographic Characteristics	104
Table 3. Questionnaire Response Rate	107
Table 4. Data Collection Timeline.....	108
Table 5. First Round 20 Themes and Codes	116
Table 6. First Round Coding Sheet.....	126
Table 7. Top 5 Statements Based on Code Frequency	132
Table 8. Statements Failing to Meet Consensus Threshold in Round 3	133
Table 9. Statements that Satisfied Consensus Threshold in Round 3.....	134
Table 10. Overall Study Findings	140

List of Figures

Figure 1. Data reduction results by category: Round 1	118
Figure 2. Data reduction results by category: Round 2	120
Figure 3. Data reduction results by category: Round 3	121
Figure 4. Breakdown of six categories with the ten final consensus statements	138
Figure 5. Graphical representation of the top six themes based on code frequency.....	140
Figure 6. Graphical representation of the top six themes based on code frequency.....	140
Figure 7. Visual representation of codes for effective personal development practices .	142

Chapter 1: Introduction to the Study

Managers in organizations have struggled for years with employee engagement, as they fail to realize generational differences and instead apply the same rules of engagement to all employees (Rather, 2018). The demographics of the workforce change with time, and the new professionals from Generation Z (Gen Z) have different expectations (Rodriguez, Boyer, Fleming, & Cohen, 2019). Gen Z consists of individuals born between 1997 to 2012 who, according to the U.S. Census Bureau, make up one-third of the U.S. population.

The latest U.S. Bureau of Labor Statistics report (2018) reflected the challenge of understanding Gen Z, as analysts found that 22% of these individuals worked one year or less with a single organization, with 74% of 16- to 19-year-old Gen Zs staying with their current employer for less than a year. The trend of high turnover of Gen Zs continues after the millennials, as managers struggle to provide “job flexibility, fair treatment, open communication, mentoring and social responsibility” (Rodriguez et al., 2019, p. 55). Hall (2018) argued that the different values and aspirations of Gen Zs demand redefining engagement strategies recycled from earlier generations to achieve higher employment success.

Some researchers (e.g., Cucina, Byle, Martin, Peyton, & Gast, 2018) have identified generational variations as exaggerated. Managing four generations in the workforce at the same time can prove challenging for managers due to the employees’ vast difference in work attitudes. Young adults today may have different values and beliefs than the generation before them, and the next generations will evolve from the

current generation (Martin & Waxman, 2017). Scholars have attributed generational differences to multiple factors, such as situational occurrences and psychological adjustments to social, cultural, and economic shifts (Kalleberg & Marsden, 2019). Thus, an in-depth understanding of the employee and managerial mindsets has value to devise strategies that work for the benefit of both employer and employee.

Although research indicates human capability enhances with time, employees should feel enabled at the outset to integrate with the work environment to improve their performances in a faster, more strategic manner, something that would benefit the manager, employees, and company (Crane & Hartwell, 2018). Employers often devise strategies to retain employees for a competitive advantage (Sethi, 2018). The Bureau of Labor Statistics predicted an additional 50.6 million jobs between 2012 to 2022, with 20% of the American workforce comprising Gen Z by 2020 (McGaha, 2018). The labor market reached historic heights in 2018, as outlined in the Job Openings and Labor Turnover Survey (Bureau of Labor Statistics, 2019), and it will continue to grow. Gen Zs are newer to organizations. Therefore, an evaluation of this group is critical to finding solutions for blending them into the workplace and harnessing their innovative ideas to meet future challenges.

By 2020, there will be 23 million Gen Zs in the global workforce (Stewart, 2018). As organizations continue to face the challenge of creating a midpoint of understanding, they must develop strategies that complement both employer and employee. This study was conducted as a means to explore forward-looking integration strategies to allow Gen Z members to perform at their maximum potential. The findings may make an original

contribution for facilitating acceptance of Gen Z into the workforce, allowing them to create positive social change through fostering healthy relationships with managers and other generations. It could also help in creating a harmonized workplace, building the skills gap between generations through bidirectional learning, and bridging the longstanding generational divide to promote organizational success.

The chapter includes a background of the ineffectiveness of organizational integration practices that create retention issues with the millennials. The problem statement centers on similar integration strategies practiced for Gen Z, causing corporate retention challenges. Chapter 1 also features an explanation of the purpose and the type of study. The conceptual framework is discussed based on organizational support theory (OST) and psychological contract theory (PCT). These theories further the onboarding concept of integration, which rests on the four pillars of compliance, clarification, culture, and connection. Next follows an examination of the scope, nature of the study, limitations, and delimitations with definitions of the terms. The chapter concludes with an active component of social change and a transition to the literature review in Chapter 2.

Background of the Study

Organizations struggle with retaining and honoring the talent of employees due to a lack of effective integration practices in the workplace, which places pressure on managers to improve employee assimilation (Caldwell & Peters, 2018). Constant evolving technology poses increased challenges for managers to engage knowledge workers who are challenging to manage without job satisfaction and operational independence (Markos & Sridevi, 2010). Organizations struggled with millennials in the

workforce due to the inability to creatively integrate them into the workforce (De Hauw & De Vos, 2010). The millennials' problems emanated from the organizational practices with which even the baby boomers (the generation born between 1946 and 1964) struggled; however, accepting such practices as the status quo meant they did not change (Campione, 2015). With another generation entering the workforce, organizations have another opportunity to revisit their integration practices to harmonize the workplace assimilation.

There are four generations in the workplace: (a) baby boomers; (b) Generation X; (c) Generation Y, also known as the millennials, and (d) Generation Z. The dilemma of engaging four generations into the workforce is surmountable through creative employee and employer blending practices (Ferri-Reed, 2016). Companies face nonconformance due to the continuous failure of engaging their employees (Yaneva, 2018). The expectations posed by this mixed generational workforce require managers to lead employees through understanding the workplace attitudes and manage their expectations.

Organizations fail primarily due to a short-sighted focus on three central attitudes; short-term orientation, shallow thinking, and quick-fix expectations (Hickman & Silva, 2018). The research study addressed the practices for adoption by midlevel organizational managers to assimilate and welcome a new generation into the workforce. Gen Zs have the values, talent, and potential to impact economic, political, and social development, which they could harness through training and development opportunities.

Gen Z trends show they are social entrepreneurs who focus on social justice, are mindful in creating their future, and form a socially conscious cohort (Hope, 2016).

These traits imply that if organizations are open to receiving their talents, Gen Z could help create a work culture that values and promotes positive social change in the world (Singh & Dangmei, 2016). Managers could develop and implement integration practices that inspire the new generation of employees to increase business value, bring more meaning to their lives, and contribute to the betterment of society.

Businesses that strategically invest in the training and development of Gen Z may build trust, commitment, and new capabilities in this young talent that could translate into a competitive advantage and improved business outcomes (Larkin, Jancourt, & Hendrix, 2018). Harmonizing Gen Zs into the workplace and understanding their strengths and weaknesses to draw out their potential could strengthen their ability to perform, build strong relationships, and promote positive social change in communities.

Organizational managers require training to manage Gen Z, who is competitive and a driven generation (Goh & Lee, 2018). Chillakuri and Mahanandia (2018) suggested that HR managers redefine their integration practices for creating empowered leaders by providing multiple opportunities, flexibility, and global exposure to address any challenges in welcoming this generation into the workforce. The authors suggested that Gen Z is different from other cohorts and merit serious considerations if organizations want to employ members of this population. Organizations require developing strategies and systems that will help build and engage this generation of employees.

A survey of 2017/2018 college graduates hired by Accenture showed that Gen Z identifies longevity in the job with mentoring; formal training; meaningful, challenging work; and an evident skills path from their first day of employment (Lyons, Schweitzer,

Urick, & Kuron, 2018). The study found that 54% of employees believed their skills went unutilized; as such, they were searching for alternative work. The authors suggested an understanding of Gen Z values and career aspirations create the best organizational match.

Millennials (the generation born between 1981 and 1996), like any other generation, have positive and negative traits. They are said to possess a sense of entitlement that is self-serving and narcissistic, creating an inflated sense of self (Credo, Lanier, Matherne, & Cox, 2016). Generational theorists have attributed millennials' beliefs to social and environmental changes during their crucial years (Nicholas, 2008). Some of the positive traits of the generation are confidence, ambition, and technological savvy (Downing, 2006). Millennials are impatient with organizational management and thus considered a job-hopping age (Adkins, 2016). Millennials are now the managers in organizations and can create change by learning from their mistakes and enabling the next generation, Gen Z, discouraging negative behaviors and rewarding positive attitudes.

The conflict of companies over millennial retention has organizations reevaluating the basic needs of Gen Z to set them up for success (Randstad, 2016). This research may reduce the gap in the literature on the lack of forward-looking integration strategies for Gen Z to blend into the workforce (see Hsieh, 2018). The literature indicates that organizations struggle to retain the various generations due to unclear practices and different generational needs and aspirations. A goal of this study was to seek clarity around recommended integration practices by organizational managers to

assimilate Gen Z into the organization, creating a competitive advantage for companies with more formalized retention practices.

Problem Statement

The effective integration of new generations of employees is critical for companies to retain talent and avoid the high costs of turnover from business disruptions, loss of productivity, and rehiring (Caldwell & Peters, 2018). Insufficient and ineffective employee integration practices for millennials have resulted in turnover costs as high as \$30.5 billion annually (Adkins, 2016) and individual company replacement costs of up to \$2.7 million, depending on the size of the organization (Delsaux, 2018). The general management problem involves organizations not effectively assimilating new generations of employees into the workplace, risking lower employee fulfillment, higher turnover rates, increased costs, lower productivity, and decreased customer satisfaction. The situation continues with Gen Z, the successor generation to millennials, who began entering the workforce in 2011.

Gen Z now experiences the same ineffective integration practices as the millennial generation (Chillakuri & Mahanandia, 2018). Accenture analysts supported the specific management problem by reporting 54% of 2015–2016 hired graduates felt underemployed and were only willing to stay in their jobs if offered engagement from day one. Also, 84% of Gen Z expects their first employer to provide formal training (Lyons et al., 2018). The specific management problem is that management fails to operationalize the strategies in the day-to-day business to reach Gen Z employees (see Orrheim & Thunvall, 2018). Tension exists between the practices, new employee

expectations, and the strategies that companies need to adopt, attract, and retain these workers. This research may assist in reducing the gap in the literature on the lack of forward-looking integration strategies effectively operationalized for Gen Z to blend into the workforce to increase retention.

Purpose of the Study

Organizations fail to assimilate Gen Z, thus increasing organizational costs and lowering revenue (Caldwell & Peters, 2018). Companies lack the understanding of the workplace attitudes of Gen Z, who now experience the same ineffective amalgamation practices as the millennials (Chillakuri & Mahanandia, 2018).

The purpose of this e-Delphi study was to explore and determine if there is a consensus among senior organizational managers across U.S. financial, food service, and technological industries regarding strategies to integrate and keep Gen Z employees engaged and retained.

Research Question

One research question governed the e-Delphi study: What is the level of consensus among midlevel organizational managers across U.S. financial, food service, and technological industries on integration strategies to engage and retain Gen Z employees?

Conceptual Framework

The study's conceptual framework comprised concepts from OST and PCT to form an integration model. OST centers on the concept of employees' perception of their contribution and well-being (Kurtessis et al., 2017). PCT is a theory that focuses on the

concept of an unwritten contract that forms between the employee and the employer, which needs continuous negotiation and forms the basis of individual behavior in organizations (Schein, 1965). The two theories and their concepts support Bauer's onboarding model (2010), which includes the idea of the Four C's: compliance, culture, connection, and clarification.

Perceived organizational support (POS) directly links to OST, with POS fulfilling an individual socioemotional need; thus, the commitment from the employer towards the organization increases psychological well-being (Kurtessis et al., 2017). POS has empirical links to participation in decision-making, the fairness of rewards, developmental experiences and promotions, autonomy, and job security (Dawley et al., 2010). Rousseau proposed PCT to illustrate the contract between two parties by which one party believes they will receive pay in some form for their rendered services (Robinson & Rousseau, 1994). The psychological contract components primarily comprise training and development, informal mentoring, and investing in the employee from the recruitment to initial time spent in acquainting the employee for the job.

The framework for the study centers on the concepts of OST and the PCT. The concept of the norm of supporting reciprocity, fulfilling socioemotional needs, mentoring, and coaching employees of OST encourages the employer to support the well-being of the employee through rewards and empowerment (see Eisenberger, Huntington, Hutchison, & Sowa, 1986). Such investment from the employer increases employees' emotional attachment to the organization, thus boosting loyalty and increased efforts in building a successful organization (see Eisenberger et al., 1986; Schein, 1988). PCT

concepts of schemas, promise, and mutuality pertain to an employee's training and development through mentoring and developing interpersonal relationships to build connections; in turn, employees gain an in-depth knowledge of the culture in an organization (see Rousseau, 1989; Schein, 1988). The concepts from these two theories support the four strategies presented in Table 1: compliance, clarification, culture, and connection.

Table 1

Conceptual Framework

Theories	Organizational support theory	Psychological contract theory	
	An unwritten contract between the employer and employee to support the psychological well-being of the employee through participation in decision-making, the fairness of rewards, developmental experiences and promotions, autonomy, and job security	Suggests training and development, informal mentoring, and investing in the employee from recruitment to initial time spent in acquainting the employee to the job	
Compliance	Clarification	Culture	Connection
<ul style="list-style-type: none"> • Rules and regulations • Processes • Employee handbook 	<ul style="list-style-type: none"> • Performance expectations • Training and development 	<ul style="list-style-type: none"> • Shared organizational norms (formal and informal) • Understanding company mission and vision 	<ul style="list-style-type: none"> • Interpersonal relationships • Formal and informal networks • Mentoring
Integration model	Socioeconomic support, psychological well-being, developing a career path, establishing support mechanisms through personal relationships and belief systems, benchmarking growth opportunities		

Based on these concepts and strategies, a new integration model comes together, which could provide Gen Z with socioeconomic support, psychological well-being, a career path, healthy relationships, and benchmark growth opportunities. The conceptual framework may evolve to develop new integration strategies by organizational managers

to assimilate Gen Z into the organizations and create a competitive advantage for companies with better retention practices. The integration model is discussed in depth in Chapter 2.

This research study helped to identify midlevel organizational managers who define strategies to integrate Gen Z into the workforce following the Four C's (Meyer & Bartels, 2017a). Such preferences relate to the individual's psychological contract and organizational support, which are linkable to form an integration model. The model may enable corporate managers to develop preferences to design strategies to support Gen Z. The Four C's model may also help both organizations and Gen Zs to work in unison by focusing on compliance, clarification, culture, and connection in the workers' first year of employment.

Four C's model could support psychological well-being and socioeconomic practices (Meyer & Bartels, 2017). The model contributes to establishing support mechanisms through personal relationships and beliefs in upper management, developing a clear career path, and benchmarking growth opportunities in the employees during the first year of employment. The concepts in the framework can serve to accentuate the potential of Gen Z employees and enable a codependent relationship between the employer and the employee. The theories based on the concept pertain more to the sociological and interpersonal relationships by going beyond the transactional style of leadership to transformational leadership in organizations. Regarding this study, this framework helped with achieving a consensus among mid-level organizational managers

across U.S. financial, food service, and technological industries on integration strategies to engage and retain Gen Z employees.

Nature of the Study

The qualitative study was e-Delphi design, which originated at the RAND Corporation in the 1950s (Hsu & Sandford, 2007). With the Delphi design, researchers gather expert assessments of a phenomenon through questionnaires and controlled opinion feedback (Linstone & Turoff, 2011). The technique involves collecting a consensus-based on logical reasoning to investigate and forecast the future of a problem (Hsu & Sandford, 2010). According to Green (2014), the design consists of a structured communication technique that serves as an interactive forecasting method. Qualitative researchers use the Delphi technique when the objective is to gather consensus (McPherson, Reese, & Wendler, 2018). This study generated a level of agreement among a panel of organizational managers on a situation that is not well understood.

e-Delphi was appropriate for addressing the overall purpose of the study, which was to gain insights from experts on effective integration practices for Gen Z. Delphi is considered the most relevant research design when:

- the problem cannot be solved through analytical methods, but requires collective judgment;
- the experts have no communication with one another and come from diverse backgrounds, and
- the researcher can ensure validity by maintaining the diversity of the participants (Green, 2014).

A qualitative Delphi design was the most appropriate method and design for the study, as I used a nationwide panel of experts to gain consensus. The accessibility for a national group of organizational managers to engage in a face-to-face exchange was not possible. I solicited participants from LinkedIn and Walden University participant pool by conducting a profile search for managers of multinationals, examining their profiles to see if they fit the criteria. I posted the recruitment letter to the identified groups. Once individuals reached out with interest in participation, I then sent them the Walden University Institutional Review Board (IRB) approved consent form. Once they returned the consent form with the words “I consent” in the subject line, I sent them the link to the first survey in a separate email.

Criteria for Expert Selection

Subjective insights came from a self-qualified expert panel of participants based on the following criteria: (a) over the age of 30 years, (b) worked as an organizational manager (c) at a mid-level with a direct reporting line of 20 or more employees for a minimum of 2 years, (d) held a bachelor’s degree or above, and (e) worked in an organization of 500 or more employees. The study was to include a maximum of 25 participants recruited via purposive and snowball sampling. According to (Tongco, 2007), purposive sampling is a technique to select candidates who meet a set selection criterion and possess the knowledge/expertise to answer the study’s research question.

Managers were selected from the U.S. financial, food service, and technology industries. The organization selection criteria included an organization with more than 500 employees. The data collection tools included multiple rounds of questionnaires to

gain a level of agreement. Data analysis occurred through manual thematic coding to identify beliefs and patterns.

Definitions

Baby boomer: Individuals born between 1946 and 1964, also known as boomers, members of this population have either already retired or are approaching retirement (McGaha, 2018).

Employee assimilation: This term refers to a process of relying on social interactions for knowledge and support to create change in organizations (Miller, 2018).

Generation X: The “post-baby boom generation,” members of the Gen X population born between 1965 and 1980 (Katz, 2017).

Generation Y: Millennials, also known as, Gen Y refers to individuals born between 1981 and 1996 (García, Gonzales-Miranda, Gallo, & Roman-Calderon, 2019).

Generation Z: Individuals born between 1997 and 2012, have traits somewhat different from the millennials and different perspectives of the workplace than some of the other generations (Stillman & Stillman, 2017).

Generational variation: Differences in work values due to aging and change in historical times and shifts in workplace attitudes (Kalleberg & Marsden, 2019).

Integration practices: This term refers to practices that include socioeconomic support, psychological well-being, career path development, and the establishment of support mechanisms through personal relationships and belief systems for a new recruit in an organization (see Runnymede, 2018).

Manager: For the study, managers are midlevel organizational managers who have a direct level of reporting of at least 20 employees (see Ricketts & Rudd, 2002).

Millennial: Individuals born between 1980 and 1999, also known as Gen Y, who hold different outlooks and workplace attitudes than previous generations (García et al., 2019).

Onboarding program: Both formal and informal practices, such as providing written knowledge and socialization avenues to help newcomers adjust to their new position (Klein, Polin, & Sutton, 2015).

Retention strategy: A paradigm inclusive of organizational practices, individual relationships with the organization, and the conscious effort applied by the company to practically affect the lives of people to retain them comprise retention strategies (van Zyl, 2019).

Socially conscious cohort: Individuals who are concerned with the environment, inequalities, and unethical practices comprise the socially conscious cohort (Alonso-Almeida & Llach, 2019). Members of this group contribute to bringing about a change in the community and work for a larger purpose (Alonso-Almeida & Llach, 2019).

Social entrepreneur: Individuals who create opportunities to resolve social problems in society (Onishi, Burkemper, Micelotta, & Wales, 2018).

Subjective insight: A viewpoint portrayed without impact by personal experiences or biases.

Traditionalist: The oldest generation defined in academia as people born between 1900 and 1945 (Wiedmer, 2015).

Assumptions

Assumptions are fundamental beliefs that cannot be proven (Simon, 2011). The study included a range of assumptions. The first assumption was that organizational managers would view the research problem as significant and agree to participate in the Delphi panel. Proactive strategy principles have not yet attained universal acceptance among practitioners (Barton, 2015; Berger-Wallise, 2012; Jorgensen, 2014).

A second assumption was that organizational managers would feel qualified to participate in the study; however, some may lack the formal preparation and training required to engage in understanding effective leadership practices (see Koh & Welch, 2014; Meyerson, 2015; Trezza, 2013; Weinstein et al., 2013). The third assumption was that even with the absence of any formal training in the selection criterion, the other selection criterion requirements placed the participants selected as experts in the field of study.

Also, it was assumed that generational differences would align with the characteristics individuals possess (see Chou, 2012). The research is needed because Gen Z is still entering the workforce, and their workplace attitudes and preferences are unknown (see Wall, 2018). For the study, another assumption was that inconsistencies in the generational cohorts had a significant influence on companies (Carley, 2008; Gimbergsson & Lundberg, 2015; Rodriguez Lamas, 2016). Also assumed was that organizational managers may consider redefining new employee integration practices to accommodate Gen Z into the workforce.

Also, the managers reviewed the Four C's, which are a critical component to hiring and retaining the Gen Z cohort. For the research, the panel was aware of the Four C's: compliance, clarification, culture, and connection—as a means to define workplace strategies. The study was an e-Delphi study due to the flexibility of the research design, based on the assumption that obtaining the subjective judgments of experts contributed to employment and industry knowledge.

Scope and Delimitations

The scope of the study included integration practices for Gen Z as perceived by organizational managers with the specified criteria. The growth of an organization becomes stunted primarily due to employee turnover, and one of the many reasons for the high turnover is employee dissatisfaction (see Pratiwi, Ferdiana, & Hartanto, 2018). Millennials leave their employment when they feel excluded, undervalued, and not respected by their managers (Sims & Bias, 2019). The research centered on the generation now entering the workforce, called Gen Z, to reduce the knowledge gap of the lack of forward-looking strategies for the next generation.

The study was an e-Delphi, and the data came from organization managers over the age of 30, employed as a manager with a direct reporting line of 20 or more for a minimum of 2 years, and who held a bachelor's degree or above. The participant age limit was necessary to focus on the millennials in management positions who may recall their own experiences while creating strategies for the next generation. The questionnaire encompassed the Four C's of compliance, clarification, culture, and connection, with a conceptual framework based on concepts from PCT and OST.

Limitations

As posited by Simon and Goes (2013), limitations refer to situations beyond the researcher's control, and they usually flow from methodology and study design choices. Determining limitations comes from considering the four aspects of trustworthiness—credibility, dependability, confirmability, and transferability—in defining participant criteria. A primary limitation that can occur in the Delphi design is the consensus from experts, which may not be a real consensus, as the expert may meet the criterion; however, it may be unable to provide a credible solution due to lack of sound judgment.

Another limitation could occur if another researcher had gathered similar integration practices from the same sample and found different results. The limitation could relate to participants suggesting integration practices with the other generations without considering specific characteristics of Gen Z due to their lack of knowledge. An additional limitation could be if the participants were from a particular generation and only willing to provide input from their viewpoint rather than a holistic view.

Significance of the Study

Trends regarding Gen Z show they are social entrepreneurs who focus on social justice are mindful in creating their future and comprise a socially conscious cohort (Hope, 2016). According to these traits, if organizations are receptive to this talent, the Gen Z population may help create a work culture that values and promotes positive social change in the world (Singh & Dangmei, 2016). Managers could develop and implement integration practices that encourage the new generation of employees to increase business value and bring more meaning to their lives while contributing to the betterment of

society (Yaneva, 2018). As a significance to practice, the findings may help organizations reduce turnover. As a significance to theory, new integration practices could be devised which could support the future generations.

Significance to Practice

The purpose of the research was to generate effective integration practices for Gen Z employees and alleviating organizations retention challenges. Strategically investing in the training and development of Gen Z may build trust, commitment, and new capabilities in this young talent, which could translate into a competitive advantage and improved business outcomes (Larkin, Jancourt, & Hendrix, 2018). The findings of the study may enable organizational managers to reduce turnover and increase profit by recruiting and investing in the new talented generation. The results of the study could assist corporate managers and HR professionals in developing integration practices that support retention for Gen Z employees.

Significance to Theory

The lack of effective integration practices has created retention challenges for decades with organizations at large. For instance, onboarding individuals in an organization refers to completing required documents, providing office space, promoting technology access, and offering training. It does not include an introduction to cultural norms or increasing integration through connection (Byford, Watkins, & Triantogiannis, 2017). Gen Z is now entering the workplace. Harmonizing with them through an understanding of their capabilities to draw out their potential could strengthen their ability to perform, build strong relationships, and promote positive social change in

communities. The research could reduce a gap in identifying forward-looking integration strategies operationalized for retention of Gen Z into the workforce.

Significance to Social Change

The findings may make an original contribution to facilitate acceptance of Gen Z into the workforce, allowing organizations to create positive social change through fostering healthy relationships with managers and other generations. The results could also help in creating a harmonized workplace, building the skills gap between generations through learning from each other, bridging the generational divide that plagued organizations for decades, and promoting organizational success. Additionally, these findings could allow corporate managers to practice transformational leadership through a generation seemingly capable of creating social change through investment. The results may also lead managers to develop strategies to reduce turnover and increase healthier employer-employee relationships. Engaging and supporting Gen Z may raise the confidence of the generation to create a positive change in society through volunteering and participating in civic movements.

Summary and Transition

Organizations have struggled with assimilating employees into the workforce through effective integration practices. The research was a study of the new workforce, Gen Z, for whom organizations are facing similar engagement and retention challenges as the millennials due to a lack of forward-looking integration strategies. The background provided a brief outline of the characteristics of Gen Z and the dilemma of managers who attempt to engage four generations into the workplace simultaneously. The problem

centers on the criticality of incorporating integration while hiring new employees to avoid engagement and retention challenges.

The purpose of the study was to procure insight and practices of midlevel organizational managers across the U.S. financial, food service, and technological industries to create forward-looking integration strategies for Gen Z employees for engagement and retention. Answering the research question generated a level of consensus on the integration techniques with a conceptual framework based on PCT and OST while incorporating the Four C's: compliance, clarification, culture, and connection. The combination of the two approaches created an integration model that illuminated ways for managers to provide Gen Z employees with socioeconomic support, psychological well-being, and a steady career path by building healthy working relationships.

A Delphi design was the appropriate choice because of the criteria of selecting midlevel managers over the age of 30, with a direct reporting line of 20 or more employees for a minimum of 2 years and educational qualifications of a bachelor's degree or above. Definitions of critical terms appeared in the chapter, followed by assumptions of the willingness of organizational managers to understand the significance of the integration practices.

The limitations surrounding the e-Delphi design included the concern that participants may manipulate their responses. However, I addressed these limitations with participant criteria that enabled trustworthiness. The significance to practice, theory, and social change rest on the belief of an improved employer-employee relationship and

motivation for Gen Z, who could enable social change in communities through building strong relationships.

The literature review, as provided in Chapter 2, involved an appeal to scholarly authority and verification and justification on my assertions with appropriate citations from other scholars. The review contains seven themes necessary to identify the gap and relate to the purpose of the study. The chapter also provides a background and context for the study to establish academic authority in the field. The literature reviewed is consistent with the scope of the research. The literature review includes a discussion of the strengths and weaknesses of other studies, along with the rationale for selecting the appropriate methodology. Analysis and synthesis of prior scholarship illustrate what information is known, controversial, or unknown.

Chapter 2: Literature Review

Ineffective integration of employees in the workplace has led to high turnover and lower employee fulfillment across the generations. Some organizations have addressed the challenges of integration, communication, and motivation barriers of the past generations (Arrington, 2018). Organizations that failed to implement retention practices have lost valuable employees, thus incurring a financial loss. Traditionalists, baby boomers, Gen X, and Gen Y all possess different values and attitudes depending on the socio-economic conditions during their times (Buahene & Kovary, 2003). Kapoor and Solomon (2011) suggested that similarities existed between traditionalists and baby boomers and Generation X and millennials; however, each new generation had a stronger voice and expectations than the one before them.

Although generational conflicts prevail in organizations due to different mindsets, organizations could make use of these differences (Riggs, 2017). The general management problem involves organizations not effectively assimilating new generations of employees into the workplace, which leads to lower employee fulfillment, higher turnover rates, increased costs, lower productivity, and decreased customer satisfaction (see Caldwell & Peters, 2018). The successor generation to millennials, Gen Z, began entering the workforce in 2011.

In a study supporting the specific management problem, that management fails to operationalize the strategies in the day-to-day business to reach Gen Z employees (Orrheim & Thunvall, 2018), Accenture analysts reported 54% of 2015/2016 hired college graduates felt underemployed and were only willing to stay in their jobs if they

were engaged from day one. Besides, 84% of Gen Z individuals expect their first employer to offer formal training (Lyons et al., 2018). According to Randstad (2016), retaining Gen Z recruits requires intensive indoctrination and support mechanisms that may not reflect the same needs as the millennials. Management cannot operationalize the strategies in day-to-day business to reach Gen Z employees (see Orrheim & Thunvall, 2018). Tension exists between the practices, new employee expectations, and strategies companies need to adapt to attract, engage, and retain Gen Z workers. This research study reduced a gap in the literature on the lack of forward-looking integration strategies effectively operationalized for Gen Z to assimilate into the workforce and increase engagement and retention.

The purpose of this e-Delphi study was to explore and determine if there was a consensus among senior organizational managers across U.S. financial, food service, and technological industries regarding strategies to integrate and keep Gen Z employees engaged and retained. Organizations struggled with the millennials due to the failure of effective integration practices and lack of onboarding packages (see Ferri-Reed, 2013). A report by Gallup showed that millennials' disengagement in their jobs cost the U.S. economy \$30.5 billion annually (Clifton, 2016). Millennials have somewhat similar traits as Gen Z, something organizations can leverage. Managers need to manage new Gen Z employees after understanding the qualities the cohort brings to the workplace.

The literature review contains articles, journals, dissertations, and scholarly documents to appeal to academic authority and to gather appropriate scholarly backup. The analysis included evidence showing the gap in the literature for the stated problem.

The academic discourse on the lack of integration practices for Gen Z provides a background and context for the study and establishes academic authority.

In conducting the literature review, I was able to identify a gap in the research, which suggests a lack of forward-looking integration strategies effectively operationalized for Gen Z to blend into the workforce and increase engagement and retention. The study created new knowledge on effective integration practices in the workplace by focusing on the views of midlevel organizational managers. The findings may ensure the Gen Z cohort does not face the same engagement and retention issues as the millennials, and that managers and workers understand each other enough to create a thriving workplace.

In Chapter 2, I identify the databases and search engines used for the literature review, list key search terms, describe the iterative search process to highlight relevant scholarship, and illustrate the process of addressing the lack of research on a topic. Seven major themes emerge from existing literature related to the study:

- positive traits of Gen Z
- negative traits of Gen Z
- the Strauss and Howe generational theory
- value of understanding Gen Z
- integration practices
- past organizational failure with millennials
- current data on Gen Z workplace practices

The first theme includes the positive traits of Gen Z; the second theme centers on the negative characteristics of Gen Z as captured from the academic literature. The third theme involves the origin of the Strauss and Howe generational theory and the features of the four generations before Gen Z. The fourth theme covers the synthesis of views from researchers on recommendations and the market trends, indicating a compelling need to understand Gen Z. The fifth theme includes the integration practices incorporated in the literature with the millennials and the former generations. The sixth theme has a summation of the reasons for the past organizational failure with the millennials. Finally, the seventh theme provides data on the current workplace practices for Gen Z.

Literature Search Strategy

Peer-reviewed journal articles from the past 5 years were the primary source of knowledge in the literature review. Primary databases accessed included SAGE Journals, ERIC, Science Direct, Hospitality and Tourism Complete, Harvard Business Review, Education Source, Directory of Open Access Journals, Regional Business News, Ingenta Connect, CINAHL Plus, Expanded Academic ASAP, ProQuest Dissertations and Theses Global, Walden ScholarWorks Dissertations, Project MUSE, Business Source Complete, Emerald Insight, Journals@OVID, and Supplemental index. Due to a lack of academic research present on Gen Z, some seminal sources older than 5 years were necessary. Google and Google Scholar were the search engines used.

Key words and combinations of key words were *integration practices, integration model, generational diversity, Generation Z, Generation Z work, Generation Z perception of work, onboarding, education, Delphi technique, Delphi method, guidelines,*

consensus, trends, planning, expert opinion, expert consensus, Generation Z employment, entrepreneurship, psychology, Gen Z authenticity, changing workforce flexibility, multigenerational, millennials, baby boomers, Generation Y, students conduct of life, work environment models, theoretical intergenerational relations, social identification, research knowledge transfer psychological aspects, knowledge transfer social aspects, professional socialization research, professional socialization psychological aspects, psychological contract -research, psychological contract social aspects, work environment research, social integration research, social integration psychological aspects, organizational research, leadership, management strategies, retention, engagement, career aspirations, generational differences, social media, social networks, workplace, work values, career, professional abilities, workforce, sustainable strategies, technology adoption, industry hiring, employee development methods, HR and organizational behavior, employee behavior, organizational socialization, interpersonal relations, new employees, superior subordinate relationship, work environment, psychological aspects, employee social networks, company business planning, employee orientation, innovations, human resources directors planning, retention, onboarding, onboarding (management coaching, organizational commitment, job satisfaction, employee orientation, socialization, civil service positions, employment administrative agencies, employment, work groups analysis, and workplace multiculturalism analysis.

Concerning Gen Z, I found a lack of germinal and seminal research on the population due to its recent emergence as a topic of discussion in academia (McGaha, 2018). I used a systematic approach to identify any qualitative, quantitative, or mixed

methods studies on Gen Z with a focus on lack of engagement and retention due to failed integration practices. The exploration of methodology and design choices ensured alignment within the study. The conceptual framework centered on the concepts of OST and PCT, each discussed in detail to create a new integration model supporting the four pillars of compliance, clarification, culture, and connection. The integration model supported socioeconomic support, psychological well-being, a stable career path, establishment of support mechanisms through personal relationships, and benchmarks of growth opportunities for Gen Z.

Conceptual Framework

The qualitative e-Delphi study pertains to the phenomenon of the engagement and retention of Gen Z in the workplace through constructing questions after analyzing the workplace attitudes of Gen Z present in the literature review and building consensus among midlevel organizational managers across U.S. financial, food service, and technological industries. The Delphi design relies upon the conceptual framework of OST and PCT, with anticipated results to build an integration model built on compliance, clarification, culture, and connection. The conceptual framework relies upon synthesizing concepts from OST and PCT and expanding on Bauer's onboarding model of the Four C's, which links to the concepts from the two approaches. The relationship challenging these concepts, and the model follow.

Organizational Support Theory (OST)

Employees' commitment to an organization builds on the employee belief that the organization can nurture and add to their psychological well-being. Eisenberger et al.

(1986) stated that mental and welfare support to employees reduces absenteeism and increases employees' emotional attachment, which is followed by increased loyalty and hard work. OST (Eisenberger et al., 1986) supports the concept that employee treatment by an organization strongly influences the amount of work done by employees, who are aware of this exchange during their tenure. Chiang and Hsieh (2012) concluded that OST positively influences organizational behavior and increases job performance through psychological empowerment.

Following a longitudinal study, Stinglhamber and Vandenberghe (2003) argued that OST multiplies organizational commitment because it fulfills the socioeconomic needs of employees and increases self-worth. (Aselage & Eisenberger, 2003, p. 500) contended that because OST offers no written support to employees, integrating it with a psychological contract of providing a tangible reward to employees through "recruiters, coworkers, supervisors, upper managers, organizational literature and human resource practices" communicates socioemotional needs to increase OST. Another aspect related to OST and organizational commitment is organization-based self-esteem (OBSE), something to which Fuller, Barnett, Hester, and Relyea (2003) referred as employees' self-worth in seeing themselves as an organizational member. Each of these concepts relates to the employee's commitment to an organization by analyzing the OST provided.

Loi, Hang-yue, and Foley (2006) examined the relationship between OST and an employee's justice perceptions and suggested open and regular communication between managers and employees to affirm workers' value and increase their self-esteem. The two critical antecedents of OST found in the literature are "supervisor support and procedural

fairness” (Weibel, 2007, p. 511). Enhancement of employees’ justice perceptions can occur through regular and open communication with managers, enabling the employee to feel safe and secure in the working environment, thus increasing organizational commitment.

OST links to several antecedents in the literature. Fulfilling the socioemotional needs of employees occurs through respect, caring, appropriate wages, and adequate benefits, as employees identify with the organization and believe in their vision to offer organizational commitment (Satardien et al., 2019). Engelbrecht and Samuel (2019) found that managers can undergo training to develop socioeconomic behaviors through transformational leadership, increasing employee retention. Engelbrecht and Samuel (2019) indicated that such attitudes tend to reduce turnover intention and increase employees’ OST. For example, Karaalioglu, Araalioglu, and Karabulut (2019) shared similar findings, suggesting that managers should incorporate ways to improve job satisfaction levels through reward systems and training opportunities. The conclusion provides credence that managers’ viewpoints require consideration before designing strategies for employees.

Human resources professionals and managers create strategies to enhance and protect employees from reducing turnover and boosting performance. OST builds on defining how to use these strategies more effectively by using five principles: (a) convey the voluntary aspects of favorable treatment and involuntary issues of unfavorable treatment; (b) assign representatives of the organization to support OST; (c) be sincere; (d) tailor rewards to cultural norms; and (e) support employees on a day-to-day basis,

giving credibility to organizations (Eisenberger et al., 1986; Kurtessis et al., 2017; Meyer & Bartels, 2017; Shanock et al., 2019). The five principles of the OST enable the Four C's of compliance, clarification, culture, and connection to build an integration model that supports socioeconomic support and psychological well-being.

Psychological Contract Theory (PCT)

PCT originated from ancient Greek philosophers in the 17th and 18th centuries. The term has evolved since Argyris (1960) introduced the theory in the book *Understanding Organizational Behavior*. PCT is a contract between two parties that occurs in a social context (Argyris, 1960; Levinson, 1962; Rousseau, 1989, 1995). Rousseau (1995) suggested the four types of unwritten agreements. The four tacit agreements include psychological, normative, implied, and social, which occur at an individual level. They are different personal beliefs in a contractual setting between an employee and an organization.

Levinson et al. (2003) defined psychological contracts as mutual expectations that set the relationship between the employer and the employee. Schein (1988) further explained that in a mental contract, organizations and individuals each have expectations of each other, including the rights, privileges, and obligations between employee and employer. Such expectations are not written but operate seamlessly within behavior (Schein, 1988; Sels, Janssens, & Brande, 2004) defined the contract as a prior promise and unwritten contract for future benefits by employee and employer.

Mutuality and reciprocity play a significant role in a psychological contract setting. For instance, an employer that promises to provide career development expects

the employee will work hard to increase the profits of the organization; an employee's failure to do so results in a breach of the psychological contract (Dabos & Rousseau, 2004). (Robinson & Rousseau, 1994; Rousseau, 1989, 2011; Schein, 1988 & van Zyl, 2019) stated that these expectations define the amount of work needed for a set amount of pay and involve the rights, privileges, and obligations of an employer and employee. The organization fulfills the contract through exercising authority; in turn, the employee fulfills it by contributing as per the expectations of the employer.

Researchers have studied and enhanced PCT through studying surveys that show employers' views of an organization's fulfillment, whether with an emotional component or purely transactional with a concentration on focus violation (Rousseau, 2011). Pre-employment experiences can affect the psychological contract, suggesting a bias due to negative pre-employment experiences. In such situations, schemas help the worker decide role responsibilities and job security through social interactions with coworkers (Rousseau, 2001). The psychological contract emerges when the organization believes employees should receive a reward for their hard work, and the employees meet this expectation by working hard.

Organizational performance with multiple generations in the workforce is increasingly complex, with the engagement and retention of employees now a critical issue in every organization. Kutaula, Gillani, and Budhwar (2019) analyzed employment relationships in Asia using the PCT. They suggested that managers could focus on team-building, team-focused activities, and an understanding of culture to fulfill the psychological contract and ensure employee loyalty.

A large part of the PCT focuses on the breach and violation of the contract, which leads to job dissatisfaction and absenteeism. As Chang (2015) noted, “Rousseau (1989) argued that psychological contracts only exist in employees because beliefs are held by people rather than organizations” (p. 14). Following Rousseau’s argument, academic researchers focused on employees. Syrek and Antoni (2017) noted that, with an awareness of employees’ beliefs, managers reduce turnover and increase job satisfaction by preventing contract violation, building communication, and enhanced belief systems. Furthermore, breaches are also dependent on previous unmet expectations from the worker’s former employer, resulting in the perception of a breach spiral (Atkinson, Matthews, Henderson, & Spitzmueller, 2018). Thus, written contracts with clear expectations between employer and employee build on the psychological contract, creating revised belief systems.

Onboarding Model

Onboarding is the process by which employees become a part of the organization through organizational socialization (Bauer & Erdogan, 2011). An effective onboarding process, as explained by Bauer (2010), consisted of four elements that typically enhance the operation and enable the employer and the employee to build meaningful relationships. Caldwell & Peters, (2018) said the model consists of four building blocks: (a) compliance: policies and procedures, (b) clarification: understanding of the new job, (c) culture: formal and informal organizational norms, and (d) connection: interpersonal relationships through formal and informal networks.

The study's framework rests on the concept of OST and PCT, which consists of sustaining the employee with socioeconomic support, mental well-being, a stable career path, appropriate support mechanisms through harnessing belief systems, and benchmarked growth opportunities. These qualities together form an integration model, which includes strategies defined by the Four C's.

The compliance section of the policy supports the rules and regulations provided in the handbook while integrating the employee into the workplace under the mission and vision of the organization. The clarification strategy articulates the performance expectations and the training and development required, specified according to the employees' credentials during the hiring process, which supports their growth and development — defining the strategies around sharing the organizational culture formally and informally may further help the employee, who is encouraged by articulating the vision of the organization. Finally, the connection strategy fosters the employee through support to develop interpersonal formal and informal networks. The employee may receive mentoring from peers, managers, and supervisors.

The conceptual framework factored into the questions based on the Four C's in the survey. The survey was a part of the Delphi methodology and given to midlevel managers in qualifying organizations who met participation criteria.

The onboarding concept integrated with the theories. Onboarding is the process of integrating an employee into the organization to drive their maximum potential and enable long-term retention. Bauer (2010) introduced the concept of onboarding with the Four C's: compliance, clarification, connection, and culture. Compliance includes the

rules, regulations, and processes provided in the employee handbook. Clarification involves the details provided to the employee at the time of hire, as well as the breakdown of job responsibilities, performance expectations, and training and development map. Culture features the learning of the shared organizational norms, both formal and informal, and understanding the company's mission and vision. Connection translates to interpersonal relationships, mentoring, and the development of formal and informal networks.

The initial stages of an employee joining the organization are crucial to the success of the employee and the organization. The integration model is based on the Four C's and may be carried out throughout the first year of employment. The questions for data collection include the integration model, which offers socioeconomic support, psychological well-being, development of a career path, establishment of support mechanisms through personal relationships and belief systems, and benchmarked growth opportunities. Midlevel managers suggested strategies based on the criteria in the framework. The integration model enabled midlevel managers to define policies that supported the integration model for Gen Z.

Literature Review

The constructs of interest used in the study were consensus-driven, based on the Delphi methodology. Driving consensus is a method of synthesizing information where the current data is not enough to reach a solution; thus, personal insights from experts are needed to reach a decision based on a majority (Jones & Hunter, 1995). Several methods exist for defining a consensus: (a) percentage agreement through a final vote among the

experts participating in the study (80%), (b) rating scale, or (c) a majority of participants to give a positive rating to the topic for its inclusion (Nair, Aggarwal, & Khanna, 2011).

The three most common types of consensus methods are the nominal group technique, RAND/UCLA, and the Delphi method (Humphrey-Murto, Varpio, Gonsalves, & Wood, 2017). The nominal group technique, which is using a structured process of face-to-face interactions with experts, consists of two rounds and panelists rating, discussing, and then rerating the questions. The RAND/CLA method is a modified Delphi process that, unlike Delphi, is not a full agreement from experts but features a prespecified target of 80% (Cotti et al., 2019). The Delphi process uses several rounds of opinions from experts to gain a consensus until reaching the specified criteria (Skela-Savic, MacRae, Lillo-Crespo, & Rooney, 2017). The Delphi method is the best method to avoid bias and social pressures, as the other methods use face-to-face interaction. Another reason to choose the Delphi method is the difficulty in finding the expert panel of managers for face-to-face interaction in a short amount of time.

The Delphi Method

Dalkey and Helmer (1963) developed the Delphi technique in the 1950s at the RAND Corporation as part of a research project called Project Delphi. It is a means to gather a convergence of opinions from experts in their area of expertise (Avella, 2016; Davidson, 2013; Green, 2014). The Delphi name stems from Greek mythology and the Oracle of Delphi, who had the power to predict the future (Cornel & Mirela, 2008). Delphi is also described as a method of crafting a group opinion through structured questionnaires to devise solutions to complex problems.

The technique has evolved from the 1950s, beginning with military use and forecasting in the RAND Corporation, to include use in other sectors in the 1960s (Finley, 2012; Linstone, 1985). The Delphi technique gained momentum between 1980 and 2004 as a research design. (Avella, 2016 and Dalkey & Helmer, 1963) stated that the forward-looking nature of the Delphi method makes it an iterative qualitative design of gathering opinions from subject matter experts, filling an understudied gap.

Researchers apply the technique in qualitative research when there is a requirement of judgment from subject matter experts in forecasting a solution to a problem (Cornel & Mirela, 2008; Hanafin, n.d.). (Green, 2014 and Linstone & Turoff, 1975) noted that Delphi is one of the most appropriate research designs when it is not possible to solve a problem through analytical methods, instead of requiring collective judgments; when the expert individuals have no communication with one another and come from diverse backgrounds; and when the researcher can ensure validity by maintaining the diversity of the participants.

The qualitative Delphi method has roots in the philosophy of Locke, Kant, and Hegel (Turoff, 1970). Philosophers accentuate the importance of opinions relating to reality and the approach to decision-making. The Delphi method originated to inform practical research to support Dewey's pragmatism through assumptions (Dalkey & Helmer, 1963). Dewey's pragmatism serves as a concrete bridge between theories and methods, originating from the interpretive paradigm linked to subjective human experiences (Fay, 1996; Kirk & Reid, 2002).

Brady (2015) and Hsu & Sandford (2010) suggested pragmatism is evident in the qualitative Delphi method in the following ways: (a) it is flexible and useful with quantitative and qualitative data sources; (b) it is affordable, comprising surveys and questionnaires that can be quickly disseminated; and (c) it is useful for collecting input from experts. Delphi studies do not have the same complexity as other research designs that may require specialized education, technology, and knowledge, thus making Delphi a useful data collection tool for community-based research and decision-making.

For the study, I chose Delphi instead of a case study. According to Yin (2017), a case study enables exploration of participants' experiences and perspectives within a real-life setting. The case study method is the most appropriate research design when no control exists over the phenomenon being studied (Amerson, 2011). A case study is a qualitative research design used to explore, describe, or explain a case of interest, as well as enable a holistic and meaningful understanding of a phenomenon (Yin, 2017). Case studies also permit a heuristic approach, allowing for the explanation of what happened and why it happened, which increases applicability (Yin, 2017).

The Delphi method was borne out of military projects as a means of judgment, decision-aiding, or forecasting (Rowe & Wright, 1999), useful when there is incomplete knowledge about a phenomenon (Adler & Ziglio, 1996; Delbeq, Vande Ven, & Gustafson, 1975). Skulmoski, Hartman, & Krahn, (2007) defined Delphi studies consisting of utilizing a panel of experts to build consensus. Qualities of the Delphi design include anonymity, responses not identified with names, and controlled feedback, an action allowing the group members to reevaluate their answers after analysis in the

first survey. Also, statistical group response ensures the reflection of every group member's opinion in the final response (Rudner et al., 2001). Structured interaction involves standard questions through a survey to find answers and achieve a consensus. Dalkey & Helmer, (1963); Diamond et al., (2014) & Linstone & Turoff, (1975) defined a dialectical inquiry as a form of qualitative research utilizing the method of debate, as researchers aim to discover truth through examining and interrogating competing ideas, perspectives, or arguments.

When considering sample size in a Delphi study, the researcher must remember saturation determines the sample size in qualitative research; however, additional elements to consider include code saturation and meaning saturation. Code saturation occurs when researchers have “heard it all,” and meaning saturation refers to the need to “understand it all” (Hennink, Kaiser, & Marconi, 2016, p.605). The number of participants for the study should not be too large, which can be challenging to coordinate, or too small, leading the assessment to be too narrow. Data collection in a Delphi study occurs through an open-ended questionnaire completed by a panel of experts to understand the different views and perspectives with specific criteria; a description of the problem; identification of the means of communication to collect responses and summaries from previously published research articles, literature, and case studies (Patton, 2014); and reflexive journal notes (Merriam & Tisdell, 2015).

Key Themes in the Literature

The literature review incorporates seven significant themes based on the research question and the purpose of the study: (a) positive traits of Gen Z, (b) negative traits of

Gen Z, (c) the Strauss and Howe generational theory, (d) value of understanding Gen Z, (e) integration practices, (f) organizational failure with the millennials, and (g) current data on Gen Z workplace practices. Investigating the first theme required inquiry on the positive traits of Gen Z. The second theme highlights the research on the negative characteristics of Gen Z, as captured from the academic literature. The third theme discusses the origin of the Strauss and Howe generational theory and the features of the four generations before Gen Z. The fourth theme articulates a synthesis of views from researchers on recommendations and market trends that create a compelling need to understand Gen Z. The fifth theme includes the integration practices incorporated thus far in literature with the millennials and the former generations. The sixth theme sums up the review of the reasons for the past organizational failure with the millennials. Finally, the seventh theme provides data on the current workplace practices for Gen Z.

Positive Traits of Gen Z

Gen Z trends show they are social entrepreneurs who focus on social justice, are mindful in creating their future, and form a socially conscious cohort (Hope, 2016). These traits imply that if organizations are open to receiving talent, Gen Z will help create a work culture that values and promotes positive social change in the world (Singh & Dangmei, 2016). Managers could use these traits to analyze the integration practices that could encourage the new generation of employees to increase business value, bring more meaning to their lives, and contribute to the betterment of society (Yaneva, 2018).

Seemiller & Grace, (2017, p. 25) posited that the entry of a new generation into the workforce can enable managers to “educate, mobilize, and empower” Gen Z to solve the issues that could create a positive impact on society.

Strategically investing in the training and development of Gen Z may build trust, commitment, and new capabilities that could translate into a competitive advantage and improved business outcomes (Larkin et al., 2018). Harmonizing Gen Z into the workplace and understanding their strengths and weaknesses to draw out their potential could strengthen their ability to perform, build strong relationships, and promote positive social change in communities. Gen Z employees prefer to work for managers with honesty and integrity (Stillman & Stillman, 2017). One of their prerequisites for working for an organization is the demonstration of ties with the community and social responsibility.

Researchers in academia have identified the characteristics of Gen Z as requiring flexibility at work, focusing on tangible rewards, maintaining a global mindset, being professionally committed, and experimenting with new things (Puiu, 2017; Singh & Dangmei, 2016). Hope (2016) acknowledged the traits of Gen Z and forewarned organizations to prepare to welcome them. Numerous researchers continue to call Gen Z the “we” generation who are socially liberal and more realistic than millennials. McGaha, (2018); Seemiller & Grace, (2017) & Smith & Cawthon, (2017) argued that Gen Z's thinking is oriented to social change, and their driving factor is creating a difference in society.

Desai and Lele (2017) conducted a quantitative study on the attitudes of Gen Z as related to social media and the workplace. The author used a structured questionnaire using the reliability scale with 181 participants, of which 81 were undergraduates, and 60 participants were enrolled in a post-graduate program. The birth year of the students ranged from 1990 to 2000. The study consisted of 34 variables and sub-variables. The results of the study showed that Generation Z does not shy away from work but has certain predefined notions towards their workplace. They value the team, superiors, subordinates, and freedom of speech. The authors' findings indicated a challenge exists for organizations to understand the generation, as they have specific needs compared to the other generations.

Chillakuri and Mahanandia (2018) conducted an exploratory study using journal articles, newspapers, and conference proceedings, which included interactions with Generation Z. The authors indicated that the data on generation Z is scarce due to their recent entry into the workforce. The findings showed that Gen Zs are early starters who are independent with an entrepreneurial drive, multitaskers, and people who require flexibility at the workplace. The generation is said to be comfortable working across the globe, even though they have not had global exposure in person.

Gen Z is a technological generation, and organizations need to use technology to communicate with this generation. Social recruiting may serve as an alternative method of hiring (Canedo, Graen, Grace, & Johnson, 2017; Chillakuri & Mahanandia, 2018). Chillakuri and Mahanandia (2018) suggested that organizational managers should be ready to address challenges with these workers, which arise due to age, experience,

thinking, and style. Organizations require redefining policies and strategies and developing systems around them. Chillakuri & Mahanandia (2018) suggested specific strategies to mitigate the differences that arose with other generations, such as the millennials, and preempt the troubles for organizations.

Smith and Cawthon (2017) conducted a media review of the book by Seemilar and Grace (2016), “Gen Z goes to college” Seemilar and Grace (2016) investigated 295 sources using qualitative and quantitative methods and studied literature from other scholars. Smith and Cawthon (2017) conducted a review of the findings and divided the research into themes comprising of “Who is Generation Z?,” “Beliefs and Perspectives,” “Communication Platforms and Preferences,” “Social Media Use,” “Friends, Family, and Romance,” “Care and Concern,” “Engagement and Social Change,” “Leadership Styles and Capacities,” “Maximizing Learning,” and “Working with Generation Z.”

The review highlighted the common theme of social media consumption by Gen Z to engage with friends, family, and the workplace. Due to their understanding of social media and their belief in creating positive social change in society, Gen Z will engage in politics and voting as they become of age. The authors concluded that organizations require an understanding of Gen Z and that they will live their values through lifestyle changes.

Tulgan (2013) wrote his first book, “Managing Generation X,” in 1995. Organizations approached the author for advice on managing Generation Z, which prompted the tracking of Generation Z since 2008 by conducting in-depth interviews with young adults. The research revealed the distinguishing characteristics of economics,

geopolitics, technology, and parenting. The author listed items that are important for Gen Z in the workplace: social media, human connection, global mindset, diversity, training, and promotion of high-intensity relationships. The authors suggested that organizations can retain Gen Z employees by building dream jobs that incorporate all of the mentioned characteristics.

The author further indicated that organizations should promote high-intensity relationships, provide continuous reeducation, define laser-focus roles, take control of the virtual ethos, plan for global outreach and local nesting, and build continuity through short-term renewable loyalty. The findings of the authors concluded the apparent level of focus on the needs of Gen Z, along with similar characteristics of the kind of interaction these employees require from organizations.

Seemilar and Grace (2015) wrote a book, "Gen Z goes to college," which reports data from 295 sources compiled from fifteen partner institutions. The authors initiated the emails with partner institutions who sent out the survey to their qualified students. The investigation started with 1,223 students, and 1,143 took the study who were born after 1995. The survey included qualitative and quantitative design and included open-ended and multiple-choice questions.

The results indicated Gen Z as being loyal, compassionate, unbiased, contemplative, adamant, and unwavering. Puiu (2017) conducted quantitative research of 111 teenagers using Google forms along with documentation, observation, comparison, analysis, and synthesis. The authors described their learning styles as different from other generations. Gen Z workers are self-learners and realistic in their thought processes. Both

Puiu and Seemiliar and Grace highlighted Gen Zs' need for human interaction, and communication despite their dependence on social media.

Singh (2014) researched Generation Z using primary and secondary data. The primary data consisted of interviews and interactions with various generations and secondary data comprised of journals, discussion with experts, and magazine articles. The authors associated Gen Z with being individualistically focused on good life, loyal, curious, and faster learners than any other generation due to their constant interaction with technology.

Gen Z individuals have grown up with technology at their fingertips, and the virtual world is one of their strengths. Persada, Miraja, and Nadlifatin (2019) conducted quantitative research to analyze data using online questionnaires as their primary development instrument. The research question was based on identifying behavioral patterns of Generation Z for online learning. The research participants included 123 first-year students who were actively using collaboration platforms. The four main areas of focus for the questionnaires included personal, professional, as learners and community members.

Research findings suggested that managers seeking to utilize the strength should create accessible learning resources to improve the workers' internal perspective. Gen Z is self-taught in technology; thus, organizations benefit by creating an environment that can deepen their understanding and create an atmosphere of formalized learning to ensure full utilization of their local knowledge.

At the 14th International Scientific Conference, “Adapting Your Teaching to Accommodate the Net Generation / Z-Generation of Learners,” Chicioreanu and Amza (2018) researched at the Politehnica University of Bucharest. The research question was to identify the learning needs, expectations, and motivations by using technology to develop teaching methods. The process of group sampling was used, and questionnaires were distributed to faculty and students. The participants included Millennials and Gen Z students.

The authors concluded that Gen Z is looking for learning designed in an interactive fashion, which is a blend of technology and personal interaction. Vitelar (2019) used a quantitative methodology to understand GenZs use of personal branding through social media. The study was conducted in Romania. The researchers used a quantitative questionnaire utilizing a convenience sample of 100 individuals between 18-24 years of age. The researcher further detailed the cohort’s love for technology, which is grounded in the building of personal brands through the use of social media. Gen Z uses social media for “self-expression, creating a positive image and reputation for building networks, differentiating in the marketplace, and staying competitive.” Vitelar noted that these young adults spend considerable time on social media to build their reputation for networking and recruiting purposes.

Although managers are still forming the workplace tactics for the new set of people, Persada et al. (2019) proposed the most important incentives for this generation are value, career, learning, and self-regard. Tulgan (2013) also offered the same viewpoint by stating that Gen Z expects a clear reward structure to the amount of time

spent in the workplace. This attitude could be beneficial for managers if leaders put into place a tangible reward system to motivate employees.

Negative Traits of Gen Z

Tóth-Kaszás (2018) conducted empirical research in Hungary, interviewing leaders from non-profit organizations on the characteristics of Gen Z. The researcher held 21 interviews using a structured questionnaire on strategies that could be applied to keep Generation Z motivated to work in small towns. The results described Gen Z as a self-indulgent generation who live for the day and do not like limitations. The researcher classified this young generation as self-centered, defining their personality through social media and hiding behind avatars to express themselves (Piore, 2019; Shatto & Erwin, 2016; Stillman & Stillman, 2017). Their immersion into technology prevents them from verbalizing their emotions but does not take away their sensitivity to human emotions. Due to their multitasking ability, Gen Z individuals lack precision and critical thinking. They do not like following the rules; however, they are better at it than the millennials (Tóth-Kaszás, 2018). Keeping Gen Z close to their hometowns is a difficult task due to their curious minds and constant search for better opportunities.

Mohr and Mohr (2017) performed a descriptive comparison of Gen Y and Gen Z through using current research from researchers such as (Elmore, 2010 and Seemiller & Grace, 2017) and stated that, although this generation does have positive characteristics, some of the negatives are due to the exposure to the digital world, which enables them to become uncompetitive and uncreative. The authors described Gen Z as lacking spontaneity, defocused, critical of their peers, and not wanting to miss out on anything.

Schenarts (2019) researched dictionaries, libraries, and databases on the current research presented on generation Z and supported the view iterating the digitized world has created short attention spans and generational conflicts. Although the digitized world gave Gen Z intelligence, it also created impatience, anxiety, and depression. Technology played a pivotal role in the development of Gen Z, and the challenge for organizations is how to drive this generation by incorporating technology as a significant component in the workplace, at the same time ensuring these employees remain engaged and use their intelligence for positive evolution.

Schlee, Eveland, and Harich (2019) conducted a study using a Likert scale on millennials and Gen Z, with emphasis on their learning styles and their attitudes towards team projects. The authors consulted 24 marketing research students to develop the questionnaire. The sample consisted of 51% men and 49% women; 549 students completed the questionnaire. Results revealed that Gen Z was more anxious and less confident than millennials, and teamwork was not one of their strengths. Purcell (2019), on the other hand, suggested sustaining the learning styles of Gen Z by enabling them to take a deep dive into content through individual attention and personalization to their specific needs.

Gen Zs' average attention span has reduced to 8 seconds as compared to 12 seconds from the millennials (Shatto & Erwin, 2016). Harvard Medical School attributed the reduction to an attention deficit disorder due to the imagery of the virtual world. Furthermore, the acquired attention deficit disorder reduces Gen Zs ability to concentrate

on complex problems due to the visual imagery of social media and technology (Chun, 2017; Singh & Dangmei, 2016).

Cameron and Pagnattaro (2017), based on studies conducted by Google and after studying existing literature on Generation Z, argued the 8-second attention span also creates efficiency in Gen Z, helping them to process massive information overload at a breakneck speed. The lack of concentration due to technology could cause a challenge for organizations to develop mediums to communicate with this generation to drive their potential. Cameron & Pagnattaro, (2017 p. 320) suggested the three learning styles for Generation Z as “visual, auditory, and kinesthetic.”

Strauss and Howe Generational Theory

The Strauss and Howe generational theory pertains to attitudinal differences due to social and environmental circumstances at the time of the development of the particular generation (Gurova & Endokimova, 2016). Strauss and Howe (1991) shared the characteristics of four generations by discussing the main attributes of each as affected by economic and social circumstances (McGaha, 2018). The four generations are as follows: (a) traditionalist: members of the general population born between 1925 and 1945; (b) baby boomers: members of the general population born between 1946 and 1964; (c) Generation X: members of the general population born between 1965 and 1980; and (d) Generation Y: members of the general population born between 1981 and 1999 (King, 2017). Their research specified the generational pattern that exists in each generation based on social and economic circumstances.

Strauss and Howe published another book in 2000 called *Millennials Rising: The Next Great Generation*, in which they praised the millennials as a generation that will make more of a difference in society than Gen X and Gen Y. The authors also predicted Gen Z would be the next generation to gain the intellectualism from the traditionalists, idealism from the baby boomers, action-orientation from Gen X, and optimism from the millennials.

According to Strauss and Howe (2000), all the changes that millennials and Gen Z will go through will stem from prevailing societal circumstances, which affect their personalities and drive them to be better than the previous generations. Based on Strauss and Howe's generational theory for the research, a discussion of each of the ages follows based on their years of birth and the economic and historical circumstances at the time.

Traditionalists (1928-1945). Also known as veterans, traditionalists grew up during the end of World War II and the beginning of the 1950 Korean War. The economic downturn dictated their core values, and they pride themselves on conformity, sacrifice, patience, rules adherence, and being followers rather than leaders (McGaha, 2018; Wiedmer, 2015).

Baby boomers (1946-1964). Entering a society that had already encountered four years of world war, the baby boomer generation marked the "decades between World War II and the Civil Rights Movement" (Hughes & Angela, 2004, p.224). The characteristics of baby boomers include loyalty, hard work, and technological amateurs. Employees consider baby boomers to be "less competent, less qualified, less friendly, and less desirable than younger workers" (Cox, Young, Guardia, & Bohmann, 2018, p.72).

Generation X (1965–1980). Gen X individuals are those born around or during the Vietnam War, the only war lost by the United States. They grew up with boomers as their parents and experienced the invention of Apple and terrorist attacks, which led to the economic downturn (McGaha, 2018). Gen X rebelled against the baby boomers and looked for a sense of family. They want balance, informality, casual authority, and skepticism (Zemke, Raines, & Filipczak, 2013).

Generation Y/millennials (1981–1996). Early events in the millennials' lives were globalism, the terrorist attacks of September 11, 2001, and the Internet Age (National Endowment for Financial Education, 2015). Researchers have identified millennials as being well-educated, self-centered with no loyalty and ethics in the workplace, and highly ambitious. Gen Y wants to rise quickly in ranks, live in the present moment, and value their freedom. They are a vulnerable population that does not like setbacks (Baiyin Yang, 2018).

Generation Z (1997–2012). Gen Z underwent influence by the revolution of the digital world, a volatile economy faced by multiple violent attacks (post-9/11), terrorist attacks, and social justice movements. Gen Z trends show they are social entrepreneurs who focus on social justice, are mindful in creating their future, and form a socially conscious cohort (Hope, 2016). Gen Z prefers to work for managers with honesty and integrity (Stillman & Stillman, 2017). Researchers in academia identified the characteristics of Gen Z as requiring flexibility at work, focusing on tangible rewards, owning a global mindset, being professionally committed, and experimenting with new things (Puiu, 2017; Singh & Dangmei, 2016).

Value of Understanding Gen Z

Gen Z, the oldest of whom are now reaching 25 years of age, are joining the workforce. Gen Zs are individuals born after 1997 (McGaha, 2018; Seemiller & Grace, 2017; Stillman & Stillman, 2017; Tóth-Kaszás, 2018). Their characteristics differ from the previous generations, which forces the organizations to understand them (Chillakuri & Mahanandia, 2018). A new generation entering the workforce changes the landscape for organizations, requiring them to devise new strategies and change old ways to accommodate new thinking.

Chillakuri and Mahanandia (2018), in their exploratory study, while researching journal articles, newspapers, and conference proceedings and Seemiller and Grace (2017) in their qualitative study using 295 sources and data from 15 partner institutions identified Gen Z as having a strong entrepreneurial drive. Singh Ghura (2017) performed a qualitative study, and the method used for the research was semi-structured in-depth interviews. The research question centered around the challenges faced by Indian organizations while working with Generation Z intrapreneurs.

The exploratory study focuses on existing literature on Generation Z in the workforce, referring to them as “intrapreneurs” (p. 106). According to Singh Ghura, intrapreneurs take approval from managers to use the organization’s resources. (Luchsinger & Ray Bagby, 1987) further said that an entrepreneur and an intrapreneur both rely on innovation and teamwork, with a difference in the setting: one works in an individual environment, with the other working in an organization with procedural and structural regulations.

According to Buekens (2014), organizations can build an intrapreneurial culture to harness innovation by allowing individuals to take risks and implement the company's vision through empowering employees and giving them access to the company's resources. Onyebu and Oluwafemi (2018) asserted that to grow effective intrapreneurs, organizations should adopt a leadership style that recognizes, motivates, and rewards these individuals in achieving organizational development through innovation. The landscape for organizations is changing as competition grows, and individuals look for more significant challenges. Harnessing and developing Gen Z through recognizing and cultivating talent could enable organizations to remain competitive in a growing environment.

The professional world has multiple generations working together, which creates intergenerational differences. Following a study in China, Tang (2019) conducted a critical analysis of the literature present on Gen Z and found Gen Z as having a significant impact globally, thus identifying a need to understand the values and cultural differences of this particular group. Previous generations shaped the organizational landscape; as such, identifying managerial preferences of Gen Z will enable organizations to devise means to harmonize four generations in the workplace (McGaha, 2018).

In his research of Gen Z in the federal workforce of generational differences and managerial effectiveness as perceived by various generations, Arrington (2018) suggested future recommendations and analysis on studying the attributes of Gen Z, specifically to increase the success of any organization and enable the four generations to work harmoniously. The researcher used quantitative methodology and accumulated data from

preexisting federal public sector members. The sample population comprised of 1,845,662 employees. The survey instrument used the 3-point type Likert scale. The results indicated that each of the generations has its values and attitudes. (Wiedmer, 2015) after studying existing research suggested that managers should adopt the appropriate technique to communicate with different ages; in the case of Gen Z, technology impacts the way they will inform and innovate.

Disruptive technology has touched every aspect of businesses and the way people work. Gen Z is at the core of the innovation, and embracing them will prepare organizations to take a leapfrog approach into the world of progress with disruption (Koulopoulos et al., 2016). Artificial intelligence (AI) and disruptive technology are highly influenced by millennials and Gen Z, who firmly believe the development of AI will reduce governance and scrutiny in organizations (Whitman & Sobczak, 2018). The reliance of organizations on AI in the future for successful business practices requires support and understanding of this generation.

Gen Z is new to the workforce; thus, in-depth understanding is lacking through research or their actions of joining the workforce, as only the oldest members are entering the educated workforce. Organizations should obtain a comprehensive understanding of this generation to ensure a successful transition from other generations, as they differ in their values and attitudes. Thus, to welcome and retain this generation, companies must devise integration practices that drive Gen Z maximum potential.

The exhaustive literature review that follows covers what is meant by integration practices in the workplace and how different ages vary in the adoption of these practices.

Also included is a detailed overview of the prior generation, the millennials, and the reason organizations struggled with millennials due to the failure of such integration practices in the workplace.

Integration Practices

Integration rests on the four pillars of compliance, clarification, culture, and connection, as discussed in the study's conceptual framework. Wiggins-Romesburg and Githens (2018) studied the various forms of diversity and resistance that could potentially create equity and integrative practices in organizations by creating an integrative atmosphere. The authors suggested that organizations incorporate a component of multiculturalism, compliance, and inclusion to foster a connection with employees to develop a productive workplace.

Along similar lines were the findings of Ricketts and Rudd (2002) using the experiential learning theory of Kolb (1984), combining experience, perception, cognition, and behavior through a review of the personal development of youth. Ricketts and Rudd (2002) suggested the behavioral aspects of youth required to study before designing an integration model by considering the three dimensions of awareness, integration, and interaction. The researchers conducted a theoretical investigation of the current literature on youth leadership and developed a model for formal leadership for youth programs. The authors conducted an exhaustive literature review on the leadership models currently available for youth before developing the model. Although the authors defined the integration model specifically for Gen Z employees, there was no data or a review of managerial practices. The literature provided by Ricketts and Rudd (2002) connects the

three dimensions of awareness, integration, and interaction to the integration model suggested in the study, which is based on clarification, connection, culture, and compliance. Caldwell and Peters (2018) identified the moral norms that organizations should use in welcoming Gen Z into the companies as new hires. These norms related to the clarification role of the integration model to include psychological well-being and interpersonal ethical relationships.

Byford et al. (2017) gathered the results from a global survey of 588 senior executives, in which 70% of respondents attributed their failure to lead an organization to lack of understanding of norms and lack of cultural fit in the organization. The senior executives who were interviewed upon joining the organization also said that organizational culture and politics was the primary reason for people leaving the organization. The authors articulated five tasks of which executives must be aware of during the first few months after entering the company. These tasks include assuming operational leadership, taking charge of the team, aligning with stakeholders, engaging with the culture, and defining strategic intent. Byford et al. suggested using the term integration instead of onboarding, which enabled an employee to become a functioning member at the outset. The researchers articulated that if companies perform true integration, then people can reach full performance in 4 months rather than an average of 6 months. The authors' findings are generalizable concerning issues of onboarding; however, the researchers did not focus on the intricacies aligning the lack of onboarding to loss of business and resources.

Mueller et al. (2013) conducted a quantitative study at a research university in the Midwest with a sample of 906 participants. The identified participants were recruited from the organizational hiring records. The invitation was sent via email and followed up by a phone call to fill up an online survey. A total of 14 questionnaires were filled out by 264 participants from the pool. The findings suggested that initial interactions have potent effects on newcomers entering the workplace. The authors compared relationships between supervisors and coworkers. The positive triggers for newcomers included personal support and connectedness, and negative triggers involved interpersonal conflict, power struggles, and trust violation. Social support emerged as a vital function to support newcomers. Mueller et al. suggested newcomers who receive a high level of support settle down faster, have a higher level of confidence in the organization, and produce better results than those who do not feel socially supported. The researchers studied the effects of socialization directly linked to onboarding, a new employee in organizations. Mueller et al. indicated a need for future research for supporting newcomers and understanding their behaviors in the first 90 days of entering the workforce. The researchers emphasized the socialization concept without expanding on management support.

Cable et al. (2013) conducted a field experiment at Wipro, with 605 participants divided amongst three operations. Participants comprised of three groups. The first group emphasized individual identity, focusing on individuals bringing their strengths to work; the second group stressed the organizational entity, focusing on imbibing the corporate values and concentration on institutional needs; and the third followed whereby

newcomers underwent training in 15- to 20 person groups to transfer the company's culture by focusing on each one's identity. The authors posited that the standard onboarding approach is inappropriate for bringing new employees on board, eliminating creativity, and disempowering newcomers from demonstrating their strengths. Cable et al. (2013) found that when personal character received a higher focus than the employee, turnover was less, and customer satisfaction was high. The authors suggested authentic self-expression increased self-esteem, increasing employee performance with less likelihood to quit their jobs than found by following organizational commitments or the traditional onboarding.

Emphasis was on the four essential elements to onboarding for the future upcoming workforce (Cable et al. 2013). Managers should connect with people without a job description and enable them to express their strengths and use them at work. The newcomers should have dedicated time to show their talents, which will allow management to utilize employees' strengths to the maximum and ensure lower turnover. Introductions require tailoring the conversations and allowing the newcomers to express their power, enabling them visibility with their colleagues. Lastly, Cable et al. suggested that companies should allow newcomers to indicate how their forces can benefit organizations and where they can provide the maximum benefit in creating a win-win for both the organization and the newcomers. The article was useful in portraying the benefits of a small change in socialization practices in creating a difference in organizations. All four steps mentioned by the authors connect to compliance,

clarification, connection, and culture for understanding the characteristics of the new workforce to develop effective integration practices.

Organizations have worked with various generations in the past, and are now encountering a generation that holds different views about the workplace. Malcolm Knowles, in his adult learning theory, discussed people developing self-responsibility if they are allowed to create their own learning needs (Knowles, 1978). Adult learning theory centers on the six assumptions of maturity: self-direction, growing experience, development tasks to ensure readiness, problem-centered learning, internal motivations, and the ability to define the why to a newcomer (Malik, 2016). This theory, if applied to every learning program oriented at the newly entering Gen Z, can enable organizations to create a solid foundation that will help these young employees assimilate into the organization.

Past Organizational Failure With the Millennials

Millennials, also known as Gen Y, were born between 1981 and 1996 and termed the digital natives. The millennial generation was meant to devise new methods to change organizational thinking (McGaha, 2018). Organizations struggled to retain millennials, considering they were a lazy generation, negative, with a short attention span and having unrealistic organizational expectations (De Hauw & De Vos, 2010; Mondres, 2019; Rather, 2018). Ruiz & Davis, (2017) stated that the critical requests from millennials included workplace freedom and unspecialized work roles; organizational reluctance resulted from a lack of organizational and supervisor support and a lack of effective strategies to blend the millennial generation into the workforce.

Different generations bring different attitudes and motivations to the workplace. Calk and Patrick (2017) investigated the motivational factors for millennials, referring to the five motivational factors listed in the Work Motivation Inventory (WMI). WMI uses “forced choice, paired-comparison technique to create a motivational profile” (Calk & Patrick, 2017 p. 133) to make workplace choices. The authors collected responses from 88 completed surveys out of a total of 341 studies distributed to the millennials.

The findings suggested millennials had substandard ethics, beliefs, and communication skills and thus failed to make long-term commitments to organizations. Multiple authors offered varying views on the perspective of the millennials. A recent Gallup report identified Gen Z as the job-hopping generation, with turnover costing organizations \$30.5 billion annually (Adkins, 2016). Adkins continued to say that the expectation is that two out of three millennials will leave their organizations by 2020, and only 16% of onboarding millennials reported they would stay with the same employer for ten years.

The literature also indicates millennials are creative, technologically savvy, socially conscious, and like to work for organizations that enable them to give back to society (De Hauw & De Vos, 2010; Ferri-Reed, 2013; Rather, 2018). Some of the motivating factors for this generation are diversity, teamwork, global assignments, and cultural awareness to perform in a multicultural environment (Ruiz & Davis, 2017). Millennials and Gen Z, who are the younger generations in the workforce, both want to hold on to their identity, improve the world in which they live, and work in and for organizations that meet their basic financial needs (Gray, 2018). De Hauw & De Vos,

(2010) in their article suggested that career progression, training and development, meaningful work, and giving back to society emerged as the key motivational factor for the millennials and Gen Z.

In a study conducted on the intergenerational motivational factors in the federal workforce, Ertas (2015) did quantitative research and used the Federal Employee Viewpoint Survey collecting responses from 266, 000 full-time employees. The findings suggested the millennials were far more inclined to change careers as compared to baby boomers. Millennials prefer to have multiple job streams and work-life balance, and they change employers sooner than the older workforce (Ertas, 2015). Most of the characteristics of the millennials, as listed in the literature, mirror the characteristics of Gen Z; however, organizations struggled to retain the millennials, and now, a new generation that holds a more definite ideology than older workers has entered the workforce.

Ferri-Reed (2013), in a peer-reviewed article, identified the millennials as technologically savvy; they do not understand any verbal cues yet are comfortable with face-to-face interactions. The generation's members value their time as much as they appreciate their work time. The millennials are eager for constructive feedback. They like to share information and work in collaboration with their colleagues. Millennials are extraordinarily self-confident, with their self-esteem enhanced by their parents and teachers. Lastly, Ferri-Reed stated that members of the generation would work in an organization that has a community presence.

Ferri-Reed (2013) suggested that, if the retention of these employees is essential to organizations, then companies must rebuild their onboarding packages. The author suggested that organizations should have millennials contribute to the redesign of the onboarding package. The information about onboarding packages should be visual, brief, and automated. Ferri-Reed also indicated that the presentations are interactive, and the organizations allow members of the generation to work in teams. The information passed on to the group should be relevant and detailed. The onboarding gap from organizations has been around for decades, and unless organizations create a viable solution, they will struggle to engage and retain employees actively.

Fullen (2019) performed a recent phenomenological study using a theoretical framework using the Generational cohort theory. The author studied the retention reasons for millennials employees. In Fullen's research, the 12 interviewed participants had held a combined total of 74 full-time positions. None of the 12 participants had received the opportunity by their respective employers to stay with the organization upon granting a notice to leave. A callous attitude toward organizations emerged in several participant interviews. The researcher found that, as organizations must now hire more millennials, managers struggle to integrate and engage these new hires.

Millennials are a new challenge to organizations as opposed to previous generations (Ferri-Reed, 2014). One of the most significant challenges facing organizations is employee engagement and retention (Putre, 2016). Fullen continued to state that although a large body of literature exists on millennials in the workplace, research on retention techniques has not received the same attention.

Koppel et al. (2017) conducted a study to identify the reasons for millennial nurses leaving the organization sooner than others. The analysis was based on analyzing nurse's responses from the Employee engagement survey conducted by the Advisory Board Survey Solutions (ABSS). The findings discussed the lack of support felt by millennials in the first few years of joining an organization. The researchers suggested that organizations offer assistance in the first few months, and also provide millennials with opportunities in other departments to increase retention.

One of the significant challenges facing contemporary organizations is creating an integrated culture to accommodate the four generations currently in the workforce and develop strategies to drive each group's maximum potentials (Canedo et al., 2017). Promoting employee engagement and employee retention strategies resulted in employee satisfaction, a commitment from the employee to improve the organization's brand, and a competitive advantage for the company. Organizations spend money on the training and retention of millennials, also called the job-hopping generation, to integrate them into the culture created by the baby boomer generation; however, these companies struggled to retain millennials (Ivanović & Ivančević, 2019). (Catano & Morrow Hines, 2016) suggested that for the retention of high-quality employees of any generation, organizations should create psychologically healthy workplaces and include corporate social responsibility in terms of reference to keep the job exciting and viable.

Although the Gen Z individuals entering the U.S. workforce have some similarities with millennials, they also have some stark differences, such as cynicism, pragmatism, independence, and digital native status (Grow & Yang, 2018). Gen Z

members were born after 1995, making the oldest ones 25 years of age at the end of 2019 (Piore, 2019). Some of the Gen Z employees who have entered the workplace have experienced ineffective integration practices due to the lack of knowledge and a company's earlier experiences with employees. Schroth, (2019) further confirmed that these ineffective integration practices are already making Gen Z reconsider their workplace choices.

Current Data on Gen Z Workplace Practices

Lyons et al. (2018) surveyed 2017/2018 graduates hired by Accenture last year. They found Gen Z identifies staying in the job with mentoring; formal training; meaningful, challenging work; and an evident skills path from their first day of employment. Lyons et al. (2018) found that 54% of employees believing their skills were going unutilized; as such, they were searching for alternative work. Specific to the Accenture report, organizations' failed integration practices resulted from the lack of knowledge of the needs and characteristics of Gen Z (Lyons et al., 2018).

Gen Zs cited the number one reason for them leaving their jobs in the first six months was the lack of onboarding practices (Schroth, 2019). In a report of top companies, 87% of Gen Zs who had already entered the workforce said they did not have the necessary tools to perform their jobs (Schroth, 2019). Audi recently conducted a study of its 5,000 employees and found:

The young generations' expectations and visions concern...an attractive employer, who offers security, wealth, and perspectives as well as work-life balance, flexible frameworks to enable modern work, appreciation, and support

by their leaders but also possibilities to act on their responsibilities and opportunities to develop further in accordance to their current life situations.

Many of the participants also show readiness to work internationally, even in the long-term. (Klein et al., 2017, p.13)

Dell Technologies recently surveyed 12,086 secondary and postsecondary students aged 16 to 23 years from 17 countries across the globe. Indications for employers and educators regarding the age group are as follows: (a) they are interested in trailblazing technology and willing to share their knowledge; (b) they prefer a technology career over any other job offer; (c) Gen Z heeds attention to data security but does not know how to address it; (d) they are confident but not ready for the workforce yet; (e) they are not only interested in money, but want to work for a social cause; and (f) contrary to popular belief, they want human interaction (“Gen Z,” n.d.).

A LinkedIn survey (Gen Z Is Shaping a New Era of Learning n.d.) was a means to assess the learning trends and gaps in the engagement of Gen Z versus what human resources managers think Gen Z needs in the workforce. Findings indicated that Gen Z wants to learn new skills and gain professional skills to advance in their career. They desire independence in learning and think hard skills are more important than soft skills (“Gen Z Is Shaping a New Era of Learning,” n.d.). The findings also showed that human resources managers and professionals are thinking in a different direction to provide for this workforce.

Ernst and Young (2019) conducted a multigenerational survey of 1,800 people, including the millennials, and found Gen Z values health coverage, gives importance to

their ideas being valued in the workplace, and wants recognition for their contribution more than the millennials did (Merriman, n.d.). Similarly, Deloitte (Insights, D. 2017) conducted a study in its organization centered on one of their Gen Z employees. The company created a set of rules specifically about the leadership in organizations to seamlessly accommodate Gen Z into the workforce.

Findings included that, due to the generational differences in the workplace, organizations should allow professionals to share their perspectives in an open forum and incorporate their suggestions into the decision-making, which makes the employees feel heard. Commitments from senior professionals are necessary to spend adequate time with the incoming Gen Z to support and provide tacit knowledge, which may have varied compared to their own time. A rigorous data analysis on engagement and performance indicators could suggest to management the capabilities, behaviors, and experiences of top performers, and these statistics could feed into the talent strategy. Understanding generational trends aside, every individual is unique. Lastly, Gen Z is evolving, and as they grow, their needs will change. Therefore, the organization should be ready to change with them (Insights 2017).

The Workforce Institute of Kronos and Future Workplace (2019) reported on Gen Z attitudes in the workplace in 12 countries. Findings showed that Gen Zs demanded flexibility at work, preferred face-to-face interaction, and felt anxious about their success as workers (The Workplace Institute at Kronos and Future Workplace, 2019). Gen Z members think the school has not prepared them for negotiation, networking, working with confidence, and long working hours. Perhaps most importantly, the report addressed

what the generation asked from their managers, with responses including clear goals and feedback, modern workplace technology, respect and recognition, meaningful projects, and work-life balance.

The Change Generation Report, published by the Lovell Corporation, included findings from a survey of about 2,000 Gen Z and millennials from Canada. Results indicated 75% of Gen Z have an entrepreneurial spirit, seek mentorship, want a quality of life, lean towards training and development, are socially conscious, follow their passion, and want to make a difference in the world (Change Generation Report, 2017).

Barna (2018), a private for-profit organization, conducted two studies on Gen Z, one in November 2016, which included 1,490 U.S. teenagers, and another in 2017, with 507 teenagers. The organization sought to understand cultural trends on values, beliefs, and behaviors. Findings indicated that Gen Z members identify themselves with personal achievement. They want financial independence, and family members are their role models for career and business success (Barna, 2018).

Ripplematch (2019), a company using artificial intelligence to connect companies to candidates, surveyed 550 Gen Z members in 2018 and 2019. The key findings indicated that Gen Z bases its workplace preferences on the company's mission, vision, culture, and future opportunities. They prefer face-to-face communication, even during the interview process, and information on the company culture (Ripplematch, 2019).

Monster (2016), along with the global research firm TNS, conducted a multigenerational survey of about 2,000 people. The results showed 70% of Gen Z

gravitate towards companies with a high-paying package, 46% said they wanted the ability to pursue their passion, and 32% wanted job security. Some of the essential requisites of employers are identifying the company's brand, establishing a strong brand presence, creating opportunities to share their experiences on social media, and identifying with the digital communication to attract the talent (Monster, 2016).

All of the research and surveys indicated the preferences of Gen Z, who are looking for a different experience than the millennials in laying out their choices in the digital world. Companies require building a pool of talent of the generation through identifying and relating to the characteristics and developing integration strategies that fit the needs of the generation.

Foundation of the Framework

Organizational Support Theory (OST)

An emotional connection with the organization enables employees to have higher levels of dedication towards their employers. Appreciation, reward, and respect from the employer can raise employees' self-esteem and motivate them to become a top achiever (Dawley et al., 2010; Eisenberger et al., 1986). OST is a means to identify the positive impact of perceived organizational support to the mental health driving factors of employees and their positive orientation towards the organization and their jobs (Eisenberger et al., 1986). The use of OST, or POS, is expected to increase an employee's psychological well-being.

Across the review of the literature, I found POS associated with components of the treatment an employee receives from an organization. Fairness, supervisor support,

rewards, recognition, and favorable working conditions emerged as some of the significant components of POS (Aselage & Eisenberger, 2003; Rhoades & Eisenberger, 2002). Researchers who conducted reviews of POS also suggested the relationship between employers and employees, which is the basis of OST, was based on social exchange (Baran, Shanock, & Miller, 2012). The workforce landscape has now widened to recent and multiple generations, which also increases the scope of POS to expand to future interpersonal relationships in considering the employee's well-being (Baran et al., 2012). (Piore, 2019) continued to reaffirm that the new generation, specifically Gen Z, is a savvy generation that values mental health and career growth in equal doses.

An organization's employees are the ones constituting its existence. One of the issues that emerged included ill-treatment of an employee by one manager that defined an organization as a whole. POS thus should be limited to top management, which comprises the organization and is responsible for upholding the values; they, in turn, should create a trickle-down effect of positive POS (Aselage & Eisenberger, 2003; Eisenberger & Stinglhamber, 2011; Rhoades & Eisenberger, 2002). Lee & Jeung, (2018) posited that the status of the individual responsible for POS is not yet a part of existing literature; however, it emerged peripherally concerning the social exchange theory, with the consensus being that high-ranking people received more POS than low-ranking people.

The three mechanisms of POS are group identification, outcome expectancy, and felt obligation (Eisenberger et al., 1986; Yu & Frenkel, 2013). According to Yu and Frenkel (2013), Felt obligation is a mechanism derived from the social exchange theory,

group identification from social identity theory, and outcome expectancy from expectancy theory.

According to social theorists, when people are treated well, they feel obligated to return the favor. The reciprocity norm, when applied by both individuals, increases, allowing employees to have high POS (Albrecht & Su, 2012; Arshadi, 2011; Lew, 2009). Group identification, which is an offshoot of the social identity theory, shows individuals' self-worth enhanced through group identification, which motivates them to meet the organization's vision and contribute to its mission (Eccelston & Major, 2006; Singh, Gupta, Shrivastava, & Bhattacharyya, 2006; Yu & Frenkel, 2013). Outcome expectancy derives from the expectancy theory, which shows that employees, when shown care, begin trusting the organization to compensate them for their hard work appropriately.

Perceived support from the organization to employees also enhances creativity. Organizational support plays a vital role in increasing employees' creativity when they feel their ideas are receiving due consideration, thus increasing organizational performance (Eisenman & Schussel, 1970; Ibrahim, Isa, & Shahbudin, 2016; Yu & Frenkel, 2013). OST and PCT, which is the second theory used in the study's framework, are correlated and arise from the same construct. Both approaches have the basis of social exchange processes. However, they center on different parts of the relationships between employers and employees (Aselage & Eisenberger, 2003; Coyle-Shapiro & Conway, 2005; Eisenberger, Armeli, Rexwinkel, Lynch, & Rhoades, 2001). The following is a detailed overview of PCT.

Psychological Contract Theory

PCT has its basis on unwritten contracts between an employer and an employee of an organization. PCT in literature refers to the individual's beliefs in another party, binding the two parties based on reciprocity (Rousseau, 1989, 1995). In an organizational setting, psychological contracts exist between the employee and the organization (Coyle-Shapiro & Conway, 2005; Eisenberger et al., 2001). Rousseau, (2011) further explained that when the individual believes the organization will reciprocate the contribution of an employee, a psychological contract emerges.

The psychological contract plays an essential role in understanding organizational behavior and motivational levels in employees. Violation of the psychological contract results in anger and frustration in employees, affecting both individuals and organizations (Robinson & Rousseau, 1994; Roehling, 1997). Argyris (1960) introduced the term *psychological contract* as a means to understand the unspoken relationships between employers and employees. Roehling (1997) furthered that the concept evolved over the years, with Argyris's original supposition that the parties should have the same understanding of their obligations to each other for the organization to succeed.

Psychological contracts develop through schemas or mental models that employees hold as expectations from previous employment experiences (Rousseau, 1989; Sherman & Morley, 2015). Before accepting employment with a particular organization, an employee holds certain beliefs and expectations, which a previous employer met or did not meet, and which impacts the construct of the new psychological contract with the new organization (Rousseau, 2003; Sherman & Morley, 2015). If the organization is

unable to meet these preconceived notions of the employees, adverse emotional reactions arise, thus causing a breach of the psychological contract.

Organizations have neglected the need for mental agreements and development of employees, failing to manage the emotional and cognitive needs and focusing solely on revenues, which resulted in dissatisfied employees (Meckler, Drake, & Levinson, 2003; Rousseau, 2003). Since the 1980s, organizations have faced a high turnover due to a lack of attention to the contractual obligations to employees (Morrison, 1994). Schien and Levinson (2007) posited matching employer and employee expectations is imperative to attain positive outcomes for the organization and career growth for the employee (Coyle-Shapiro & Parzefall, 2008; Meckler et al., 2003; Schein, 2007). Trust at the time of hiring is a significant component of the psychological contract.

Rousseau (1995) suggested that four types of contracts exist between employees and organizations: psychological, normative, implied, and social. Psychological contracts are unspoken contracts, which include individuals' expectations when they join the organization (Rousseau, 1989, 2003, 2004, 2011). Normative commitments involve implicit agreements that set out the terms and conditions of the employees and the management, as expressed through employment practices (Cregan, Kulik, Metz, & Brown, 2019; Rousseau, 1995). According to Rousseau (1989), "Implied contracts are mutual obligations characterizing interactions existing at the level of the relationship (e.g., dyadic, interunit)" (p. 1). Social contracts involve the values of society and the interpretation of promises (Rousseau, 1995). PCT and its integration with the

organizational behavior theory will form and guide the research and the foundation of the study.

Integration of Organizational Support Theory and Psychological Contract Theory

OST and PCT support different characteristics of a relationship. However, for an organization and an individual to succeed, these two theories are interdependent (Aselage & Eisenberger, 2003; Coyle-Shapiro & Conway, 2005). Thus, the organization of the research involves the concept of an unwritten contract between the employer and employee to support the psychological well-being of the employee through participation in decision-making, the fairness of rewards, developmental experiences and promotions, autonomy, and job security. The employer may support the employee's psychological well-being through training and development, informal mentoring, and investment in the employee from recruitment to initial time spent in acquainting the employee to the job. These two theories interact to form an integration model based on compliance, clarification, connection, and culture.

Summary and Conclusions

The literature review of the study appeared in seven themes that introduced Gen Z, whose years of birth fall between 1995 and 2015. The chapter included an overview of Gen Z positive and negative traits, as well as a summary of the need for obtaining an in-depth understanding of the generation and developing effective integration practices to enable retention in the workforce. The literature contained the *how* and *why* of the failure of the millennials and the mistakes committed by organizations. Also included were current data on Gen Z entry into the workforce and the reasons they are already leaving

their positions. Not all of the data were peer-reviewed, as scholarly inquiry is still sparse considering the group's recent entry into the workforce.

The conceptual framework comprised the concepts of OST and PCT, both of which appeared in detail in the literature. The study involved the use of Bauer's onboarding model (Bauer, 2010), which supports the Four C's—compliance, clarification, culture, and connection—to form an integrated model for developing the integration practices based on socioeconomic support, psychological well-being, development of a career path, establishment of support mechanisms through personal relationships and belief systems, and benchmarked growth opportunities for Gen Z.

The current literature holds information on the millennials; however, little information on Gen Z due to their recent addition to the workforce. The integration strategies incorporated in literature are sparse and contain more onboarding than on the effective integration of the employees in the workplace. The study incorporated the Delphi design, given the need for reducing the gap in the literature on the lack of forward-looking integration strategies effectively operationalized for Gen Z to blend into the workforce to increase engagement and retention (Hsieh, 2018).

The study used e-Delphi as its method, also described in detail in Chapter 2 and Chapter 3. The following chapters provide the reader with insights into the technique of data collection, the survey questions, and the processes used to analyze the data and reach the conclusion of the study. The next chapter includes an in-depth analysis of the methodology.

Chapter 3: Research Method

The purpose of the e-Delphi study was to explore and determine if there is a consensus among senior organizational managers across U.S. financial, food service, and technological industries regarding strategies to integrate and keep Gen Z employees engaged and retained. The specific management problem was that management fails to operationalize the strategies in the day-to-day business to reach Gen Z employees (Orrheim & Thunvall, 2018). The trend is continuing with Gen Z (Caldwell & Peters, 2018). The successor generation to the millennials, Gen Z, began entering the workforce in 2011. The study incorporated the Delphi design, given the need to add to the body of knowledge and reduce the gap in the literature on the lack of forward-looking integration strategies effectively operationalized for Gen Z to blend into the workforce to increase engagement and retention (see Hsieh, 2018).

This chapter includes a discussion of the research design and rationale, with the central concept/phenomenon of the study, the research tradition, and reasons for choosing the Delphi methodology. The role of the researcher is described, along with any biases. The methodology section contains participant selection logic, data collection instrumentation, data analysis plan, and issues of trustworthiness through the specific address of credibility, transferability, dependability, and confirmability. The ethical considerations consist of confidentiality procedures, treatment of human participants as per IRB-appropriate documentation, and data analysis procedures, followed by the summary and conclusions.

Research Design and Rationale

The following research question guided the study: What is the level of consensus among midlevel organizational managers across U.S. financial, food service, and technological industries on integration strategies to engage and retain Gen Z employees? The qualitative Delphi study is a means to explore the phenomenon of the engagement and retention by organizational managers in the workplace through understanding Generation Z's workplace attitudes and building consensus among midlevel organizational managers across U.S. financial, food service, and technological industries.

Qualitative research is rooted in hermeneutics and phenomenology. As noted by Jackson, Drummond, and Camara (2007), qualitative researchers translate all forms of social inquiry into understanding human experiences. Data collection comes from in-depth observations with tools such as open-ended interviews, surveys, and fieldwork in real-world settings to perform analysis of problems (Patton, 2014). Flick, Von Kardorff, and Steinke (2004) stated that the relevance of qualitative research originates from the ability to capture real-life processes using questioning methods to curate descriptions to significant questions.

Another type of methodology is quantitative. Researchers have defined quantitative analysis in multiple ways. Sukamolson (2007) studied various authors to establish quantitative inquiry as a phenomenon guided by mathematical methods to express empirical statements. The quantitative method allows a researcher to test hypotheses through studying behavioral patterns and to quantify them in numerical data, subsequently presenting results in statistical language.

The third type of research method is mixed methods, a means of collective strategies to analyze quantitative and qualitative data, which could be based on two interrelated research questions (Creswell & Tashakkori, 2007). A mixed-method is a pragmatic approach that considers all viewpoints of qualitative and quantitative research methodology (Johnson, Onwuegbuzie, & Turner, 2007). Harper (2019) stated that mixed methods incorporate the advantages of both qualitative and quantitative approaches to understand the problem that neither method could offer on its own.

Based on the research question and the purpose of the study, a qualitative approach was appropriate. The research was based on exploring and determining the level of consensus among organizational managers by answering questions arising from new concepts based on OST and PCT after studying the characteristics of Generation Z; thus, a qualitative approach was feasible. A qualitative approach was a suitable strategy for exploring the level of consensus from a group of managers through mapping out behavioral patterns of previous generations. As the purpose of the study was not to formulate a hypothesis to a particular problem, and the research question was dependent on current shortfalls, neither quantitative nor mixed methods were viable.

The selection of the Delphi design was appropriate for the study, as I sought to gain expert knowledge through exploring the level of consensus that could be useful for organizations seeking to hire and retain Gen Z employees strategically. The Delphi design, which originated at the RAND Corporation in the 1950s, is a technique to gather expert assessments of a phenomenon through questionnaires and controlled opinion feedback (Linstone & Turoff, 2011). The design involves achieving a level of consensus

based on logical reasoning to investigate and forecast the future of a particular problem (Hsu & Sandford, 2010). According to Green (2014), the design consists of a structured communication technique serving as an interactive forecasting method. Delphi is a design for qualitative studies when the researcher is trying to determine the level of unanimity among experts (McPherson et al., 2018).

Delphi is a forecasting method used to solicit opinions through carefully designed questionnaires and correctly targeted experts (Cornel & Mirela, 2008). Linstone and Turoff (2011) expanded on the idea by stating the Delphi design does not possess value in gaining convergence of opinion from experts; however, it should hold divergent views through the researcher challenging the assumptions of the participants. Delphi was appropriate for addressing the overall purpose of the study, which is to gain insights from experts on effective integration practices for Gen Z. Opportunities for the method arise when analytical methods are insufficient to solve the problem, suggesting a need for collective judgments; when expert individuals who have no communication with one another and come from diverse backgrounds; and when the researcher can ensure validity by maintaining the diversity of the participants.

The nature of the study was qualitative with the use of e-Delphi as the most appropriate design, given that I wanted to use a nationwide panel of experts to gain a level of consensus. The accessibility for a national group of organizational managers to engage in a face-to-face exchange was not possible.

The Delphi method, when used via the Internet to collect data, is widely known as an e-Delphi method. The researcher in e-Delphi facilitates and communicates with a

group of experts through using online survey methods (Donohoe et al., 2012). In a critical methodological discussion in a case study on the advantages and disadvantages of the e-Delphi research, it is suggested that before formulating an e-Delphi analysis, the researcher should be aware of its limitations (Toronto, 2017). Some of the limitations articulated were the anonymity of the Internet, which prevents the researcher from carefully monitoring the research, firewalls preventing the experts from receiving the surveys and technological and interpretation of the survey itself, which could limit the experts from accurately answering the research question (Toronto, 2017). I addressed the limitations of the e-Delphi study by being attentive and closely monitoring the surveys while answering the expert's questions.

While the e-Delphi system still lacks critical analysis, it has some significant advantages, which is drawing researchers to use the methodology. For a researcher, the e-Delphi system saves execution time, "developing and sending individual questionnaires, sending follow-up letters and accompanying questionnaires, performing statistical functions, and determining the consensus and stability of each question" (Chou, 2002, p. 236). The method helped me to conduct my research efficiently and effectively while enabling the panel members to answer the questions directly in their own time and space (Chou, 2002).

The e-Delphi design involves three rounds of iterations intending to reduce the responses until some form of consensus is received with 55% to a 100% agreement with the standard being 70% (R Avella, 2016). In my e-Delphi study, I used three rounds of surveys. The first round of survey consisted of an open-ended questionnaire, the second

questionnaire consisted of Likert type questions, and the third questionnaire was rank type scale with somewhat important (1) being the lowest scale and very important (5) being the highest scale (Hsu & Sandford, 2010)

I used purposive, snowball, and criterion-based sampling participants. Purposive sampling is typically used when information is held by a specific group of people and requires a high degree of interpretation, and the experts are needed for data gathering (Tongco, 2007). Snowball sampling is based on networks whereby existing participants or contacts recommend others for participation in the study (Biernacki & Waldorf, 1981; Goodman, 1961; Noy, 2008). Criterion-based sampling gathers a heterogeneous group of participants to support maximum variation sampling (Aspers & Corte, 2019). Maximum variation sampling in qualitative research relies on the researcher's judgment to select participants with diverse characteristics to ensure the presence of maximum variability within the primary data. The criterion for selection of candidates was midlevel managers over the age of 30, with a direct reporting line of 20 or more employees for a minimum of 2 years and educational qualifications of a bachelor's degree or above.

Role of the Researcher

As the researcher, I adopted the role of an observer and facilitator by developing multiple questionnaires. I did not directly answer any questions but analyzed each set to establish the next set of surveys. The participants who fit the expert selection criteria came LinkedIn groups through purposive and snowball sampling. A solicitation was posted on for participants on LinkedIn and the Walden University participant pool, to ensure no personal, professional, instructor, or supervisory relationships existed.

In qualitative research, the researcher serves as a human instrument collecting data, with the role of the researcher being to divulge any biases or limitations of the study (Simon, 2011). The biases surrounding the Delphi method include a possible manipulation of the results. However, the development of criteria based on trustworthiness significantly minimized biases. A primary bias that can occur in the Delphi methodology is that the consensus from experts may not be a real consensus and is open to manipulation.

I addressed biases by attending to the four aspects of trustworthiness concerning: credibility, dependability, confirmability, and transferability. I disclosed all assumptions, limitations delimitations to the participants. The purpose of my study was framed not to validate any personal views. Another potential for bias would be if other researchers used the integration practices gathered from the research participants in another survey and did not achieve similar results. The bias could be related to participants suggesting integration practices with the other generations without considering the specific characteristics of Gen Z due to lack of knowledge. An additional bias includes if the participants are from a particular generation and only willing to provide input from their point of view rather than a holistic viewpoint, thus skewing results.

Methodology

Participant Selection Logic

Delphi is a forecasting method used to solicit opinions through carefully designed questionnaires and targeting the correct experts (Cornel & Mirela, 2008). Linstone and Turoff (2011) stated Delphi methodology does not possess value in gaining convergence

of opinion from experts. Still, it should hold divergent views through the researcher challenging the assumptions of the participants. Avella (2016) suggested a Delphi design sets criteria for expert selection, with subsequent application of the requirements in selecting experts for the study. For most Delphi studies, 15 to 20 participants are ideal; randomly selecting participants for a Delphi study is not an appropriate technique (Ludwig, 1997). Participant's selection should occur after carefully identifying the qualifications and detailed criteria.

The study included purposive snowball and criterion-based sampling (Tracy, 2019). Purposive sampling, also known as judgment, subjective, or selective sampling is a data-gathering technique by which the researcher decides on the expert selection criteria and releases a call for participation for the research study or contacts them personally (Etikan, Musa, & Alkassim, 2016; Tongco, 2007). Snowball sampling is based on networks whereby existing participants or contacts recommend others for participation in the study (Biernacki & Waldorf, 1981; Goodman, 1961; Noy, 2008). As noted by Guarte and Barrios (2006), the researcher selects the chosen targeted population depending on the selection criteria; as such, the method is one of the popular techniques in qualitative research.

Etikan, Musa et al. (2016) posited the participants selected through purposive sampling need to have the knowledge related to the construct, the availability and the willingness to be a part of the research, and the ability to articulate their responses honestly without bias. In snowball sampling, the researcher ensures the referrals received from the original participants are made aware of the limitations of the study. Because the

respondents can hold the same characteristics as the participants, the researcher must prevent bias in the study.

I set the minimum target of 10 participants and a maximum number of 25. As posited by Skulmoski et al. (2007), the sample size can vary in a Delphi design, depending on if the researcher has a heterogeneous sample or a homogeneous sample. For the study, heterogeneous groups will participate. I ensured maximum variation sampling using a heterogeneous group, which can quickly be recruited through an e-Delphi study. Maximum variation sampling in qualitative research relies on the researcher's judgment to select participants with diverse characteristics to ensure the presence of maximum variability within the primary data (Tracy, 2019). Powell (2003) stated, in a Delphi design, the number of panel members could range from small to large; however, it is the knowledge and the ability of the experts that add value to the research, bringing its authenticity and providing a solution.

Researchers have conducted Delphi studies with a broad range of panel sizes (Akins, Tolson, & Cole, 2005). In a review of 60 Delphi studies from 1971 to 2014, de Loë, Melnychuk, Murray, and Plummer (2016) found panel sizes ranging from 10 to 1,274. The authors emphasized the panel size was dependent on the exploratory nature of the research question and the dropout rate during information gathering. Although most studies have a panel size of 10 to 50, five studies reviewed in the inquiry had a panel size as large as 120 participants. As noted by McPherson et al. (2018), the attrition rate in a Delphi study can be disadvantageous, as experts drop out during the process due to lack of engagement or other responsibilities. The selection of 10 to 25 participants for the

study was in line with acknowledging the attrition rates. I was able to gather 22 participants with purposive and snowball sampling.

The participants met the following criteria: over the age of 30, employed as an organizational manager at mid-level with a direct reporting line of 20 or more employees for a minimum of two years, and possess educational qualifications of a bachelor's degree or above. As noted by Peterson (2018), there is no set of finite guidelines selection of an expert for a Delphi panel. Scholars used various criteria to assess expert qualifications "education, years of work experience, professional qualifications, project involvement, licensures, and professional publications" (Peterson, 2018, p.1).

The study included 24 participants selected through purposive and snowball sampling. The midlevel managers came from the financial, food service, and technology industries in the United States from an organization with more than 500 employees. To ensure the credibility of meeting these criteria, I requested their certification as part of completing the informed consent form.

The multiple rounds of interviews provide an opportunity for participants to come to a consensus in a Delphi study, with saturation referred to as a convergence of opinion (Mary Kay & Ellen, 2000). I maintained alignment with the recommendation of three rounds of questionnaires. In the first round questionnaire I used open-ended approach to gather expert opinions on the integration practices for Generation Z, the second questionnaire asks the panel of experts to rank these statements, and in third, the group reached a level of consensus (Cole, Donohoe & Steffson, 2013; Habibi, Sarafrazi & Izadyar, 2014; Haynes & Shelton, 2018). When exploring consensus, the three rounds,

took me about three months to gather data (Iqbal & Pison-Young, 2009). The sample size varies in a Delphi study; thus, saturation holds a different meaning with the methodology.

Instrumentation

The e-Delphi method is a method used over the Internet, where the researcher combines expert opinion to solve a problem generating new knowledge (Cole et al., 2013). The data collection tools used in a Delphi study are questionnaires that are administered electronically and consist of three rounds (Brady, 2015). The first questionnaire usually begins with the researcher articulating five questions which correlate directly to the overarching research question, and in my study, the first five questions were related to the conceptual framework of the Four Cs: compliance, culture, clarification, and connection (Akins et al., 2005)

The first round of the questionnaire limited the answers to 150 words, and the questions were framed in a manner that enabled me to generate a set of common categories and themes which formed the basis of my conceptual framework (Brady, 2015; Brooks, 1979). The answers from the first round of the questionnaire were divided into categories of compliance, culture, connection, and clarification. The four groups were further divided into sub-categories of socioeconomic support, psychological well-being, developing a career path, establishing support mechanisms through personal relationships and belief systems, and benchmarking growth opportunities. The development of the first survey questionnaire (Round 1) started with open-ended questions and a request for a list of opinions involving experiences, judgments, predictions, and recommendations. To further understand responses from Round 1, I used

grouping words and phrases, which helped in identifying themes and patterns (Skulmoski & Hartman, 2002).

The circulation of the second survey questionnaire (Round 2) was used to indicate a collective list of responses whereby the experts/communities of practice (COP) rated each idea according to an order of importance using a Likert-type scale. The original sample size with the use of purposive sampling, snowball sampling, and criterion-based sampling was 24. Delphi has been known for high attrition rates during the multiple rounds of questionnaires with the dropouts in between rounds (Mullen, 2003). There have also been concerns about bias due to low response rate, and to maintain rigor, researchers are expected to maintain a minimum of 70% response rate (Mullen, 2003). My final sample size resulted in 15 participants with an original sample of 24 participants. The second round consisted of questions that were derived from the themes and formed the analysis of the first round (Davidson, 2013). My second questionnaire resulted in 15 participants.

Based on the ratings provided in the second questionnaire, the third questionnaire (Round 3) served as a means of seeking consensus among the group by having experts rank ideas in order of importance. I collected and analyzed responses using qualitative measures to monitor group while tracking statistical knowledge of themes and patterns. A ranking type survey was used to elicit opinions from experts through the controlled feedback process (Custer et al., 1999). Each of the surveys had experts who were selected with a stringent criterion and fit the box of an expert who could potentially answer the overarching research question and could identify with the problem. The experts for the

selection criterion and either worked with Generation Z in their current capacity directly or monitored them closely and were responsible for recruitment in the future.

The data instruments were researcher-developed questionnaires, as shown in Appendix A. The first communication with the panelist went out in the form of the IRB consent form, which listed details of the purpose, number of questionnaires, frequency, and ethical concerns. The link to the first questionnaire was sent in a separate email once the participant consented with a return email. Delphi design is associated with five terms, which are synonymous with the method:

1. Anonymity is the process coordinated by the researcher for panel members who do not know each other.
2. Iteration refers to the series of survey rounds where the survey instrument reflects the panel members' responses to the previous survey.
3. Controlled feedback emerges from the research conducting a statistical analysis of the survey results and constructing the next survey to express the aggregated responses.
4. Statistical “group response” shows the group's responses as measures of central tendency, dispersion, and frequency distribution.
5. Stability – refers to the consistency of responses through the rounds of the surveys (Rowe & Wright, 1999; von der Gracht; 2012).

The essence of a Delphi study is to measure consensus or dissent among the experts, and there are many perspectives on what constitutes agreement or disagreement (von der Gracht, 2012). It can mean group opinion, general agreement, or group solidarity.

Researchers need a clear definition of consensus and the parameters for when to stop a Delphi process because of a lack of consensus (Diamond et al., 2014). A common statistical analysis for Delphi results comes from a measure of central tendency such as mean, median, and mode as well as measures of dispersion (von der Gracht, 2012). A robust final step is having the panel members rank the study topics for importance (Cuhls, 2004).

Procedures for Recruitment, Participation, and Data Collection

Panel-building in a Delphi comprises: (a) defining the relevant expertise and (b) identifying individuals with the desired knowledge (Hirschhorn, 2019). The success of the Delphi method relies on careful expert selection, which is a methodological absolute for a researcher using the e-Delphi technique (Donohoe et al., 2012). The study incorporated two approaches to identify and recruit candidates. First, I posted the study in the Walden University participant pool to invite participants who met the eligibility criteria. Second, a solicitation post for participants was sent to LinkedIn groups to identify midlevel managers for the different industries specified in the eligibility criteria. The initial sample resulted in too few participants after using purposive sampling for four weeks. The experts were then asked to suggest other participants resulting in snowball sampling until saturation was achieved, and the responses were similar in nature (Hirschhorn, 2019). Qualitative sample works on the concept of diminishing returns, as more data does not necessarily mean more information, as long as each code becomes a part of the analysis framework (Mark Mason, 2010). I reached saturation with the final sample of 15 participants.

Upon agreeing to participate in the study with a response to the call for participation, participants received an e-mail with the IRB approved consent form that briefly introduced the researcher, described the purpose of study, and briefly explained the three rounds of questionnaire responses and the approximate time they will need to devote to the answers. The consent form also listed the eligibility criteria. I also used the opportunity to ask if they knew of any additional qualifying members who may wish to be a part of the study. Once they responded with “I Consent” on the subject line to the informed consent form, which contained information about the study, the researcher, the time required for the study, risks and benefits, privacy and confidentiality, and the right to withdraw without penalty, the first survey link was sent to them.

Three rounds of questionnaires contributed to data. As noted by Custer, Scarcella, and Stewart (1999), the first round of questionnaires in a Delphi study only allows necessary information about the subject. After analyzing responses from the first questionnaire, researchers need to convert them into a structured questionnaire (Hsu & Sandford, 2010). The first round of surveys went to all recruited participants from the LinkedIn groups who had signed and returned the informed consent form. The second questionnaire consisted of closed-ended questions built after analyzing the first round of responses. The panel of experts in a Delphi study can suggest changes in the survey if permitted by the research team (Kalaian & Kasim, 2012). In between the rounds, the researcher gathers the responses, statistically summarizes the answers, and presents the feedback of all participants in another format. In the third round of the questionnaire, the panelists come to a consensus.

The average duration of a Delphi study is between 3 to 6 months (Custer et al., 1999; McPherson et al., 2018; Peterson, 2017; Powell, 2003). The participants had three weeks after receipt of the first questionnaire to return their responses. Analysis of the answers occurred for one week, after which respondents received the second questionnaire. Four weeks passed between the participants receiving the first and second questionnaires. They had three weeks to return to the second questionnaire. Analysis of the second round of responses took one week after the researcher received the answers. The third and final survey went out after four weeks, with an expectation of receiving answers within another three weeks. The final analysis followed the 4-week response time, and the researcher distributed the results after two weeks. The study took about two months to complete depending, on the speed of participants' responses. Reminder e-mails went out seven days before each round deadline, and then two days before the close of the survey.

After four weeks of recruiting, the participants were lower than anticipated, and the attrition rate was high; thus, I used snowball sampling to recruit additional participants. All participants received final study results via e-mail as well as information about the end of the study. An additional e-mail was sent to thank them for their participation and remind them that their identities are kept confidential. The survey questions were recorded in Microsoft Word format and then transferred to survey monkey. I recorded the responses for each interview questions into an excel sheet. I used survey monkey to transfer data into the excel sheet and compared them side by side to ensure accuracy. Research participant responses were transmitted into separate tabs for

each survey using Microsoft Excel. The spreadsheet was divided into six sheets, which were used to track responses and reminder emails. The final spreadsheet which was used to analyze responses had the following categories: (a) survey number, (b) participants' name, (c) participants email, (d) questions with rating, (e) answers from the first survey, (f) codes, (g) categories, (h) themes, and (i) additional comments.

Credibility in qualitative research can be developed by demonstrating researcher “engagement, methods of observation, and audit trails” (Diane, 2014, p. 89). I maintained credibility by actively engaging with participants when they had questions and maintaining audit trails. I informed the participants at the beginning of the study that they would be provided the study results at the end of the study.

Data Analysis Plan

The Delphi methodology entails data collection and data analysis simultaneously (Peterson, 2017). e-Delphi is a relatively new technique that leverages the Internet and reduces time, costs, communication challenges, along with reducing the attrition rate (Cole et al., 2013). The first round of Delphi begins with an open-ended questionnaire designed from the extensive literature review, which is converted into a structured questionnaire in the next rounds (Hsu & Sandford, 2007). Lilja, Laakso, and Palomäki (2011) stated that, in the Delphi process, the first round enables the panelists to acquaint themselves with the operation of the subject by adding to the issue. In the second round, the introduction of terms such as desirability, feasibility, and importance appear in the questionnaire. In the event of a disagreement, the evaluation of the reasons occurs in the

third phase, while panelists clarify their opinions. In between the stages, the researcher analyzes the results with themes and codes to develop the next round of questionnaires.

To reduce the time of data analysis, I analyzed data in between rounds using themes and codes. The themes and codes underwent adjustment as answers to questionnaires arrived, entering them into an Excel spreadsheet according to questions and participant names. I used Microsoft Excel as my primary data analysis tool. I transmitted the results from Survey monkey into an excel spreadsheet and imported the file to excel for analysis.

Round 1. Loo (2002) posited that the first round of questions in a Delphi methodology is much like a survey with open-ended questions, which allows the panelists to voice their opinion in their own words while answering significant problems of the study. The purpose of the first round in Delphi is to clearly articulate the questions for the panelists to reduce frustration and increase the clarity of the process and the study (Skulmoski et al., 2007). As noted by (Davidson, 2013), the first round of the questionnaire is critical to everything that follows as it sets the foundation for the next two rounds. (Hsu & Sandford, 2010) suggested that the questions in the first round should stem from the literature review.

The e-Delphi system was developed to overcome one of the disadvantages of the Delphi system, reducing the attrition rate as in the process mailing questionnaires and returning them the drop-out rate for participants increased substantially (Chou, 2002). (Donohoe et al., 2012) suggested that should an e-Delphi study considered the methodology for the research, the research participants should be informed about the

objectives, purpose, ethics, and times in advance to establish clear communication between the participants and the researcher. After posting the recruitment letter on LinkedIn and The Walden Participant Pool, I sent the IRB consent form to each of the participants with the survey link in a separate email.

I used Survey monkey to gather the responses to the first questionnaire. The answers were transferred to an excel file with each column divided with the email address of the participants and the detailed response to each of the five questions. The data was divided into categories and themes. The first level of categories listed was compliance, clarification, culture, and connection. The subcategories listed were Socioeconomic support, psychological well-being, developing a career path, establishing support mechanisms through personal relationships and belief systems, and benchmarking growth opportunities. I further used thematic coding and color-coded the data to develop the second round of the questionnaire.

Round 2. In the second round of Delphi, participants received the second questionnaire based on the results of the first round, at which time they started to reach a level of consensus and agree or disagree on the outcomes (Hsu & Sandford, 2007). Ludwig (1997) stated in the second-round, participants rank questions using a Likert-type scale developed from the first round of questionnaires and provide a rationale for their rating along with additional comments. In the second round, I offered themes deduced from the first round to the participants and formulated questions on the integration practices based on the Four C's: compliance, clarification, culture, and connection. I then

added every theme deducted from the first round, even if it did not pertain to the second round, to avoid researcher bias.

Round 3. The third questionnaire contained the consensus achieved from the first two rounds; experts either agree or disagree and thus completed the final stage (see Yousuf, 2007). The third round captured results from the second round on the consensus built based around themes, and I used the Likert-type scale, listing the strategies with the scale rating on 1 to 5 with 1 = *important* to 5 = *very important*. After receiving the results, I analyzed them using thematic coding to reveal the findings of the study. Drop out issues are common in a Delphi study, which can sometimes be overcome by developing a personal rapport with participants and sending repeated reminders (Hung, Altschuld, & Lee, 2008). When a participant dropped out in the middle of the study, the response was not included in the analysis.

Issues of Trustworthiness

Unlike quantitative research, with trustworthiness assessed through reliability and validity, the process in qualitative research is based on credibility, dependability, confirmability, and transferability. (Hasson & Keeney, 2011). Each of the four processes is described in detail. After describing the processes from literature, I have outlined ways in which my study tackled each of the issues of trustworthiness.

Credibility

Credibility refers to researchers' ability to interpret their own experiences correctly and to adequately engage with the participants through audit trails and other methods of data analysis (Cope, 2014). Graneheim and Lundham (2004) explained

credibility as data and processes selected to address the focus of the research. As posited by Patton (1999), the credibility of research is enhanced through “rigorous methods, the credibility of the researcher, and an appreciation of the qualitative inquiry” (p.12). Some of the methods to establish credibility in research are debriefing and member checking (Peterson, 2017). Member checking is a process whereby participants review themes or patterns in between questionnaires to establish credibility, a process that also helps participants decipher the accuracy of the results (Carlson, 2010). Credibility in qualitative research can be developed by demonstrating researcher “engagement, methods of observation, and audit trails” (Diane G., 2014, p. 89). I maintained credibility by actively engaging with participants when they had questions and maintaining audit trails.

Transferability

Transferability is the ability of the researcher to detail the methodology for other researchers to replicate the study. Thomas and Magilvy (2011) highlighted that one of the strategies for attaining transferability is to address appropriate descriptions of the geographical limitations and the audience of the study. Peterson (2017) noted that providing a detailed analysis and specifications can also facilitate transferability. Another strategy indicated by Krefting (1991) is to provide a full description of the participants and the research to ensure the process is transferable. This study included a detailed description of the methodology and the participant selection to ensure transferability.

Dependability

Dependability is achieved by creating stability in data and having a varied expert panel for the study (Hasson & Keeney, 2011). Krefting (1991) noted that dependability

could also be referred to as variability, looking at the range of experience of the participants and selection from varied sources. I ensured dependability by discussing the study with peers from Walden University and other universities and also talking about it with the committee members. I kept a reflexivity journal and notes during the data collection and analysis process, which are other means to ensure the dependability of the research.

Confirmability

Establishing confirmability in qualitative research occurs through analyzing data and maintaining an audit trail during the data collection process (Krefting, 1991; Lincoln & Guba, 1982). The researcher can play the role of an auditor and keep reflexive journals to ensure confirmability. For the study, I created an audit trail and reflexive journal to maintain my assumptions, limitations, judgments, and articulations while collecting and analyzing the questionnaire results.

Ethical Procedures

Confidentiality

Confidentiality in qualitative research entails respecting participants' views and maintaining privacy at every stage of the process (Goldblatt, Karnieli-Miller, & Neumann, 2011). Maintaining researcher integrity throughout the study prevents ethical dilemmas (Pollock, 2012). Ethical concerns in qualitative research are less visible than in quantitative methods, in part addressed by the use of an informed consent form (Grafanaki, 1996). Data collection occurred after IRB approval (02-28-20-0667763) and upon receiving signed consent forms from all participants. Once the appropriate IRB

approvals were received, a call for participants went out to the Walden University participant pool and LinkedIn groups.

Informed Consent

Informed consent is a process of conveying the risks and advantages of the research accurately to the candidates, enabling them to make an informed decision about participating in the study (Nusbaum, Douglas, Damus, Paasche-Orlow, & Estrella-Luna, 2017). After participants reached out, I sent the interested participants the informed consent form sufficiently listing the background information of the study, research question, purpose, procedure, and the timeline with contact information for additional items or should they want to drop out of the study. Considering the study was an e-Delphi design, IRB approved every survey before it was sent to the participants following the necessary procedures.

Treatment of Human Participants

During data collection, the study included purposeful sampling through calls for participants to the Walden University participant pool and LinkedIn. The process allowed participants to respond directly to me where they could potentially provide their e-mail addresses if they wanted to be a part of the study. Once agreed, they received an IRB consent form. I had sole access to any participant information during the study, and participants were anonymous to each other. I discussed all information with the dissertation committee to ensure full disclosure and maintain the ethical standards of the research.

Data Collection and Storage

During the data collection phase, all information resided in a password-protected file and remained locked at all times in a personal file cabinet. The data underwent backup and storage on a password-protected USB drive, which was stored in my personal file cabinet. I will distribute the data collected to participants after each questionnaire is analyzed, but not attribute answers to any individual to maintain the anonymity of the participants. I will retain all data for five years following completion of the study, after which time I will shred, delete, and destroy all materials.

Summary

The e-Delphi study is a means to answer the following research question: What is the level of consensus among senior organizational managers across U.S. financial, food service, and technological industries on integration strategies to engage and retain Gen Z employees? The study used the e-Delphi methodology to develop a consensus on the integration strategies to engage and retain Gen Z in the workplace. The selection criteria suggested for participants included managers over the age of 30, employed at a mid-level managers' position with a direct reporting line of 20 or more employees for a minimum of 2 years, possessing educational qualifications of a bachelor's degree or above, and coming from an organization of 500 employees or more.

The role of the researcher was that of an observer and a facilitator. Participants selected came from LinkedIn groups. The study involved 24 participants acquired through purposive and snowball sampling. When purposive sampling failed to gather

enough participants, snowball sampling was used to gather additional research participants.

There were three rounds of questionnaires with three weeks in between responses before I analyzed the results. Engagement with participants and audit trails addressed the issues of trustworthiness and credibility. Transferability was solved by having a detailed description of the participants and the methodology. I maintained reflexivity journals to ensure dependability and maintained audit trails and journal notes to address confirmability. The findings of the study appear in Chapter 4.

Chapter 4: Results

The purpose of the e-Delphi study was to explore and determine if there is a consensus among senior organizational managers across U.S. financial, food service, and technological industries regarding strategies to integrate and keep Gen Z employees engaged and retained. The selection of the Delphi design was appropriate for the study, as I wanted to gain expert knowledge through a consensus that could be useful for organizations seeking to strategically hire and retain Gen Z employees (see Orrheim & Thunvall, 2018). The e-Delphi technique is the Internet version of the Delphi technique, which is administered by the researcher to gather a panel of experts, pose questions, synthesize feedback and determine a level of consensus to a problem (Cole et al., 2013).

The e-Delphi technique was appropriate for the study as the purpose of the study was (a) to gain expert knowledge, (b) the generation in question was relatively understudied, (c) it was not possible to gather experts face to face to gather a level of consensus from all levels of leaders, and (d) it was easier to get the time from senior leaders via surveys than in-person to develop new knowledge on the integration practices for Generation Z.

In alignment with the purpose, the following research question guided the Delphi study: What is the level of consensus among senior organizational managers across U.S. financial, food service, and technological industries on integration strategies to engage and retain Gen Z employees? This chapter contains information on the research setting, participant demographics, data collection procedures such as location, frequency, and duration of data collection for each data collection instrument. The data analysis section

describes the specific categories, themes, and codes that were used for data analysis. The study also describes the final results after the analysis.

Research Setting

The research setting involved searching for participants using multiple sampling techniques to identify participants who fit the selection criterion and could add to the creation of a new body of knowledge. The data collection occurred through an online survey method (Toronto, 2017). The research instrument consisted of an online survey with five questions that were related to the foundational framework, based on (a) socioeconomic support, (b) psychological well-being, (c) developing a career path, (d) establishing support mechanisms through personal relationships and belief systems, and (e) benchmarking growth opportunities. The questions were based on an integration model developed in the conceptual framework resting on the four pillars of compliance, clarification, culture, and connection from Bauer's onboarding model (Bauer, 2010).

As this was an e-Delphi study, it was not possible to observe the physical or organizational conditions of the participants during data collection (Cole et al., 2013). I did not collect any demographic data other than the certification provided by each participant that they fit the eligibility criterion. The instruments in the study did not ask the participants to disclose any information on the organizational conditions that may have affected them during the data collection phase. Thus, I do not have any information on the personal or organizational conditions that may have affected the participants, which influences the interpretation of the study results.

Demographics

In an e-Delphi study, a researcher must decide on the expert criteria before the origination of the study and ensure the panel composition can effectuate appropriate results (Keeney et al., 2006). Each participant in the study satisfied the following criterion: (a) over the age of 30 years, (b) worked as an organizational manager at a mid-level (c) with a direct reporting line of 20 or more employees for a minimum of 2 years, (d) held a bachelor's degree or above, and (e) worked in an organization of 500 or more employees. I used these five eligibility criteria to identify managers and HR leaders from across the different industries,

I used the participant profile on LinkedIn to validate that they met the eligibility criteria before recruiting them for the study. The informed consent form listed the eligibility criteria, and an additional consent email from each participant was used as proof of their age. Other than asking the participants if they satisfy the study eligibility criterion, I did not collect any additional demographic data.

Table 2

Panelists' Demographic Characteristics (N = 15)

Demographic characteristics	Number of experts
Adult over age of 30	15
Employed over 2 years as organizational manager	15
Direct reporting line of 20 or more	15
Possession of Bachelor's degree	15
Worked in an organization of 500 or more employees	15

Data Collection**Recruitment**

My recruitment methods followed the IRB requirements of participation selection. I maintained the confidentiality of the participants by distributing the data collected to participants after each questionnaire was analyzed, but not attributing answers to any individual to maintain the confidentiality of the participants. I had sole access to any participant information during the study, and participants were not privy to the names of the rest of the participants. I discussed all information with the dissertation committee to ensure full disclosure and maintained the ethical standards of the study.

I used purposive and snowball sampling for recruiting participants. Call for participants was put on LinkedIn and Walden Participant pool. The identification of experts followed two approaches purposive sampling and snowball sampling (Noy, 2008; Tongco, 2007). Both my sampling approaches were based on the following criteria to identify experts (a) over the age of 30 years, (b) work as an organizational manager at a

mid-level (c) with a direct reporting line of 20 or more employees for a minimum of 2 years, (d) held a bachelor's degree or above, and (e) worked in an organization of 500 or more employees.

I used purposive sampling initially to recruit participants. After I recruited 10 participants, and my dropout rate reduced my confirmed participant rate to six, I asked the recruited experts to recommend other experts (Etikan et al., 2016). I sent the informed consent form to each recommended participant and requested them to respond with the words "I consent" if they decided to participate in the study. To ensure compliance with the IRB requirements, I created an excel file with the categories to track responses with categories such as 1. Serial Number, 2. Date sent, 3. Reminder sent, 4. The email address of the survey collector, 4. Response- "Yes," and 5. Response- "No."

Participant recruitment began on March 2, 2020. I allocated three weeks for responses for each survey to ensure enough time for reminder emails. I sent reminder emails one week before the close of the survey. The initial participants recruited in the study using purposive sampling were recruited via LinkedIn. I sent the study invitation email with the IRB approved consent form to 24 participants who agreed to participate in the study and received the "I Consent" response from all 24 participants. All 24 participants were sent the link to the first survey from Survey Monkey, and the survey was open for three weeks. I sent a reminder email one week before the close of the survey and received 15 responses with an attrition rate of 37.5%.

The typical time spent by each participant to complete the first survey was 22 minutes, as recorded by Survey Monkey. All surveys were sent to IRB for clearance

before being sent to the participants. By March 20, 2020, I had 15 confirmed participants who completed all rounds. When I received an attrition rate of 37.5% after I sent the first survey, I recruited additional people through snowball sampling, and all the 15 participants after that stayed with me till the end of the study. I got additional people after I closed the survey on April 26, 2020, after meeting my target participation of 15 people. A thank you email was sent to the people who were recommended telling them that the survey was closed.

Participation Overview

Twenty-four individuals satisfied the eligibility criterion and agreed to participate in the study. Each of the participants signed the informed consent form and sent it via email as a confirmation to their participation. Out of the 24 who participated, fifteen participated in all three rounds. Table 3 contains the response rate for each round of the e-Delphi study. I did not follow up with any participants who left the study beyond my initial reminder email to complete the first survey. I do not know or was suggested any reasoning as to why these individuals left the study.

Table 3

Questionnaire Response Rate

Round	Questionnaires Distributed	Questionnaire Returned	Response rate%
1	24	15	62.5%
2	15	15	100%
3	15	15	100%

Location, Frequency, and Duration of Data Collection

Data collection took place between March 2, 2020, and April 21, 2020. I used three data collection instruments in this study, all of which were electronic questionnaires. The distribution of the electronic questionnaires took place through Survey Monkey. Participants had three weeks to complete each questionnaire. Participants who did not respond received an email reminder one week before the close of each round. As per IRB regulations, each questionnaire required approval before it is distributed to the Delphi panel, as specified in Chapter 3. I received IRB approval (02-28-20-0667763), before the beginning of each round and after analysis of the previous round. I was able to begin each round much earlier than expected as the approval from IRB came the same day. The data collection happened earlier than also expected because of unusual circumstances during data collection, which are mentioned later in this section. Table 4 contains the timeline for data collection in this e-Delphi study.

Table 4

Data Collection Timeline

Event	Start date	End date
Round 1	3/02/2020	3/20/2020
Analysis Round 1 data	3/20/2020	3/24/2019
Round 2	3/24/2019	4/08/2020
Analysis Round 2 data	4/08/2020	4/12/2020
Round 3	4/13/2020	4/21/2020

Round 1. In the first round, I provided the IRB approved questionnaire to the twenty-four participants. The first survey was designed based on the extensive literature review conducted in Chapter 2 (Franklin & Hart, 2007). In an e-Delphi study, the first round of the questionnaire is considered the brainstorming round, which enables the researcher to narrow down items that are pertinent to the study (Brady, 2015). The first round consists of at least five questions that responses from the experts (Cole et al., 2013; Dalkey & Helmer, 1963). The questionnaire was based on Bauer's onboarding model, which consisted of clarification, compliance, culture, and connection (Bauer, 2010).

The questions were linked to the integration model presented in the conceptual framework. The four groups were further divided into sub-categories of socioeconomic support, psychological well-being, developing a career path, establishing support mechanisms through personal relationships and belief systems, and benchmarking growth opportunities. The development of the first survey questionnaire (Round 1) started with open-ended questions and a request for a list of opinions involving experiences, judgments, predictions, and recommendations.

To further understand responses from Round 1, I used grouping words and phrases, which helped in identifying themes and patterns (Skulmoski & Hartman, 2002). The categorization and consolidation of raw data were verified for reliability by repeated iteration. Thematic coding of nominal data generated through the diverse responses for Round 1 was categorized using the constant comparison method of data analysis. This method was repeated for data analysis purposes in Round 2 and 3.

The questionnaire had questions that required a response in a bulleted format with 3-5 recommendations for each item.

1. Integration Practices for the engagement and retention of Generation Z in the workplace are practices that include socioeconomic support, psychological well-being, career path development, and the establishment of support mechanisms through personal relationships and belief systems. What are the integration practices lacking in your organization?
2. How can Generation Z work towards becoming an integral part of your organization?
3. What should HR managers focus on when hiring a Generation Z?
4. What mistakes did your organization commit with the millennials while integrating them in the organization, and what should be changed to adopt the new Generation Z individuals into the workforce?
5. What will change the viewpoints of managers towards Generation Z, which will help them grow in the organization while increasing the organization's ROI?

See Appendix A for a copy of the first-round questionnaire.

Round 2. In the second round, the questions posed were the results of the analysis of Round 1. The content of the questions remained the same, but the wordings were clarified and detailed (Tolsgaard et al., 2013). Experts narrowed down the responses from the first survey by prioritizing interventions. The questions were grouped into words and phrases to ensure the questions included the integration model of the conceptual framework. The respondents examined the consolidated list of the critical issues against a

three-point scale of 1. Strongly agree 2. Agree 3. Disagree (Schmidt, 1997). Member checking was enabled by providing space for additional comments. The answers from the first round were divided into themes that were segregated under subcategories of socioeconomic support, psychological well-being, developing a career path, establishing support mechanisms through personal relationships and belief systems, and benchmarking growth opportunities.

See Appendix B for a copy of the second-round questionnaire.

Round 3. In the third round, the experts received the questionnaire with questions based on the ranking in the second round. The items developed ranked against two separate 5 point Likert scales (desirability and feasibility). Desirability measures ranged from (1) highly undesirable to (5) highly desirable, and feasibility ranged from (1) definitely infeasible to (5) definitely feasible (Turoff, 1975). There was an additional column provided with a limit of 50 words for comments if the experts did not agree or had other explanations.

The third-round questionnaire included the following meaning of each item on the desirability scale:

- (1) – Highly undesirable: Should not be included
- (2) – Undesirable: Will have little or no positive effect.
- (3) – Neither desirable nor undesirable: Will have equal positive and negative effects.
- (4) – Desirable: Will have a positive impact with minimum adverse effects.

- (5) – Highly desirable: Will have a positive impact and little or no adverse effect.

The third-round questionnaire included the meaning of each item on the feasibility scale:

- (1) – Definitely infeasible: Is not possible
- (2) – Probably infeasible: Maybe not possible
- (3) – May or may not be feasible: Not sure whether possible
- (4) – Probably feasible: Maybe possible
- (5) – Definitely feasible: Can be possible

See Appendix C for a copy of the third-round questionnaire.

Data Recording Procedures

I distributed all three questionnaires to the study participants using Survey Monkey. In the first questionnaire, the word limit was kept to 150 words, and the experts were asked to type the questions directly into the space provided. I transmitted the answers from Survey monkey into a word document and transferred them into an excel spreadsheet. The participant responses were assigned to one tab with separate columns. The columns were divided into the email address of the participants and detailed response to the five questions. The data was divided into categories and themes. The first level of categories listed was compliance, clarification, culture, and connection. The subcategories listed were socioeconomic support, psychological well-being, developing a career path, establishing support mechanisms through personal relationships and belief systems, and benchmarking growth opportunities. I further used thematic coding and

color-coded the data to develop the second round of the questionnaire. See Appendix D for a copy of the recorded data from Round 1. The second and third round questionnaires were manually transferred to the master spreadsheet. I made similar columns in different excel tabs to transfer data from Round 2 and Round 3. To ensure accuracy, I conducted a side by side comparison of the second and third-round questionnaire with the tabs created in the excel sheet. Appendices E and F include copies of the rating data from Round 2 and Round 3, respectively.

I used a debriefing and member checking strategy to provide participants with the opportunity to review and comment on the collected data to ensure the credibility of the study results. I was also readily available to participants via phone and email if they had additional questions. The participants were provided with the opportunity to review and comment on the collected data.

Variations in Data Collection

There were minor differences which existed between the data collection as specified in Chapter 3. Before beginning the data collection, my timeline was determined to distributing three weeks between each survey and one week for analysis. However, due to unusual circumstances as specified in the next section, the data was collected sooner. I initially relied heavily on purposive sampling to gather participants; however, with the attrition rate, my participant size ended at six. I switched to snowball sampling to collect enough participants and meet the minimum criterion of participants set in Chapter 3.

Unusual Circumstances in Data Collection

When the data collection began, the world suffered a global pandemic COVID-19, which grew in size as data collection came to a close. During the epidemic, people were advised to stay at home, and the world was on lockdown with restrictions. This pandemic opened up sometime in people's lives while they were looking for distractions during their stay at home. The data collection happened faster than the timeline, which was earlier suggested in Chapter 2, as people responded to more quickly to the surveys.

Data Analysis

One of the key ingredients of this e-Delphi study was identifying codes and themes to analyze and present data (Saldana, 2015) successfully. All responses by the experts were segregated into themes and codes to present accurate results in the study findings (Hsu & Sandford, 2010). The study consisted of three researcher-developed questionnaires that completed in nine weeks. The third-round generated data from a final sample of fifteen participants, which was analyzed using Survey Monkey and Microsoft Excel. I first analyzed data using thematic analysis and linked the themes to the codes, which linked to the conceptual framework and the literature review in Chapter 2 (Saldana, 2015).

The original concepts were collected from the literature review to develop themes and organize the data received from the experts (see Hirschhorn, 2019). A code in qualitative inquiry is a word or a phrase that captures the essence of a portion of the sentence based on the meaning of the data (see Saldana, 2015). I used thematic and analytical coding that captured the main idea. The redundancies were eliminated, and the

themes used to develop the next round while narrowing down the essential elements to develop the study results.

Round 1: Analysis of Responses and Feedback Material

The first round of responses was transferred into Microsoft excel from Survey Monkey and qualitatively coded and analyzed (see Saldana, 2015). I used baseline concepts articulated from the literature review as guidance for the interpretation of the responses received from the experts (see Hirschhorn, 2019). I developed themes from the responses received in the first round using thematic content analysis. I separated the first-round data into separate tabs in the spreadsheet according to the following categories: (a) Participant ID P1-P10, (b) Questions, (c) Expert Response, (d) Themes Generated by Researcher, (e) Codes Generated by Researcher, and (f) Categories Generated by Researcher. I reviewed and conducted side by side comparison to create familiarity with the data. Codes and themes that were generated got rid of the redundancies using the literature review baseline. The concepts from the framework were used to analyze and organize data received from the experts (see Saldana, 2015).

After carefully studying the data multiple times, I coded the raw data and developed categories. I used pattern coding and highlighted key phrases that directly answered the research question. A pattern is identified by similarity, difference, frequency, sequence, correspondence, causation (Saldana, 2015). To avoid potential bias, I identified themes, codes, and patterns while I conducted the data analysis. I used the constant comparison technique as I continued to receive the responses from the participants. The responses were duplicated, where the expert provided a single statement

that was a part of multiple categories. I continued to make updates to the spreadsheet as the responses continued to come in and adjusted the codes and themes. I ensured consistency in coding by applying a code to each statement corresponding to the five questions in the first questionnaire. Appendix D contains the expert responses in Round 1 with the respective researcher assigned codes. The analysis of the first round resulted in twenty-one themes and codes. Table 5 consists of the twenty themes and codes generated from the first round.

Table 5

First Round 24 Themes and Codes

Themes	Code
Mentoring	101
Work-life balance	102
Soft skills training	103
Personal development	104
Training	105
Lower expectations	106
Leverage relationships	107
Passion	108
Cross-training	109
Entrepreneurial Spirit	201
Right attitude	202
Adoption of new beliefs	203
Flexible workplace rules	204
Talent building	205
Feedback loops	206
Positive reinforcement	207
Increased interactions	208
Provide leadership opportunities	209

(table continues)

Practicing servant leadership	301
Advocating for your rights	302
Less orientation and training	303
More social media engagement	304
Clarity of success	305
Limited experience compensation	306

The categorization and consolidation of raw data were verified for reliability by repeated iteration. Thematic coding of nominal data generated through the diverse responses for Round 1 was categorized using the constant comparison method of data analysis. This method was repeated for data analysis purposes in Round 2 and 3. The analysis process conducted ensured avoidance of generalization of answers, which prevented the distortion of the expert opinions (see Hirschhorn, 2019). Figure 1 illustrates a graphical representation of the data reduction results by category and Round 1.

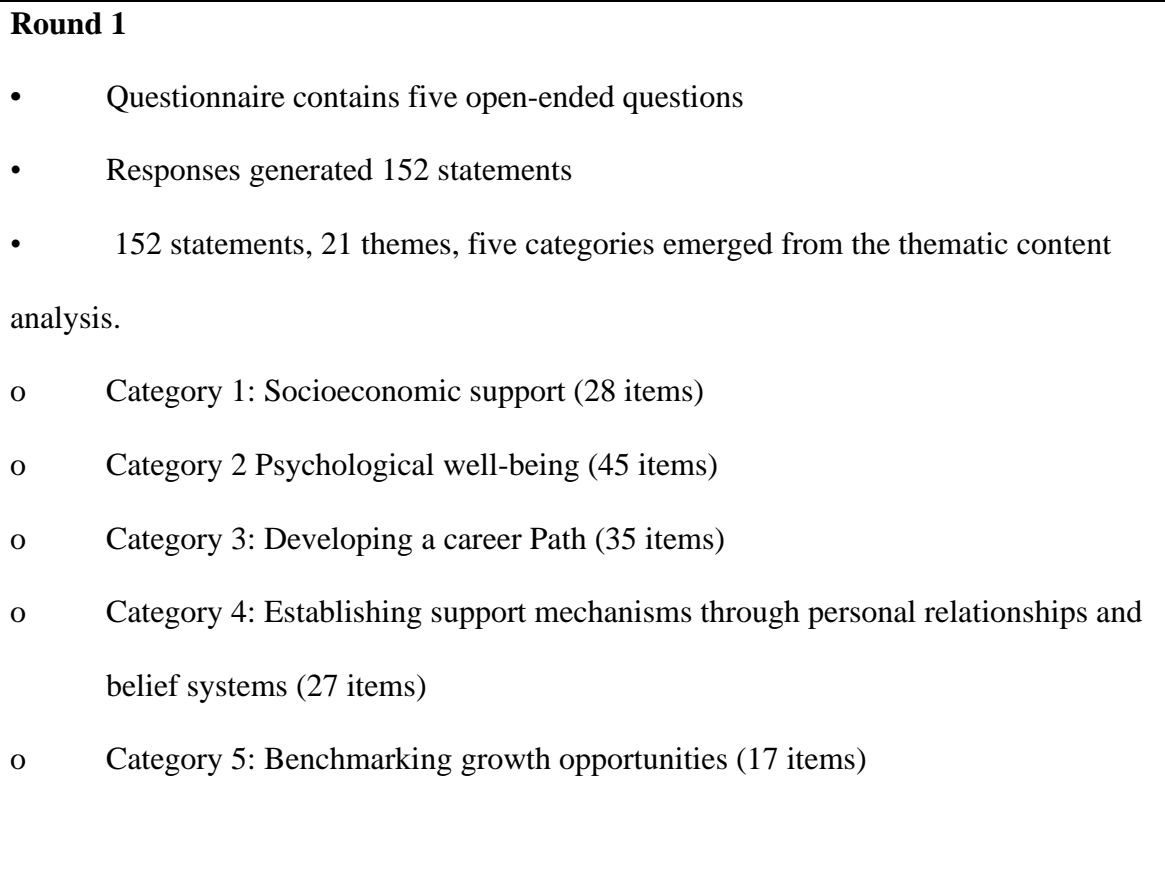


Figure 1. Data reduction results by category: Round 1.

Round 2: Analysis of Responses

The second-round questionnaire was developed from the twenty-one themes generated from the responses of the first round. The content of the questions remained the same, but the wordings were clarified and detailed (Tolsgaard et al., 2013). Experts narrowed down the responses from the first survey by prioritizing interventions. The questions were grouped into words and phrases to ensure the questions included the integration model of the conceptual framework. The respondents examined the consolidated list of the critical issues against a three-point scale of 1. Strongly agree 2.

Agree 3. Disagree (Schmidt, 1997). Member checking was enabled by providing space for additional comments. The answers from the first round were divided into themes that were segregated under subcategories of socioeconomic support, psychological well-being, developing a career path, establishing support mechanisms through personal relationships and belief systems, and benchmarking growth opportunities. My final sample size resulted in 15 participants with an original sample of 24 participants. The second round consisted of questions that were derived from the themes and formed the analysis of the first round (Davidson, 2013). The second questionnaire resulted in 15 participants. The second round Figure 2 illustrates a graphical representation of the data reduction results by category and Round 2.

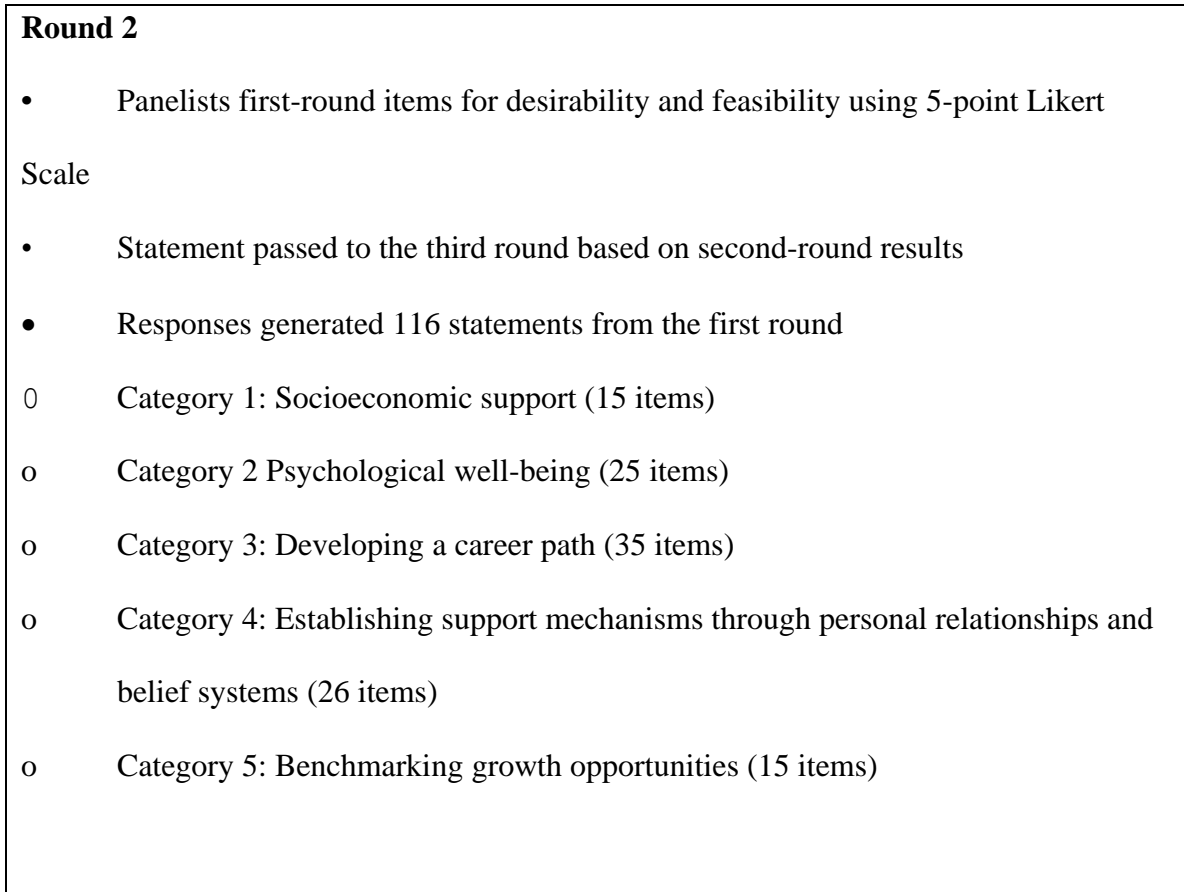


Figure 2. Data reduction results by category: Round 2.

Round 3: Rating

Based on the ratings provided in the second questionnaire, the third questionnaire (Round 3) served as a means of seeking consensus among the group by having experts rank ideas in order of importance. I collected and analyzed responses using qualitative measures to monitor group while tracking statistical knowledge of themes and patterns. A ranking type survey was used to elicit opinions from experts through the controlled feedback process (Custer et al., 1999). The third round captured results from the second round on the consensus built based around themes, and I used the Likert-type scale, listing the strategies with the scale rating on 1 to 5 with 1 = *important* to 5 = *very*

important. After receiving the results, I analyzed them using thematic coding to reveal the findings of the study. Drop out issues are common in a Delphi study, which can sometimes be overcome by developing a personal rapport with participants and sending repeated reminders (Hung, Altschuld, & Lee, 2008). All participants who were a part of the second round moved to the third round. Figure 3 illustrates a graphical representation of the data reduction results by category and round 3.

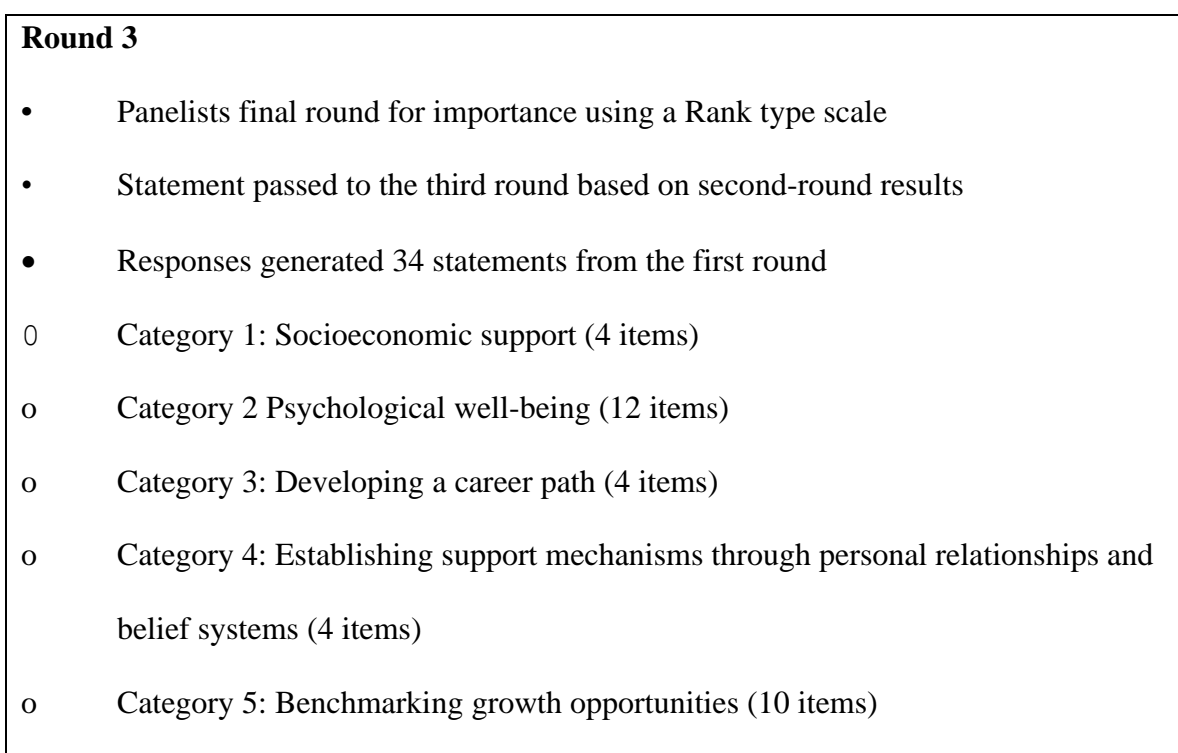


Figure 3. Data reduction results by category: Round 3.

Evidence of Trustworthiness

Unlike quantitative research, with trustworthiness assessed through reliability and validity, the process in qualitative research is based on credibility, dependability, confirmability, and transferability. (Hasson & Keeney, 2011). This e-Delphi study gained

rigor by addressing all the four elements of trustworthiness. An email trail was maintained, member checking established, constant comparison of data conducted (Hasson & Keeney, 2011). Each of the four processes is described in detail below. After describing the processes from literature, I have outlined ways in which my study tackled each of the issues of trustworthiness.

Credibility

Credibility refers to researchers' ability to interpret their own experiences correctly and to adequately engage with the participants through audit trails and other methods of data analysis (Cope, 2014). Graneheim and Lundham (2004) explained credibility as data and processes selected to address the focus of the research. As posited by Hsu & Sandford, (2010), the credibility of research is enhanced through rigorous methods, the credibility of the researcher, and an appreciation of the qualitative inquiry. Some of the approaches to establish credibility in the study are debriefing and member checking (Peterson, 2017). Member checking is a process whereby participants review themes or patterns in between questionnaires to establish credibility, a process that also helps participants decipher the accuracy of the results (Carlson, 2010). Credibility in qualitative research can be developed by demonstrating researcher "engagement, methods of observation, and audit trails" (Diane, 2014). I maintained credibility by actively engaging with participants when they had questions and maintaining audit trails. I provided additional space in each survey for comments. This member-checking and statement rating performed by the panelist in the third round of the questionnaire further enhanced the credibility of the study results. This high level of consensus in the final list

of thirty-four statements reflected the integration practices which could be developed and adopted to engage and retain Gen Z.

Transferability

Transferability is the ability of the researcher to detail the methodology for other researchers to replicate the study. Thomas and Magilvy (2011) highlighted that one of the strategies for attaining transferability is to address appropriate descriptions of the geographical limitations and the audience of the study. Peterson (2017) noted that providing a detailed analysis and specifications can also facilitate transferability. Another strategy indicated by Krefting (1991) is to provide a full description of the participants and the research to ensure the process is transferable.

Transferability can be measured through content validity, construct validity, and criterion validity (Hasson & Keeney, 2011). Thematic coding of nominal data generated through the diverse responses for Round 1 was categorized using the constant comparison method of data analysis. This method was repeated for data analysis purposes in Round 2 and 3. This e-Delphi study also included a detailed description of the methodology and the participant selection to ensure transferability.

Dependability

Dependability is achieved by creating stability in data and having a varied expert panel for the study (Hasson & Keeney, 2011). Krefting (1991) noted that dependability could also be referred to as variability, looking at the range of experience of the participants and selection from varied sources. I ensured dependability by discussing the study with peers from Walden University and other universities and also talking about it

with the committee members. I kept a reflexivity journal and notes during the data collection and analysis process, which are other means to ensure the dependability of the research.

Confidence in research data can be increased by data and theoretical triangulation to reveal and understand the problem at hand and reveal relevant findings (Thurmond, 2001). I used data triangulation by collecting multiple surveys at different times and used comparative analysis to gain a comprehensive review and strengthen the findings of the study (Velez, Neubert & Halkias, 2020). Theoretical triangulation is a combination of perspectives, approaches, sources, and data analysis methods. Triangulation is used to counterbalance the use of a single strategy, thus increasing the ability to increase the findings (Thurmond, 2001). This study compared the panelist responses to each other and the existing research to establish dependability.

Confirmability

Establishing confirmability in qualitative research occurs through analyzing data and maintaining an audit trail during the data collection process (Krefting, 1991; Lincoln & Guba, 1982). The researcher can play the role of an auditor and keep reflexive journals to ensure confirmability. I maintained an email and an audit trail to support confirmability. For the study, I created an audit trail and reflexive journal to keep my assumptions, limitations, judgments, and articulations while collecting and analyzing the questionnaire results.

Post-positivists philosophy supports the requirement of confirmability: “There can be no absolute objectivity; at best, the researcher can become conscious of and hopefully

reduce [...] biases” (Wallendorf & Belk, 1989. P.69). Therefore, a clear audit trail of data gathering and interpretation is one of the most critical measures for enhancing confirmability in Delphi research (Skulmoski et al., 2007), “The Delphi method for graduate research,” *Journal of Information Technology Education: Research*, Vol. 6, pp. 1-21. I transcribed all survey responses and spread them in a database. To increase confirmability, I leveraged triangulation to confirm the analysis of textual data. To strengthen future replication studies, research can use formally determine inter-rater reliability in order to assess the confirmability of the coding process (Gossler et al., 2019).

Study Results

Round 1: Analysis of Responses and Feedback Material

The panel generated 110 statements in response to the five open-ended questions in the Round 1 questionnaire. See Appendix E for a copy of the expert response statements. This e-Delphi study used baseline concepts from the extensive literature review and the conceptual framework, which comprised of Bauer’s onboarding model (Bauer, 2010). I used thematic coding to identify themes and patterns. Table 6 contains the final coding response to the first round of questionnaire responses.

Table 6
First Round Coding Sheet

Code category/description	Code	Frequency
<u>Socio economic support</u>	10	
Hierarchical thinking	101	
Same access to services	1011-10198	
Lack of a career path	102	
Strengths codependency	1021-1026	
<u>Psychological Well-Being</u>	60	
Entitlement	6031-6032	3
Utilizing talent	604	8
Lack of work life balance	6041-6043	
No awareness of psychological well-being	605	
Work-life balance	6051-6054	4
Inability to recognize mental imbalance	606	
Understanding Gen Z traits	6061-6062	2
<u>Developing a Career Path</u>	20	
More innovative approaches	201-2014	4
Different generational working styles	2011-20112	12
Higher managed interaction with Gen Z	202	
Networking	203	

(table continues)

Code category/description	Code	Frequency
Start-up mentality	204-20424	4
Creating leadership opportunities personal development	205-2052	2
Flexibility to work remotely	206	
Enthusiastic to make a difference	207	
Digital knowledge/nomads	208	
Clearly defined development goals	209	
Adequate compensation	210	
Diversity	211	
Cultural/ethical/racial	212	
Programs specifically geared to GenZ development	213	
<u>Establishing Support Mechanisms</u>	30	
Mentorship services	301-3014	4
Robust mentoring program	302-3022	
(On-boarding) and online security training	303	
Having an open mind	304	
Attitude vs. aptitude	305	
Easier process on operational functionality	306	
Work performance and attitude in the workplace	307	
Better engage and motivate students	308	
Customized approach through data	309	

(table continues)

Code category/description	Code	Frequency
<u>Personal Relationships and Belief Systems</u>	40	
Mission driven with opportunity to contribute and grow	401	
Need to be part of the greater picture	402-4022	2
Social gathering and interaction in social settings	403	
High sense of idealism	404	
Success clarity	405	
Willingness to listen and learn from the GenZ	405-4053	3
Leadership shall possess level of emotional intelligence	406	
Seek advice	407	
Understanding of goals and expectations	408	
Navigate difficulties	409	
Environmentally friendly	410	
Culture of respect and honesty	411	
Management alignment	412	
<u>Benchmarking Growth Opportunities</u>	50	
Personal growth (training, peer to peer mentoring)	501	
Human interaction and online courses	502	
Support of passion and self-development	503	
Adaptability (need for higher and flexible adaptability)	504	
Social development and soft skills	505	

(table continues)

Code category/description	Code	Frequency
Maturity & business etiquette	506	
Creative freedom at work	507	
Compensating for limited experience	508	
Opportunities to fit in, make them feel as part of a whole	509	
Desire to take success into their own hands	510	
Integrating technology	511	
Social interaction	512	
Communication platform	513	
Specific feedback	514	
Goal setting without taking it personally	515	
Practicing servant leadership	516	
Less orientation and training	517	
Mental health and well-being	518	
Insurance benefits shall include therapy	519	
Flexibility and adaptability	520-5205	5
Developing apps to make healthcare accessible	521	
HR selection process needs to be modified	522-52217	4
Continued to do business as usual	523	
Understanding of goals and expectations	524	
Leadership needs to continue to coach these soft skills	525	

(table continues)

Code category/description	Code	Frequency
Pros and cons of sharing personal information online	526-5262	2
Employee activities, training materials	527	
Tap into the strength of individuality	528	
Need to feel they are valued, appreciated, and protected	529	
Better and more social media engagement	530	
Need to add to the subject matter expertise	531	
Work on talent development		
Find meaningful solutions for GenZ in the work program		
Communication style that fit GenZs need		
Leverage their strengths for optimum productivity		
Personal growth (training, peer to peer mentoring)		
Human interaction and online courses		
Support of passion and self-development		

The 110 statements provided by the experts in Round 1 fell in six significant categories coinciding with the open-ended questions of the first round: (a) Category 1: Socio-economic support (4 items), (b) Category 2: Psychological well-being (13 items), (c) Category 3: Developing a career path (24 items), (d) Category 4: Establishing support mechanisms (13 items), (e) Category 5: Personal relationships and belief systems (18 items), (f) Benchmarking growth opportunities (38 items). These six major themes were present in the literature review. Benchmarking growth opportunities consisted of the

maximum amount of codes, whereas socio-economic support consisted of the least amount of codes. Table 7 includes the statements as an output from the top six themes in

Round 1

Table 7

Top 5 Statements Based on Code Frequency

Statements	Code frequency
Integration practices to retain and motivate GenZs in the workforce include mentoring programs, a well-established work-life balance, enhancing soft skills of GenZs and establishing personal development training programs.	38
GenZs are an integral part of any organization of the future and need to be retained as the workforce of the future. However, the non-applied leadership style and generational conflict often make them lose their sense of entitlement and ownership.	24
HR managers need to start focusing on establishing mentoring and cross-support training programs for their GenZs and enhance the workforce with an entrepreneurial spirit.	18
To employ a “happy and efficient” GenZs in your organization flexible workplace rules, talent building programs, soft skills training and feedback loops should be established.	13
Would you agree that positive reinforcement increased interactions between leadership and GenZs and providing leadership opportunities as well as the potential of growth for GenZs is crucial to increase the ROI of an organization and enhance the relationship between leadership and GenZs?	13

Round 2: Analysis of Responses

The responses in Round 1 generated 110 statements, which were grouped into 26 themes. These 110 statements were used to develop the second-round questionnaire. The experts were informed that the second-round questionnaire consisted of themes generated

from the first round statements. The second round questions were completed against two separate (desirability and feasibility) 5-point Likert scales. Desirability measures ranged from (1) highly undesirable to (5) highly desirable, and feasibility ranged from (1) definitely infeasible to (5) definitely feasible (Turoff, 1975). There was a box provided to the experts at the end of each question if their rating was below two to ensure member checking. There were no statements failing to pass to Round 3. All five statements contained in Round two passed the desirability and feasibility test, with an average of 70 percent.

Round 3: Rating

I used all 110 statements, which passed round one and two to generate the third questionnaire. Out of the 24 themes that emerged, ten themes cleared the third round, with an average of 70 percent. The experts were asked to rate the importance of each of the ten themes that originated in the first two rounds to be included to form the integration practices of Generation Z. Desirability measures ranged from (1) highly undesirable to (5) highly desirable, and feasibility ranged from (1) definitely infeasible to (5) definitely feasible (Turoff, 1975).

Statements that did not satisfy the consensus threshold in Round 3 are listed in Table 8.

Table 8

Statements Failing to Meet Consensus Threshold in Round 3

Statement	Rating (desirability)	Rating (feasibility)
Generation Z should be provided with high sense of idealism	2	3
Gen Zs have clarity of success	5	4
Gen Zs know how to navigate difficulties	5	5
Gen Zs need to focus on social development	4	3
Gen Zs do not have maturity & business etiquette	3	2
Gen Zs should be compensated for limited experience	4	3
GenZs have the desire to take success into their own hands	5	4
Gen Zs need a communication platform	5	3
Gen Zs need less orientation and training	3	2
Organizations should continue to do business as usual	4	3
Gen Zs do not know the pros and cons of sharing personal information online	4	3
Gen Zs need better and more social media engagement	5	4
Organizations should adhere to the communication style that fit GenZs need Gen Z's should be given more online courses	4	3

Statements that satisfied the consensus threshold in Round 3 are listed in Table 9.

Table 9

Statements that Satisfied Consensus Threshold in Round 3

Statement	Rating (desirability)	Rating (feasibility)
Mentoring programs	5	5
Work life balance	5	5
Soft skills development training	5	5
Cross-support training programs	5	4
Transformational leadership	5	5
Flexible workplace rules	4	5
Talent building programs	5	5
Feedback loops	5	4
Positive relationships with leadership	5	5
HR selection process needs to be modified	5	5

The listed ten items which held consensus in the final round were a part of the six categories (a) Category 1: Socio-economic support (4 items), (b) Category 2: Psychological well-being (13 items), (c) Category 3: Developing a career path (24 items), (d) Category 4: Establishing support mechanisms (13 items), (e) Category 5: Personal relationships and belief systems (18 items), (f) Benchmarking growth opportunities (38 items). These six themes correspond to Bauer's (2015) onboarding model and the six

themes present in literature, forming the basis of the integration model in the conceptual framework.

Summary

This chapter presented a detailed analysis of the three-round e-Delphi study with an answer to the research question. What is the level of consensus among senior organizational managers across U.S. financial, food service, and technological industries on integration strategies to engage and retain Gen Z employees? The responses of the experts in the first round generated 110 statements and twenty-six themes. The 110 statements fell under the six major categories which were presented in the conceptual framework and were derived from the literature review. (a) Category 1: Socio-economic support (4 items), (b) Category 2: Psychological well-being (13 items), (c) Category 3: Developing a career path (24 items), (d) Category 4: Establishing support mechanisms (13 items), (e) Category 5: Personal relationships and belief systems (18 items), and (f) Benchmarking growth opportunities (38 items).

The benchmarking growth opportunities consisted of the maximum codes (38 items), whereas the socio-economic support (4 items) included the least amount of codes. The top six themes noted in the first round by the panelist consisted of the following statements (a) Integration practices to retain and motivate GenZ in the workforce include mentoring programs, a well-established work-life balance, enhancing soft skills of your GenZ and establishing personal development training programs (b) To enhance a GenZs sense of belonging, they need to feel an open-door policy to be able to ask for their rights, help them lower expectations on how fast they can progress in the organization, leverage

relationships to their peers and co-workers and actively work on personal development (c) HR managers need to start focusing on establishing mentoring and cross-support training programs for their GenZ and enhance the workforce with an entrepreneurial spirit (d) To employ a “happy and efficient” GenZ in your organization flexible workplace rules, talent building programs, soft skills training, and feedback loops should be established. (e) Increasing an organization's ROI means helping employees grow to increase their efficiency and productivity. Managers and organizational leaders need to understand how to “deal and talk” with their GenZ workforce.

The 10 consensus items that passed the final round included statements from each of the six categories (a) Mentoring programs, (b) Work-life balance, (c) Soft skills development program, (d) Cross-support training programs, (e) Transformational leadership, (f) Flexible workplace rules, (g) Talent building programs, (h) Feedback loops, (i) Positive relationships with leadership, and (j) HR selection process needs to be modified. The findings of this study suggest that organizations, while developing integration programs for Generation Z, should include the above ten items to engage and retain them into the workforce successfully. Chapter 5 consists of an interpretation of the study's findings limitations, recommendations, and implications for research and positive social change.

Chapter 5: Discussion, Conclusions, and Recommendations

The purpose of the study was to procure the insights and practices of midlevel organizational managers to create forward-looking integration strategies for Gen Z employees for engagement and retention. The e-Delphi technique is the Internet version of the Delphi technique, which is administered by the researcher to gather a panel of experts, pose questions, synthesize feedback and determine a level of consensus to a problem (Cole et al., 2013). The e-Delphi technique was appropriate for the study as the purpose of the study was to gain expert knowledge, and the generation in question was relatively understudied. It was not possible to gather experts face to face to infer a level of consensus from all levels of leaders, and it was easier to get the time from senior leaders via surveys than in-person to develop new knowledge on the integration practices for Generation Z. Other qualitative research methods, such as case study, were considered for the study, but they were deemed not appropriate to meet my study's purpose since the criterion of the study was to gain expert knowledge through a consensus that was not possible with other research methods.

The results of the study include an agreement on 10 statements that could form the integration practices for Generation Z and used to retain and engage the workers in organizations. The percentage breakdown of statements from the five categories are as follows: (a) Category 1: Socio-economic Support (4 items), (b) Category 2: Psychological Well-being (13 items), (c) Category 3: Developing a career path (24 items), (d) Category 4: Establishing Support mechanisms (13 items), (e) Category 5:

Personal relationships and belief systems (18 items), and (f) Category 6: Benchmarking growth opportunities (38 items).

Interpretation of Findings

The findings of this study include a consensus on 10 integration practices that can help retain and engage Generation Z as they enter the workforce. These activities focus on socio-economic support, psychological well-being, developing a career path, establishing support mechanisms, developing personal relationships and belief systems, and benchmarking growth opportunities, which could help the new generation create successful careers while ensuring appropriate mental health. Figure 5 is a visual representation of the five categories represented in the list of the ten final consensus statements.

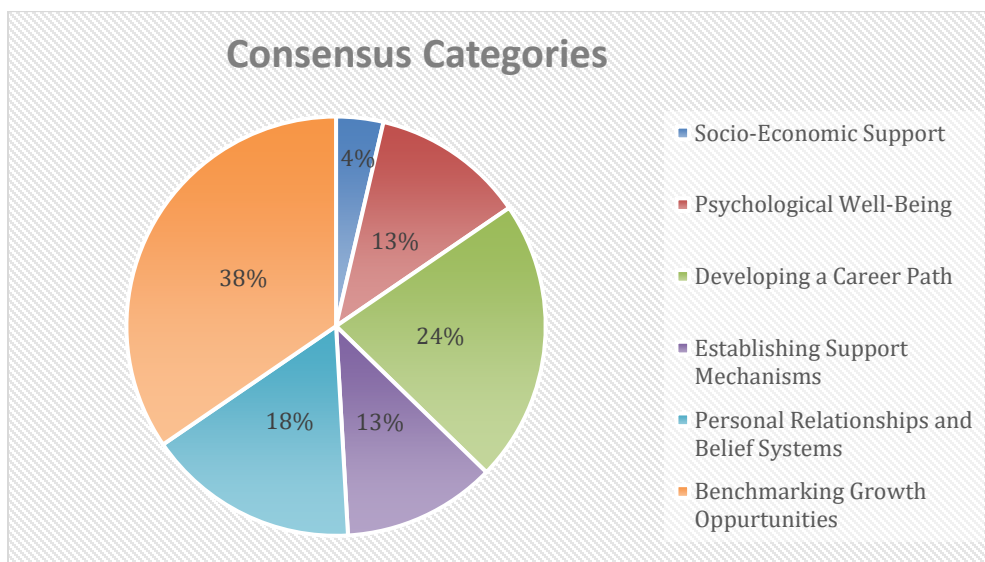


Figure 4. Breakdown of six categories with the ten final consensus statements.

The key findings to this study indicate that the current integration practices which are present in literature are not sufficient to drive the maximum potential of a new

generation entering the workforce. Organization while integrating Generation Z into the workforce should consider incorporating practices that relate to socio-economic support, psychological well-being, developing a career path, establishing support mechanisms, developing personal relationships and belief systems, and benchmarking growth opportunities. The findings in this chapter are compared to the peer-reviewed literature in Chapter 2. In this chapter, I also analyze and interpret the results in the context of the conceptual framework and identify limitations, recommendations, and implications and conclusion of the study.

Of the 110 statements, six significant themes were present in the literature review. Benchmarking growth opportunities consisted of the maximum amount of codes, whereas socio-economic support consisted of the least amount of codes. Table 7 includes the statements as an output from the top six themes in Round 1. Out of the 110 statements, 86 failed to satisfy a 50% consensus in Rounds 2 and 3 collectively. Nonconsensus and final agreement both highlight the areas for organizations to consider when addressing the central problem of this study. Table 11 contains data corresponding to findings from each round of the study.

Table 10

Overall Study Findings

Category	Round 1 generated statements	Round 2 statements	Round 3 statements	Consensus statements
Socio economic support	4	4	3	2
Psychological well being	13	13	3	3
Career path	24	24	3	1
Establishing support mechanisms	13	13	5	1
Personal relationships and belief systems	18	18	4	2
Benchmarking growth opportunities	38	38	6	1

Delphi Study Round 1

The first round of the questionnaire had five open-ended questions based on the main themes which resulted from the literature review and were the basis of the conceptual model. The conceptual model was based on Bauer's (2015) onboarding model and relied on the four pillars of compliance, clarification, culture, and connection. Fifteen participants out of the 24 invited responded to the first round of questionnaire, leading to a response which suggested 110 statements spanning over the six categories corresponding to the open-ended questions from the first round of questionnaire: (a)

Category 1: Socio-economic support (4 items), (b) Category 2: Psychological well-being (13 items), (c) Category 3: Developing a career path (24 items), (d) Category 4: Establishing support mechanisms (13 items), (e) Category 5: Personal relationships and belief systems (18 items), (f) Benchmarking growth opportunities (38 items). Figure 5 is a graphical representation of the top six themes based on code frequency.

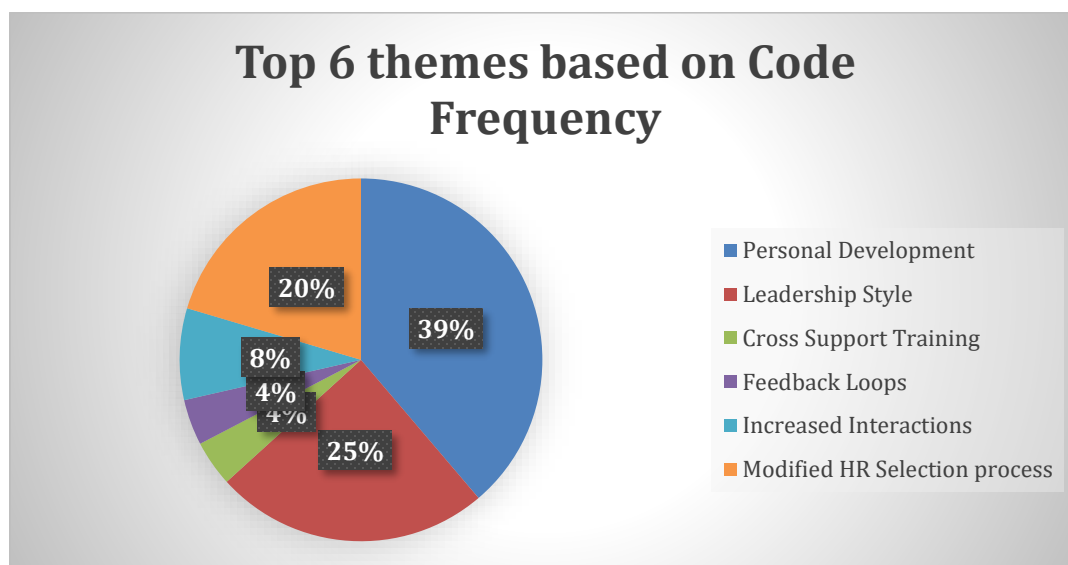


Figure 5. Graphical representation of the top six themes based on code frequency.

Personal development. The panel recommendation to this first open-ended question 38 statements used in the second round of the questionnaire aligned to the following subcategories mentoring programs, a well-established work-life balance, and enhancing soft skills of GenZs.

Figure 6 contains a visual representation of the first-round codes relating to effective personal development practices.

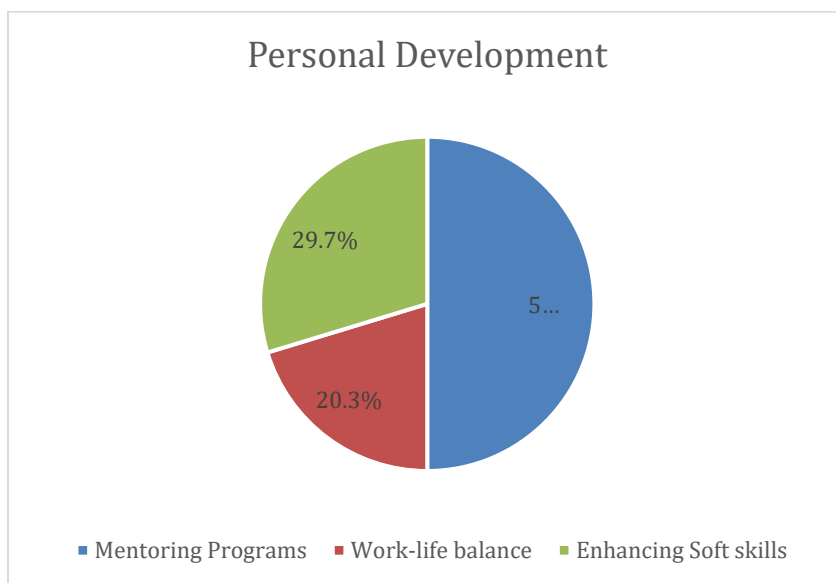


Figure 6. Visual representation of codes relating to effective personal development practices.

Out of the top six themes, the theme of personal development had the highest code frequency. The experts mentioned the codes mentoring programs, work-life balance, and enhancing soft skills training 38 times. The panelist made collective reference 38 times in the round 1 questionnaire as essential attributes to consider while generating integration practices for Generation Z. The findings are consistent with the suggestions of researchers in the literature review as lacking in the integration practices developed for other generations. According to Randstad (2016), retaining Gen Z recruits requires intensive indoctrination and support mechanisms that may not reflect the same needs as the millennials. Management has been unable to operationalize the strategies in day-to-day business to reach Gen Z employees (Orrheim & Thunvall, 2018). Tension exists between the practices, new employee expectations, and strategies companies need to adapt to attract, engage, and retain Gen Z workers.

Leadership style. The second theme that stemmed out of the first-round interview was that of leadership style. The code was used 24 times, and the subcategories associated with it were Passion, the right attitude, increased interactions, and practicing transformational leadership or servant leadership. Figure 7 contains a visual representation of the first-round codes relating to effective leadership style practices.

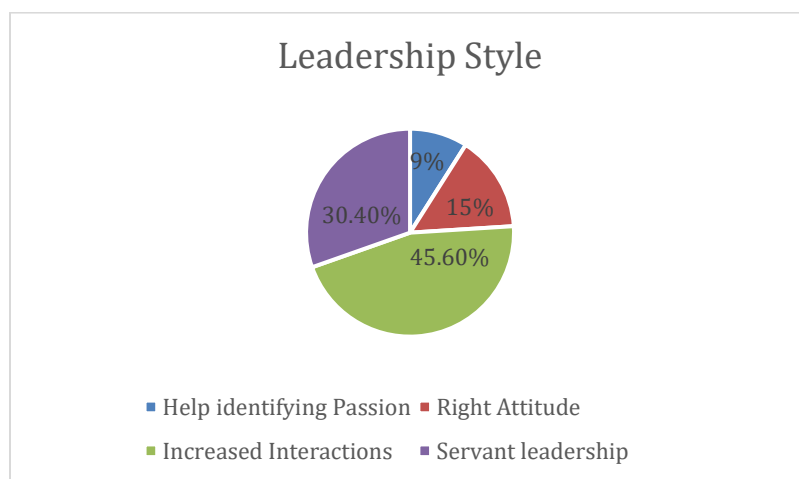


Figure 7. Visual representation of effective leadership style.

In the literature review conducted, Onyebu and Oluwafemi (2018) asserted that to grow effective intrapreneurs, organizations should adopt a leadership style that recognizes, motivates, and rewards these individuals in achieving organizational development through innovation. The landscape for organizations is changing as competition grows, and individuals look for more significant challenges (Marshall & Wolanskyj-Spinner, 2020)

Harnessing and developing Gen Z through recognizing and cultivating talent could enable organizations to remain competitive in a growing environment (Persada et al., 2019). The findings point to adopting a change in leadership style in which leaders

have increased interactions with this generation to help identify their passion, help them form the right attitude to drive maximum potential.

Cross-support training. The third theme that emerged from the first round was establishing cross-support training programs with a frequency of 18 items. As per the literature review conducted, the Change Generation Report (2017), published by the Lovell Corporation, included findings from a survey of about 2,000 Gen Z and millennials from Canada. Results indicated 75% of Gen Z have an entrepreneurial spirit, seek mentorship, want a quality of life, lean towards training and development, are socially conscious, follow their passion, and want to make a difference in the world (Change Generation Report, 2017). The results from the first-round questionnaire from the experts indicated that Generation Z has an entrepreneurial spirit, and leadership should use this to their advantage by providing them with cross support training. Ensuring this generation is training in multiple fields will help them grow and enhance their expertise and allow them to develop products that increase the ROI of the organization.

Feedback loops and Increased interactions. Feedback loops and increased interactions were clubbed together and had a code frequency of 13 items due to the two themes being inter-related. The experts suggested that regular feedback loops are established with Generation Z to ensure they are attentive and have low-performance issues. As suggested by multiple authors in the literature review, this generation, even though they are digital, the savviest they prefer face to face interactions with leadership (Dimock, 2019; Hampton et al., 2020; Seemiller et al., 2019)

The Workforce Institute of Kronos and Future Workplace (2019) reported on Gen Z attitudes in the workplace in 12 countries. Findings showed that Gen Zs demanded flexibility at work, preferred face-to-face interaction, and felt anxious about their success as workers (The Workplace Institute at Kronos and Future Workplace, 2019). Gen Z members think the school has not prepared them for negotiation, networking, working with confidence, and long working hours. The findings suggested that creating feedback loops often could enable better performance with Generation Z.

The modified HR selection process. The modified HR selection process was suggested throughout the first-round answers and had a code frequency of 18. Ineffective integration of employees in the workplace has led to high turnover and lower employee fulfillment across the generations. Some organizations have addressed the challenges of integration, communication, and motivation barriers of the past generations (Arrington, 2018). Organizations that failed to implement retention practices have lost valuable employees, thus incurring a financial loss. In a study supporting the specific management problem, that management fails to operationalize the strategies in the day-to-day business to reach Gen Z employees (Orrheim & Thunvall, 2018). As suggested by experts, this was a significant theme that ran across all through the three rounds. To retain and engage Generation Z organizations to require modifying their selection process to build it to support all the themes suggested in the first round.

Delphi Study Round 2

The responses in Round 1 generated 110 statements that were grouped into 24 themes. Each statement on the second-round questionnaire was completed against two

separate (desirability and feasibility) 5-point Likert scales. Desirability measures ranged from 1 (*highly undesirable*) to 5 (*highly desirable*), and feasibility ranged from 1 (*definitely infeasible*) to 5 (*definitely feasible*; Turoff, 1975). Of the 110 statements contained in the second- round questionnaire, ten met the threshold for inclusion in the third questionnaire. I have separated this section into two categories: (a) statements that failed to satisfy the consensus threshold, and (b) statements that met the consensus threshold.

Statements that failed to satisfy the consensus threshold. The following sections contain a review of the statements that failed to satisfy the consensus threshold.

Generation Z should be provided with a high sense of idealism. The statements that made it to Round 3 supported the literature review conducted in Chapter 2, which adhered to the positive and negative characteristics of Generation Z. The finding of the above statements diverges from the assertion made by (Berg & Carson, 2020; Callanan, 2019; Francis & Hoefel, 2018), which suggests that Generation Z are realistic individuals, unlike the millennial generation. The digital natives feel comfortable searching for authentic relationships and jobs, providing them with a false sense of self would limit their openness to understanding multiple types of people. In contrast, this finding diverges from the assertion made by Wood (2013) r that even though a little idealism may have trickled down from the millennial generation, but combining Generation Z's security needs and escapist behaviors, providing this generation with idealistic scenarios to enhance performance would be detrimental to organizations.

Generation Z's have clarity of success. As suggested in the literature review, GenZs are entrepreneurial in nature and also driven by practicality and financial success, which does not necessarily mean they understand or know what success ideally looks like for them (Glass, 2007; Zimmerman, n.d.). In contrast, this finding diverges from the assertion made by the Workforce Institute of Kronos and Future Workplace (2019) that presented a report on Gen Z attitudes in the workplace in 12 countries. Findings showed that Gen Zs demanded flexibility at work, preferred face-to-face interaction, and felt anxious about their success as workers. The young adults wanted financial independence, and family members are their role models for career and business success (Barna, 2018). In contrast, this find diverges from the assertion made by Glass (2007) in his comparative analysis with other generations that Gen Z lives for the present moment, has no sense of commitment, and is happy with what they have.

Gen Zs know how to navigate difficulties. While this may be true in the digital world where this generation is said to find solutions quicker and more efficiently than the millennials, this finding diverges from the assertion made by (Glass, 2007) that Gen Z may have some other possible negative characteristics such as differing viewpoints, a low attention span, lack of consequential thinking with blurring lines between professional and personal boundaries. In contrast, this finding diverges from the assertion of Gaidhani et al. (2018) that Gen Z is impatient with an attention deficit disorder and more entitled than the previous generations.

Gen Zs need to focus on social development. The Change Generation Report (2017), published by the Lovell Corporation, included findings from a survey of about

2,000 Gen Z and millennials from Canada diverges from the assertion made in the report that 75% of GenZs are socially conscious, follow their passion, and want to make a difference in the world (Change Generation Report, 2017). In contrast, this finding diverges from the assertion made by Hope (2016) that Gen Z trends show they are social entrepreneurs who focus on social justice, are mindful in creating their future, and form a socially conscious cohort. Furthermore, the acquired attention deficit disorder reduces Gen Zs ability to concentrate on complex problems due to the visual imagery of social media and technology (Chun, 2017; Singh & Dangmei, 2016). GenZs are an extremely social generation; however, their way of interactions differs from the other generations in the past.

Gen Zs do not have maturity and business etiquette. Generations talent can be used to their advantage by using the positive characteristics of individuals and negating the effect of the previous generational ideologies (Puiu, 2017). In contrast, this finding diverges from the assertion made by McQueen (2011) that Gen Zs are exposed to 30,000-40,000 TV commercials each year, and including the societal influences, physiological and environmental factors play a substantial role in raising the maturity of these individuals. In contrast, this finding diverges from the assertion by (Beall, 2016; Calk & Patrick, 2017; Dimock, 2019) that GenZs are more mature than the millennials and possess the business etiquette to perform in a stressful work environment with appropriate leadership guidance.

Gen Zs should be compensated for limited experience. Generation Z is described as being influential, thoughtful, loyal, compassionate, open-minded, and responsible.

Some of the positive characteristics of this generation are that they are very career-oriented and are aware of the troubles and traumas of the world (Loveland, 2017). The finding diverges from the assertion made by Seemiller & Grace, (2017) that one of GenZ's strengths is that they are willing to learn provided leadership has the time to help them grow and evolve. As such this finding also diverges with the view that with a generation such as GenZ if they are compensated for limited experience, it would be stunting their growth (Al Amiri et al., 2019).

Gen Zs need a communication platform. Generation Z, on average, spends between five and six hours on social media on a given day. The preference of social networking, file, and video sharing sites, games, and chat programs within the applications accessible through the diverges from the assertion made that they have no dearth of communication platforms (Guld & Maksa, 2014). In a recent research mobile phones were rated 73.5% as the gadgets most by this generation and they have social media and IM platforms on their mobile, which diverges from the assertion made by Wiastuti et al., (2020) that Gen Z would like always to stay connected, through IM platform or connected to social aspects through social media platforms.

Gen Zs need less orientation and training. While Generation Z is a technically savvy and most digitally-driven generation, in contrast, the finding diverges from the assertion made by authors Seemiller & Grace (2017), they do need additional training and orientation to perform at their maximum potential. Furthermore, Rothman & Commissions, (2015) made the assertion which diverges from the finding that training program objectives should contain performance-driven, higher-order thinking skills

(HOTS) such as: analyze, compare, verify, critique, select, create, develop, etc.. Gen Zs have the values, talent, and potential to impact economic, political, and social development, which they could harness through training and development opportunities. Additionally, Lyons et al. (2018) surveyed 2017/2018 graduates hired by Accenture last year, and GenZ found Gen Z identifies staying in the job with mentoring; formal training; meaningful, challenging work; and evident skills path from their first day of employment.

Gen Zs do not know the pros and cons of sharing personal information online.

Generation Z has completely different ways of social interactions compared to millennials (Callanan, 2019). Gen Zs consume data primarily from Snapchat, Instagram, and Youtube which diverges from the assertion made by (Golden, n.d.; Kick et al., 2015) that most of the media platforms used by this generation share content which is either verbal in the form of pictures and videos. Gen Zs refrain from sharing personal stories and like to keep their emotions private while sharing personal information with close friends. The content used on social media by Gen Zs does not necessarily define them as being careless with personal information (Books et al., n.d.)

Statements that satisfied the consensus threshold. The following sections contain a review of the statements that satisfied the consensus threshold.

Mentoring programs and talent building programs. Generation Z prefers work environments that cultivate mentoring, learning, and professional development opportunities as they feel inept at dealing with life's problems. (Singh & Dangmei, 2016). Generation Z is a generation that stands out more than the other generations in their characteristics and values. These individuals require mentoring programs that specifically

cater to their values and give them the necessary ammunition to increase performance. (Howe, 2010). Lyons et al. (2018) surveyed 2017/2018 graduates hired by Accenture last year. They found Gen Z identifies staying in the job with mentoring; formal training; meaningful, challenging work

As per PST and OST, the employer may support the employee's psychological well-being through training and development, informal mentoring, and investment in the employee from recruitment to initial time spent in acquainting the employee to the job. These two theories interact to form an integration model based on compliance, clarification, connection, and culture. PCT concepts of schemas, promise, and mutuality pertain to an employee's training and development through mentoring and developing interpersonal relationships to build connections; in turn, employees gain an in-depth knowledge of the culture in an organization (Rousseau, 1989; Schein, 1988).

Work-life balance and flexible workplace rules. In a study conducted by Generation Z students at a university in Slovakia, the results suggested that Generation Z was looking for internal job satisfaction, and work-life balance was considered a vital retention factor (Kirchmayer & Fratričová, 2020). Gen Z members think the school has not prepared them for negotiation, networking, working with confidence, and long working hours. Perhaps most importantly, the report addressed what Gen Z asked from their managers, with responses including clear goals and feedback, modern workplace technology, respect and recognition, meaningful projects, and work-life balance (The Workplace Institute at Kronos and Future Workplace, 2019).

Audi recently conducted a study of its 5,000 employees and found:

“The young generations’ expectations and visions concern...an attractive employer, who offers security, wealth, and perspectives as well as work-life balance, flexible frameworks to enable modern work, appreciation, and support by their leaders but also possibilities to act on their responsibilities and opportunities to develop further in accordance to their current life situations.

Many of the participants also show readiness to work internationally, even in the long-term.” (Klein et al., 2017, p.13)

Soft skills development training and cross support training programs. In a study conducted of five years of exit questionnaires from Generation Z agency graduates, some of the skills that were highly rated were soft skills such as critical thinking and stress management, which were missing in their tenure at the agency (Swanson, 2019). As posited by (Smith et al., 2019), the soft skills are mainly comprised of “adaptability, ability to accept constructive criticism, communication (oral communication/ active listening/non-verbal communication), conflict management, critical thinking, interpersonal skills, problem-solving, self-control/emotional self-management, self-motivation, teamwork/ collaboration, time management, and organization (p. 2).” In a competitive world where organizations are striving to build talent, soft skills would benefit Generation Z’s personal and professional development.

Transformational leadership and positive relationships with leadership.

Leadership is a crucial driving factor for ensuring that Generation Z performs to its maximum potential. Engelbrecht and Samuel (2019) found that managers can undergo training to develop socioeconomic behaviors through transformational leadership,

increasing employee retention. Engelbrecht and Samuel (2019) indicated that such attitudes tend to reduce turnover intention and increase employees' OST. Generation Z is suggested to prefer a transformational leader as those who have a vision, develop culture, values, and teamwork, and elevate people (Al Amiri et al., 2019). Both gender Generation Z students stand in favor of transformational leadership over transactional leadership and prefer feminine traits in a business leader (Bornman, 2019). Leaders who value empathy, support personal development and possess strong communication skills are the most valued leaders by the digital generation (Sander, 2020)

Feedback loops and HR selection process. A LinkedIn survey (Gen Z Is Shaping a New Era of Learning n.d.) as a means to assess the learning trends and gaps in the engagement of Gen Z versus what human resources managers think Gen Z needs in the workforce. Findings indicated that Gen Z wants to learn new skills and gain professional qualifications to advance in their career. They desire independence in learning and think hard skills are more important than soft skills (“Gen Z Is Shaping a New Era of Learning,” n.d.). The findings also showed that human resources managers and professionals are thinking in a different direction to provide for this workforce.

Human resources professionals and managers create strategies to enhance and protect employees from reducing turnover and boosting performance. OST builds on defining how to use these strategies more effectively by using five principles: (a) convey the voluntary aspects of favorable treatment and involuntary issues of unfavorable treatment; (b) assign representatives of the organization to support OST; (c) be sincere; (d) tailor rewards to cultural norms; and (e) support employees on a day-to-day basis,

giving credibility to organizations (Eisenberger et al., 1986; Kurtessis et al., 2017; Meyer & Bartels, 2017; Shanock et al., 2019). The five principles of the OST enable the Four C's of compliance, clarification, culture, and connection to build an integration model that supports socioeconomic support and psychological well-being.

Generation Z is a new generation in the workforce. If human resources, along with leadership design programs that support the five categories of socioeconomic support, psychological well-being, developing a career path, establishing support mechanisms through personal relationships and belief systems, and benchmarking growth opportunities, we will see a more empowered workforce. Continuous feedback loops for a generation that demands face to face interaction can enable organizations to support these young adults who can affect positive social change in society (Abdullah et al., 2018).

Delphi Study Round 3: Rating

I used 10 statements flagged in Round 2, which moved to Round 3. All statements presented in Round 2 cleared Round 3. The participants were asked to evaluate the importance and confidence of each statement by providing a rating to each of the practices, which should be included as a part of the integration strategy for Generation Z. Experts were asked to consider the elements shortlisted and to rate each statement on the third-round questionnaire against two separate (desirability and feasibility) 5-point Likert scales. Desirability measures ranged from (1) highly undesirable to (5) highly desirable, and feasibility ranged from (1) definitely infeasible to (5) definitely feasible (Turoff,

1975). There were 86 statements that did not clear Round 1 out of the total 103 statements. All statements presented in round 2 cleared to Round 3.

Personal development. The ratings from the panelist in Round 3 indicated high levels of desirability and feasibility towards personal development, which consisted of Mentoring programs, work-life balance, and enhancing soft skills for Generation Z for active engagement and retention. A total of 39% of votes was granted to personal development, which was the highest of the six themes. This lends support to the assertions of (De Hauw & De Vos, 2010; Sethi, 2018; Yaneva, 2018 and Hickman & Silva, 2018) that the lack of developing mentoring programs, enhancing GenZs social skills and providing them adequate work-life balance can limit their potential and performance. The findings extend (Arrington, 2018; Al Amiri et al., 2019; Callanan, 2019; Seemiller et al., 2019) work by drawing attention to developing mentoring programs that can reduce the generational gap and enable learning. The considerations allude to having the development of programs that support the growth of the latest generation in the workforce.

Leadership style and increased interactions. Leadership style was rated as at 25%, and increased interactions were at 8%. Leaders who could help identify passion, have the correct attitude, develop frequent interactions, and practice servant leadership. This lends support to the assertions (Onyebu and Oluwafemi, 2018; Al Amiri et al., 2019; Cucina et al., 2018) Generation Z are less likely to resist authority relationships, however, will perform for individuals when they are engaged in intensive working relationships. The findings extend (Arrington & Dwyer, 2018; Seemiller et al., 2019) view that

workplace idea generation and idea implementation can be enhanced through a change in leadership style. The considerations allude to adopting a leadership style that suits Generation Z's characteristics and enables them to become the best version of themselves.

Modified HR selection process and feedback loops. Changing the HR selection process was rated at 20% and 4 %, respectively. This lends support to the assertions of (Arrington, 2018; Bencsik et al., 2016; Chillakuri & Mahanandia, 2018) that the current human resources process runs short of providing adequate support to the newly entering generation in the workforce. The findings extend (Bencsik et al., 2016; Francis & Hoefel, 2018; Jennings, 2017) that putting appropriate feedback loops in place can give rise to additional creativity and enable Generation Z to stay in organizations longer and perform at their maximum capacity. The considerations allude to designing the human resources selection process and including the integration practices mentioned in this study to create a workforce that performs better than the previous ones.

Cross support training. Cross support training had 4% votes. Cross support training increases the knowledge base of the organization while training individuals in multiple fields. This lends support to the assertions of (Fredericks, 2018; Glass, 2007) that Generation Z is multi-faceted, and investing in their training programs in multiple fields can enable new levels of creativity and opportunity. The findings extend (Arrington & Dwyer, 2018; Cucina et al., 2018; Ferri-Reed, 2016; Fontana, 2017) view that a cross-training trend across the organization can enable smoother working relationships and help in the generation developing loyalty to the organization and increase retention. The

considerations allude to developing cross-training programs and designing training programs that support cross development.

Limitations of the Study

The Delphi study technique is a process allowing a group identified experts to have open, anonymous discussions about a given research topic to identify critical issues or trends that have affected or may affect the group in the future (Fink-Hafner, 2019). The findings of the study may be limited concerning the generation of consensus among the participants, which may constrain the generalizability of the results (Cole et al., 2013). Within this e- Delphi study, data from the participants was interpreted by the researcher between rounds to provide feedback to all participants, which may lead to another possible limitation of this study: investigator bias (Skulmoski, Hartman, & Krahn, 2007)). Researchers are tasked with must interpreting the participant data from previous Delphi rounds for subsequent questionnaires. I took great care to only rely on the expert opinions of participants for evaluating statements for consensus to a subsequent round to strengthen the integrity of the data.

One of the significant limitations of the Delphi process is the difficulty in developing the first questionnaire, especially if the questionnaires are developed solely from the literature (Skulmoski, Hartman, & Krahn, 2007). The first questionnaire is of critical importance due to the possibility of missing some areas of research focus, which would omit relevant information from subsequent questionnaires (Beddoe, Karvinen-Niinikoski, Ruch, & Tsui, 2016). Because there were no available surveys, the questionnaires had to be developed from the literature review in the current study. Some

relevant information may have been missed in creating the first questionnaire, thereby affecting the final results. To mitigate this limitation mentioned above, I collected and analyzed responses after Round 1 and 2 using qualitative measures to monitor group while tracking statistical knowledge of themes and patterns. A ranking type survey was used to elicit opinions from experts through the controlled feedback process (Custer et al., 1999). The participant experts who were carefully selected by strictly applying the study's inclusion criterion. The experts for the selection criterion and either worked with Generation Z in their current capacity directly or monitored them closely and were responsible for recruitment in the future.

Another limitation of this study may have been the responses given by the panelists (Davidson, 2013). Some panelists may not have been as honest and open with their responses in order to be seen as having no problems at all, while other panelists may have overemphasized specific problems in adjusting to work-life as a GenZer. In realizing that the Delphi method has an inherent limitation in that it does not provide conclusive data, but instead only a profile of participant opinions and experience, I was careful to recheck responses twice and use the member checking process to assure the trustworthiness of data collected. Additionally, I carefully monitored the size of the panels to stay within the scope of qualitative sampling size (Schram, 2006) and the size of the list of outcomes, since larger panel sizes and a higher number of items in surveys tend to have significantly lower response rates that can skew the study results (Gargon, Crew, Burnside, & Williamson, 2019)

As posited by Simon and Goes (2013), limitations refer to situations beyond the researcher's control, and they usually flow from methodology and study design choices. Determining limitations comes from considering the four aspects of trustworthiness-credibility, dependability, confirmability, and transferability - in defining participant criteria. A primary limitation that can occur in the Delphi design is the consensus from experts, which may not be a real consensus, as the expert may meet the criterion; however, it may be unable to provide a credible solution due to lack of sound judgment. I addressed the limitation by gathering experts from multiple fields and increasing the sample size to 15 participants to gather diverse views from different industries.

I maintained credibility by actively engaging with participants when they had questions and maintaining audit trails. I provided additional space in each survey for comments. This member-checking and statement rating performed by the panelist in the third round of the questionnaire further enhanced the credibility of the study results. This high level of consensus in the final list of thirty-four statements reflected the integration practices which could be developed and adapted to engage and retain Gen Z. I used constant comparison method of data analysis. This method was repeated for data analysis purposes in Round 2 and 3. This e-Delphi study also included a detailed description of the methodology and the participant selection to ensure transferability.

I kept a reflexivity journal and notes during the data collection and analysis process, which are other means to ensure the dependability of the research. Confidence in research data can be increased by data and theoretical triangulation to reveal and understand the problem at hand and reveal relevant findings (Thurmond, 2001). I used

data triangulation by collecting multiple surveys at different times and used comparative analysis to gain a comprehensive review and strengthen the findings of the study (Velez, Neubert & Halkias, 2020). Theoretical triangulation is a combination of perspectives, approaches, sources, and data analysis methods. Triangulation is used to counterbalance the use of a single strategy, thus increasing the ability to increase the findings (Thurmond, 2001). This study compared the panelist responses to each other and the existing research to establish dependability.

For the study, I created an audit trail and reflexive journal to keep my assumptions, limitations, judgments, and articulations while collecting and analyzing the questionnaire results. I transcribed all survey responses and spread them in a database. To increase confirmability, I leveraged triangulation to confirm the analysis of textual data. To strengthen future replication studies, research can use formally determine inter-rater reliability to assess the confirmability of the coding process (Gossler et al., 2019). Another limitation was if the participants are from a particular generation and only willing to provide input from their viewpoint rather than a holistic view. I addressed this limitation by gathering participants of various ages and sectors. Varied participation created diverse perspectives and ensured the data collected captured all aspects.

Recommendations

The study was the first of its kind conducted by the researcher. Notes were taken during data collection, and close communication maintained to answer any additional questions from the participants due to the unforeseen circumstances of COVID 19. Data

was documented at every step to provide a richer and more meaningful recommendations.

Reflections of Experience

Every research begins with a passion for every researcher, and at very early stages in the journey, it turns the mindset into collecting facts and figures instead of wanting to create a passionate change and be driven by emotions. In this case, it was conducted by a Gen X when the generation was entering the workforce and was reasonably new to the working world. The findings indicated that Generation Z possesses the caliber to make a difference and has the capability of creating change in the world by using their positive characteristics to their advantage. The research was supported further by the strong sense of entrepreneurship, which drives these young adults and that with the belief in leadership, they can transform the corporate world. Another lesson learned from the experiences of this study was that face to face interviews may have created a richer set of data than using the survey methodology as it would have given more in-depth insights into how the current failed practices are impacting the organizations. Other modalities of data collection, such as phone interviews, could also provide additional rich data. It would also be recommended for Generation Z to conduct the research in a few years when they have settled in the corporate world and can identify additional challenges.

Due to the potential difference in working culture differing in countries, Delphi studies on Generation Z localized to a specific region may present a viable option for future research. Future scholars may want to use a varied panelist criterion from the one used in this study. As the eligibility criteria for this study confined panelists to

individuals: 1) adult over the age of 30; 2) employed a minimum of two years; 3) possession of a Bachelors' and above, and 4) work in an organization of 500 or more employees. Scholars may modify panel eligibility criteria to include younger individuals to gather first-hand knowledge. Scholars may also wish to conduct Delphi studies with panels comprised entirely of Generation Z to examine their behavior on the study topic. Scholars may be able to develop a further study based on these e-Delphi findings. In the next section, I discuss additional avenues for future studies.

Engelbrecht and Samuel (2019) found that managers can undergo training to develop socioeconomic behaviors through transformational leadership, increasing employee retention. Engelbrecht and Samuel (2019) indicated that such attitudes tend to reduce turnover intention and increase employees' OST. Generation Z is suggested to prefer a transformational leader as those who have a vision, develop culture, values, and teamwork, and elevate people (Al Amiri et al., 2019). Both gender Generation Z students stand in favor of transformational leadership over transactional leadership and prefer feminine traits in a business leader (Bornman, 2019).

The findings of this study indicate that the adoption of transformational leadership effectuates the positive characteristics of Generation Z. Millennials and Gen Z, who are the younger generations in the workforce, both want to hold on to their identity, improve the world in which they live, and work in and for organizations that meet their basic financial needs (Gray, 2018). Future researchers should consider additional qualitative research using a different methodology to assess the difference of transformational leadership on generation Z and the millennials to show the positive correlation between

performance and transformational leadership. It is recommended that further research be conducted on the engagement strategies adopted by the millennials, specifically to enhance performance for generation Z.

Generation Z is labeled as an anxious generation in literature; it is recommended that future research could be conducted on strategies, which teach a spiritual element in this generation. Gen Z, while being a present generation, also lacks belief in themselves which is contrary to their personality types, it is recommended to study the spiritual elements that this generation could bring in to organizations to bridge the generational gap.

Another characteristic that was evident in this generation was the need for face to face interactions with leadership. It is recommended to explore the kind of strategies that can be developed to invite more communications from parents and leadership, improving personal and professional relationships. Millennials are the generation before Generation Z. Future research could be conducted on the common characteristics between the two ages, which could be used in an organizational setting to bring positive impact to the organization and also give both generations stability and belief in each other.

Most of the characteristics of the millennials, as listed in the literature, mirror the characteristics of Gen Z; however, organizations struggled to retain the millennials, and now, a new generation that holds a more definite ideology than older workers has entered the workforce (Ertas, 2015). The generational gap causes organizations to struggle with increasing the loss of employees. Generation Z is the first digital generation; their world revolves around technology. Future researchers should study the ways that the digital gap

between ages can be reduced while increasing the emotional connection between multiple generations.

Lastly, this research has been conducted when the world is going through a pandemic, and all businesses and organizations are affected. After the epidemic, this world will face a new reality, have a gig economy, and we do not know what that reality would look like it. Future research after the pandemic could be conducted on how Generation Z can use their digital expertise to increase productivity as all businesses and organizations think of automated solutions.

Implications

Methodological and Theoretical Implications

The findings of this study are aimed at designing integration practices that address a knowledge gap in the literature on the lack of forward-looking integration strategies effectively operationalized for Gen Z to blend into the workforce to increase engagement and retention (Hsieh, 2018). Management has failed to operationalize the strategies in the day-to-day business to reach millennials, and the trend is continuing with Generation Z (Orrheim & Thunvall, 2018; Caldwell & Peters, 2018). The current literature holds information on the millennials, however little information on Gen Z due to their recent addition to the workforce. The integration strategies incorporated in research are sparse and contain more onboarding than on the effective integration of the employees in the workplace. An e-Delphi approach met the purpose of this study and offered a distinct contribution to OST and PST theory. The e-Delphi technique, such as this proposed study, provide results from a consensus-building process that uses rounds of

questionnaires to gather expert opinions to inform theoretical change and reduces the gap in the academic world (Linstone & Turoff, 1975).

Applying psychological contract theory, organizational support theory, and the Bauer's onboarding model (Bauer, 2010) provides a theoretical understanding of the problem for organizations to provide appropriate integration strategies for engagement and retention of Generation Z. Combining OST and PST to create a new integration model with supports the integration practices for future employees is a vital addition to literature already present on integration, and combining it with the attitudes of Generation Z has reduced the knowledge gap further.

Recommendations for Practice

The results of this study may be used by organizational leaders and managers to build mentoring programs, enhance soft skills, develop training programs and practice transformational leadership that may lead to an increase in engagement and retention of Generation Z and preceding generations. The mentoring programs can further reduce the generational gap and enable learning across various generations. Generation Z is less likely to resist authority relationships; however, it will perform for individuals when they are engaged in intensive working relationships. The findings extend (Arrington & Dwyer, 2018; Seemiller et al., 2019) view that workplace idea generation and idea implementation can be enhanced through a change in leadership style. Developing cross-training trends across the organization can enable smoother working relationships and help in the generation of growing loyalty to the organization and increase retention.

Social Change Implications

The findings may make an original contribution to facilitate acceptance of Gen Z into the workforce, allowing organizations to create positive social change through fostering healthy relationships with managers and other generations. The results could also help in creating a harmonized workplace, building the skills gap between ages through learning from each other, bridging the generational divide that plagued organizations for decades, and promoting organizational success. Additionally, these findings could allow corporate managers to practice transformational leadership through a generation seemingly capable of creating social change through investment. The results may also lead managers to develop strategies to reduce turnover and increase healthier employer-employee relationships. Engaging and supporting Gen Z may raise the confidence of the generation to create a positive change in society through volunteering and participating in civic movements.

Harmonizing with them through an understanding of their capabilities to draw out their potential could strengthen their ability to perform, build strong relationships, and promote positive social change in communities. Trends regarding Gen Z show they are social entrepreneurs who focus on social justice are mindful in creating their future and comprise a socially conscious cohort (Hope, 2016). According to these traits, if organizations are receptive to this talent, the Gen Z population may help create a work culture that values and promotes positive social change in the world (Singh & Dangmei, 2016). The significance to practice, theory, and social change rest on the belief of an

improved employer-employee relationship and motivation for Gen Z, who could enable social change in communities through building strong relationships.

Numerous researchers continue to call Gen Z the “we” generation who are socially liberal and more realistic than millennials. (McGaha, 2018; Seemiller & Grace, 2017; Smith & Cawthon, 2017) argued that Gen Z's thinking is oriented to social change, and their driving factor is creating a difference. The world is going through a pandemic (COVID 19) and post this pandemic, organizations and institutions will need digital minds to function at its utmost capacity to develop new digital business solutions as the world steps into a new reality. Due to their understanding of social media and their belief in creating positive social change in society, Gen Z could engage in developing business solutions with cater to some of the most complex problems of the world living their values through lifestyle changes.

Conclusions

Organizations have suffered engagement and retention challenges for multiple decades, with each generation coming into the workforce with their own set of values. Literature had faded boundaries between integration and onboarding. Research has primarily referred to bring employees onboard rather than amalgamating them with the culture of the organization. The integration model in this study rests on organizational support theory and psychological contract theory, both of which hold mental and emotional components while addressing the policies and procedures of bringing a new employee on board.

Most of the research has treated employees as a tangible asset to the organization, which increases the ROI with appropriate compensation. My study inculcates a human element to organizations as well as the people producing for the organization. The themes which form the basis of my research are socio-economic support, psychological well-being, ensuring employees have a career path, establishing appropriate support mechanisms, strong personal relationships and belief systems, and benchmarking growth opportunities. All of the six themes addressed in this study impact the mental health of an employee. Ensuring the mental state of an employee is in a healthy state will ensure that they are loyal to the organization to perform at their maximum capacity.

The world is going through a pandemic (COVID-19), and people are beginning to realize the value of mental and physical health more each day. Generation Z, who have values that promote social change in society, deserve to be supported and given the appropriate resources to perform to their maximum potential. Especially as this generation steps into the workforce, their digital expertise will be in demand as the economy recovers from the fallout. At such time it is imperative that while welcoming this generation as their new workforce, managers and leaders develop positive relationships where they can complement each other.

The findings of my study may help reshape the landscape of organizations, as one of the results also suggest that this generation works better with transformational leadership than transactional leadership. This study was conducted at a time when the world of work is changing, and I do hope that my research will add to the knowledge

bank and give a new perspective to working with GenZers while enabling them to become the best version of themselves.

References

- Abdullah, A., Ismail, M. M., & Albani, A. (2018). At-risk Generation Z: Values, talents and challenges. *International Journal of Asian Social Science*, 8, 373–378.
<https://doi.org/10.18488/journal.1.2018.87.373.378>
- Accenture Strategy. (n.d.). Gen Z rising. Retrieved from <https://www.accenture.com/us-en/insight-gen-z-rising>
- Adkins, A. (2016). Millennials: The job-hopping generation. *Gallup*. Retrieved from <https://www.gallup.com/workplace/236474/millennials-job-hopping-generation.aspx>
- Adler, M., & Ziglio, E. (1996). *Gazing into the oracle: The Delphi method and its application to social policy and public health*. Philadelphia, USA. Jessica Kingsley.
- Akins, R. B., Tolson, H., & Cole, B. R. (2005). Stability of response characteristics of a Delphi panel: Application of bootstrap data expansion. *BMC Medical Research Methodology*, 5, 37–12. <https://doi.org/10.1186/1471-2288-5-37>
- Al Amiri, N., Daradkeh, F., & Al Kaabi, A. (2019). Leadership Styles and Competence among Generation Z Emirati Nursing Students. *International Journal of Learning, Teaching and Educational Research*, 18 (9).
<https://doi.org/10.26803/ijlter.18.9.2>
- Albrecht, S. L., & Su, M. J. (2012). Job resources and employee engagement in a Chinese context: The mediating role of job meaningfulness, felt obligation and positive

mood. *International Journal of Business and Emerging Markets*, 4(4), 277–298.

Retrieved from <https://www.inderscience.com/jhome.php?jcode=ijbem>

Alonso-Almeida, M. D. M., & Llach, J. (2019). Socially responsible companies: Are they the best workplace for millennials?: A cross-national analysis. *Corporate Social Responsibility and Environmental Management*, 26, 238–247.

<https://doi.org/10.1002/csr.1675>

Amerson, R. (2011). Making a case for the case study method. *Journal of Nursing Education*, 50(8), 427–428. Retrieved from <https://doi.org/10.3928/01484834-20110719-01>

Anderson, N., & Schalk, R. (1998). The psychological contract in retrospect and prospect. *Journal of Organizational Behavior: International Journal of Industrial, Occupational and Organizational Psychology and Behavior*, 19(S1), 637–647.

[https://doi.org/10.1002/\(SICI\)1099-1379\(1998\)19:1+%3C637::AID-JOB986%3E3.0.CO;2-H](https://doi.org/10.1002/(SICI)1099-1379(1998)19:1+%3C637::AID-JOB986%3E3.0.CO;2-H)

Argyris, C. (1960). *Understanding organizational behavior*. Retrieved from

<http://hdl.handle.net/2027/mdp.39015001648545>

Arrington, G. B. (2018). Can four generations create harmony within a public-sector environment?. *International Journal of Applied Management and Technology*, 16(1), 1–21. <https://doi.org/10.5590/IJAMT.2018.17.1.01>

Arshadi, N. (2011). The relationships of perceived organizational support (POS) with organizational commitment, in-role performance, and turnover intention:

Mediating role of felt obligation. *Procedia – Social and Behavioral Sciences*, 30, 1103–1108. <https://doi.org/10.1016/j.sbspro.2011.10.215>

Aselage, J., & Eisenberger, R. (2003). Perceived organizational support and psychological contracts: A theoretical integration. *Journal of Organizational Behavior: The International Journal of Industrial, Occupational and Organizational Psychology and Behavior*, 24, 491–509. <https://doi.org/10.1002/job.211>

Aspers, P., & Corte, U. (2019). What is qualitative in qualitative research. *Qualitative Sociology*, 42(2), 139–160. <https://doi.org/10.1007/s11133-019-9413-7>

Atkinson, T. P., Matthews, R. A., Henderson, A. A., & Spitzmueller, C. (2018). Reactions to psychological contract breaches and organizational citizenship behaviours: An experimental manipulation of severity. *Stress & Health: Journal of the International Society for the Investigation of Stress*, 34, 391–402. <https://doi.org/10.1002/smi.2798>

Avella, J. R. (2016). Delphi panels: Research design, procedures, advantages, and challenges. *International Journal of Doctoral Studies*, 11, 305–321. <https://doi.org/10.28945/3561>

Baran, B., Shanock, L., & Miller, L. (2012). Advancing organizational support theory into the twenty-first century world of work. *Journal of Business & Psychology*, 27, 123–147. Retrieved from <https://link.springer.com/article/10.1007/s10869-011-9236-3>

- Barna, 2018. Gen Z and Morality: What Teens Believe (So Far). Retrieved from <https://www.barna.com/research/gen-z-morality/>
- Barton, T.D. (2015). Re-designing law and lawyering for the information age. SSRN Electronic Journal. <https://doi:10.2139.ssrn.2640275>
- Bauer, T. N. (2010). Onboarding new employees: Maximizing success. *SHRM Foundation's Effective Practice Guideline Series*. Retrieved from <https://www.shrm.org/foundation/ourwork/initiatives/resources-from-past-initiatives/Documents/Onboarding%20New%20Employees.pdf>
- Bauer, T. N. (2015). *Onboarding: The power of connection* (White paper). <https://doi.org/10.13140/rg.2.1.4980.6163>
- Bauer, T. N., & Erdogan, B. (2011). Organizational socialization: The effective onboarding of new employees. In S. Zedeck (Ed.), *APA Handbooks in Psychology. APA handbook of industrial and organizational psychology, Vol. 3. Maintaining, expanding, and contracting the organization* (pp. 51–64). Washington, DC: American Psychological Association.
- Beall, G. (2016). 8 Key Differences between Gen Z and Millennials. *Huffington Post*. https://www.huffingtonpost.com/george-beall/8-key-differences-between_b_12814200.html
- Beddoe, L., Karvinen-Niinikoski, S., Ruch, G., & Tsui, M. S. (2016). Towards an international consensus on a research agenda for social work supervision: Report on the first survey of a Delphi study. *The British journal of social work, 46*(6), 1568-1586. <https://doi.org/10.1093/bjsw/bcv110>

- Berg, T., & Carson, T. (2020). Resilience in the Business Curriculum: A Biblical Perspective and Directions for Future Research. *Christian Business Academy Review*, 15. Retrieved from <https://cbfa-jbib.org/index.php/cbar/article/view/538>
- Berger-Walliser, G. (2012). *The past and future of proactive law: An overview of the development of the proactive law movement*. Retrieved from https://www.researchgate.net/profile/Gerlinde_Berger-Walliser/publication/273440662_The_Past_and_Future_of_Proactive_Law_An_Overview_of_the_Proactive_Law_Movement/
- Biernacki, P., & Waldorf, D. (1981). Snowball sampling: Problems and techniques of chain referral sampling. *Sociological Methods & Research*, 10(2), 141-163
Retrieved from <https://doi.org/10.1177/004912418101000205>
- Books, Radio, B., Podcasts, & America, N. (n.d.). *What Employers Should Know About Generation Z*. Knowledge@Wharton. Retrieved from <http://knowledge.wharton.upenn.edu/article/what-employers-should-know-about-generation-z/>
- Bornman, D. A. (2019). Gender-based leadership perceptions and preferences of Generation Z as future business leaders in South Africa. *Acta Commerci*, 19(1), 1–11. <http://dx.doi.org/10.4102/ac.v19i1.708>
- Brady, S. R. (2015). Utilizing and adapting the Delphi method for use in qualitative research. *International Journal of Qualitative Methods*, 14(5), 1-6.
Retrieved from doi:10.1177/1609406915 621381

- Buahene, A. K., & Kovary, G. (2003). *The road to performance success: Understanding and managing the generational divide*. Ontario, Canada: N-Gen People Performance.
- Byford, M., Watkins, M. D., & Triantogiannis, L. (2017). Onboarding isn't enough: Newly hired executives need to be fully integrated into the company's culture. *Harvard Business Review*, 3, 78. Retrieved from <https://hbr.org/2017/05/onboarding-isnt-enough>
- Cable, D. M., Gino, F., & Staats, B. R. (2013). *MIT Sloan Management Review*, 54(3), 23. Retrieved from <https://search-proquest-com.ezp.waldenulibrary.org/docview/1323893232?accountid=14872>
- Caesens, G., Stinglhamber, F., Demoulin, S., & De Wilde, M. (2017). Perceived organizational support and employees' well-being: The mediating role of organizational dehumanization. *European Journal of Work & Organizational Psychology*, 26, 527–540. <https://doi.org/10.1080/1359432X.2017.1319817>
- Caldwell, C., & Peters, R. (2018). New employee onboarding—Psychological contracts and ethical perspectives. *Journal of Management Development*, 37(1), 27–39. <https://doi.org/10.1108/JMD-10-2016-0202>
- Calk, R., & Patrick, A. (2017). Millennials through the looking glass: Workplace motivating factors. *Journal of Business Inquiry: Research, Education & Application*, 16, 131–139. Retrieved from <http://journals.uvu.edu/index.php/jbi/article/view/81>

- Callanan, D. (2019). *An exploratory study of reward management systems; Millennial's vs generation Z. A Qualitative study*. Retrieved from <http://trap.ncirl.ie/3931/>
- Cameron, E. A., & Pagnattaro, M. A. (2017). Beyond millennials: Engaging generation Z in business law classes. *Journal of Legal Studies Education*, 34, 317–324. Retrieved from <https://onlinelibrary.wiley.com/journal/17441722>
- Campione, W. A. (2015). Corporate offerings: Why aren't millennials staying?. *Journal of Applied Business & Economics*, 17(4), 60–75. Retrieved from http://www.m.www.na-businesspress.com/JABE/CampioneWA_Web17_4_.pdf
- Canedo, J. C., Graen, G., Grace, M., & Johnson, R. D. (2017). Navigating the new workplace: Technology, millennials, and accelerating HR innovation. *AIS Transactions on Human-Computer Interaction*, 9, 243–260. Retrieved from <https://aisel.aisnet.org/thci/vol9/iss3/4/>
- Carley, P. J. (2008). *Generational perceptions of leadership behaviors and job satisfaction among healthcare professionals in Western New England*. The University of Phoenix. (Dissertation)
- Carlson, J. A. (2010). Avoiding traps in member checking. *Qualitative Report*, 15, 1102–1113. Retrieved from <https://nsuworks.nova.edu/tqr/vol15/iss5/4>
- Catano, V. M., & Morrow Hines, H. (2016). The influence of corporate social responsibility, psychologically healthy workplaces, and individual values in attracting millennial job applicants. *Canadian Journal of Behavioural Science/Revue canadienne des sciences du comportement*, 48(2), 142. Retrieved from <http://dx.doi.org/10.1037/cbs0000036>

- Chang, W. (2015). *Understanding employee work attitudes: an integration of psychological contract theory and organizational support theory* (Doctoral dissertation). Available from ProQuest Dissertations & Theses Global. (1767205685).
- Change Generation Report. (2017). How millennials and Generation Z are redefining work. *Lovell Corporation*. Retrieved from <https://www.lovellcorporation.com/the-change-generation-report/#>
- Chiang, C. F., & Hsieh, T. S. (2012). The impacts of perceived organizational support and psychological empowerment on job performance: The mediating effects of organizational citizenship behavior. *International journal of hospitality management, 31*(1), 180-190. Retrieved from <https://doi.org/10.1016/j.ijhm.2011.04.011>
- Chicioreanu, T. D., & Amza, C. G. (2018). Adapting your teaching to accommodate the Net Generation/Z-Generation of learners. In *The International Scientific Conference eLearning and Software for Education* (Vol. 3, pp. 13–20). <https://doi.org/10.12753/2066-026X-18-143>
- Chillakuri, B., & Mahanandia, R. (2018). Generation Z entering the workforce: The need for sustainable strategies in maximizing their talent. *Human Resource Management International Digest, 26*(4), 34–38. <https://doi.org/10.1108/HRMID01-2018-0006/full/html>

- Chou, S. Y. (2012). Millennials in the workplace: A conceptual analysis of millennials' leadership and followership styles. *International Journal of Human Resource Studies*, 2(2). Retrieved from <https://doi.org/10.5296/ijhrs.v2i2.1568>
- Chun, C. (2017). Teaching generation z at the university of Hawai'i.(2016). Retrieved from https://www.hawaii.edu/ovppp/Leaders/files/...PELP_GenZ_PaperV6.0-5.4.16pdf
- Clifton, J. (2016). How millennials want to work and live. *Gallup*. Retrieved from <https://www.gallup.com/workplace/238073/millennials-work-live.aspx>
- Cooper, D. R., & Schindler, P. S. (2003). *Business research methods* (8th ed.). USA: McGraw-Hill.
- Cole, Z. D., Donohoe, H. M., & Stellefson, M. L. (2013). Internet-based Delphi research: Case based discussion. *Environmental Management*, 51(3), 511–523.
- Cope, D. G. (2014). Methods and meanings: Credibility and trustworthiness of qualitative research. *Oncology Nursing Forum*, 41(1), 89–91.
<https://doi.org/10.1188/14.ONF.89-91>
- Cornel, L., & Mirela, L. (2008). Delphi: The highest qualitative forecast method. *Buletinul: Universității Petrol – Gaze din Ploiești*, LX(1), 31–36. Retrieved from <http://upg-buletin-se.ro/archive/2008-1/4.%20Lazar,%20Lazar.pdf>
- Cotti, E., Cairo, F., Bassareo, P. P., Fonzar, F., Venturi, M., Landi, L., ... Mercurio, G. (2019). Perioperative dental screening and treatment in patients undergoing cardio-thoracic surgery and interventional cardiovascular procedures. A

- consensus report based on RAND/UCLA methodology. *International Journal of Cardiology*, 292, 78–86. <https://doi.org/10.1016/j.ijcard.2019.06.041>
- Cox, C. B., Young, F. K., Guardia, A. B., & Bohmann, A. K. (2018). The baby boomer bias: The negative impact of generational labels on older workers. *Journal of Applied Social Psychology*, 48(2), 71–79. <https://doi.org/10.1111/jasp.12491>
- Coyle-Shapiro, J. A., & Conway, N. (2005). Exchange relationships: Examining psychological contracts and perceived organizational support. *Journal of Applied Psychology*, 90, 774–781. <https://doi.org/10.1037/0021-9010.90.4.774>
- Coyle-Shapiro, J. A., & Parzefall, M. (2008). Psychological contracts. In J. Barling & C. L. Cooper (Eds.), *The SAGE Handbook of Organizational Behavior* (Vol. 1, pp. 17–34). Thousand Oaks, CA: Sage.
- Crane, B., & Hartwell, C. J. (2018). Developing employees' mental complexity: Transformational leadership as a catalyst in employee development. *Human Resource Development Review*, 17, 234–257. <https://doi.org/10.1177/1534484318781439>
- Credo, K. R., Lanier, P. A., Matherne, C. F., III, & Cox, S. S. (2016). Narcissism and entitlement in millennials: The mediating influence of community service self efficacy on engagement. *Personality and Individual Differences*, 101, 192–195. <https://doi.org/10.1016/j.paid.2016.05.370>
- Cregan, C., Kulik, C. T., Metz, I., & Brown, M. (2019). Benefit of the doubt: The buffering influence of normative contracts on the breach–workplace performance

relationship. *International Journal of Human Resource Management*, 0(0), 1–28.

<https://doi.org/10.1080/09585192.2018.1528471>

Creswell, J. W., & Tashakkori, A. (2007). Differing perspectives on mixed methods research. Retrieved from <https://10.1177/1558689807306132>

Cucina, J. M., Byle, K. A., Martin, N. R., Peyton, S. T., & Gast, I. F. (2018).

Generational differences in workplace attitudes and job satisfaction: Lack of sizable differences across cohorts. *Journal of Managerial Psychology*, 33, 246–264. <https://doi.org/10.1108/JMP-03-2017-0115>

Custer, R. L., Scarcella, J. A., & Stewart, B. R. (1999). The modified Delphi technique: A rotational modification. *Journal of Vocational and Technical Education*, 15(2), 50–58. Retrieved from <http://files.eric.ed.gov/fulltext/EJ590767.pdf>

Dabos, G. E., & Rousseau, D. M. (2004). Mutuality and reciprocity in the psychological contracts of employees and employers. *Journal of Applied Psychology*, 89(1), 52–72. <https://doi.org/10.1037/0021-9010.89.1.52>

Dalkey, N., & Helmer, O. (1963). An experimental application of the Delphi method to the use of experts. *Management Science*, 9, 458–467. Retrieved from <https://pubsonline.informs.org/doi/abs/10.1287/mnsc.9.3.458>

Davidson, P. L. (2013). The Delphi technique in doctoral research: Considerations and rationale. *Review of Higher Education and Self-Learning*, 6(22), 53–65. Retrieved from https://research.phoenix.edu/sites/default/files/publication-files/The%20Delphi%20technique%20in%20doctoral%20research_1.pdf

- Dawley, D., Houghton, J. D., Bucklew, N. S., Dawley, D., Houghton, J. D., & Bucklew, N. S. (2010). Perceived organizational support scale. *Journal of Social Psychology, 150*, 238–257. Retrieved from www.tandfonline.com/SocialPsych/
- De Loë, R. C., Melnychuk, N., Murray, D., & Plummer, R. (2016). Advancing the state of policy Delphi practice: A systematic review evaluating methodological evolution, innovation, and opportunities. *Technological Forecasting and Social Change, 104*, 78-88. Retrieved from <https://doi.org/10.1016/j.techfore.2015.12.009>
- Delbecq, A. L., Van de Ven, A. H., & Gustafson, D. H. (1975). *Group techniques for program planning: A guide to nominal group and Delphi processes*. Scott Foresman.
- Delsaux, Z. H. (2018). Talent development for millennials case study: Melexis. Retrieved from <https://www.scriptiebank.be/sites/default/files/thesis/2018-06/Thesis%20-%20Zino%20Delsaux%20FINISHED.pdf>
- Desai, S. P., & Lele, V. (2017). Correlating internet, social networks and workplace-a case of generation Z students. *Journal of Commerce and Management Thought, 8*(4), 802. Retrieved from DOI:10.5958/0976-478X.2017.00050.7
- Diamond, I. R., Grant, R. C., Feldman, B. M., Pencharz, P. B., Ling, S. C., Moore, A. M., & Wales, P. W. (2014). Defining consensus: A systematic review recommends methodologic criteria for reporting of Delphi studies. *Journal of Clinical Epidemiology, 67*, 401–409. <https://doi.org/10.1016/j.jclinepi.2013.12.002>

- Dimock, M. (2019). Defining generations: Where Millennials end and Generation Z begins. *Pew Research Center, 17*, 1–7. Retrieved from <http://tony-silva.com/eslefl/miscstudent/downloadpagearticles/defgenerations-pew.pdf>
- Downing, K. (2006). Next generation: What leaders need to know about the millennials. *Leadership in Action, 26*(3), 3–6. <https://doi.org/10.1002/lia.1161>
- Eccelston, C. P., & Major, B. N. (2006). Attributions to discrimination and self-esteem: The role of group identification and appraisals. *Group Processes & Intergroup Relations, 9*, 147–162. <https://doi.org/10.1177/1368430206062074>
- Eisenberger, R., & Stinglhamber, F. (2011). Deliverers and targets of perceived organizational support. In *Perceived organizational support: Fostering enthusiastic and productive employees*. Washington, DC: American Psychological Association.
- Eisenberger, R., Armeli, S., Rexwinkel, B., Lynch, P. D., & Rhoades, L. (2001). Reciprocation of perceived organizational support. *Journal of Applied Psychology, 86*, 42–51. <https://doi.org/10.1037/0021-9010.86.1.42>
- Eisenberger, R., Huntington, R., Hutchison, S., & Sowa, D. (1986). Perceived organizational support. *Journal of Applied Psychology, 71*, 500–507. <https://doi.org/10.1037/0021-9010.71.3.500>
- Eisenman, R., & Schussel, N. R. (1970). Creativity, birth order, and preference for symmetry. *Journal of Consulting and Clinical Psychology, 34*, 275–280. <https://psycnet.apa.org/doi/10.1037/h0029008>

- Elmore, T. (2010). *Generation iY: Our last chance to save their future*. Norcross, GA: Poet Gardener Publishing.
- Engelbrecht, A., & Samuel, O. M. (2019). The effect of transformational leadership on intention to quit through perceived organisational support, organisational justice and trust. *South African Journal of Economic and Management Sciences*, 22(1), 8. Retrieved from <https://doi.org/10.4102/sajems.v22i1.2338>
- Ertas, N. (2015). Turnover intentions and work motivations of millennial employees in federal service. *Public Personnel Management*, 44, 401–423. <https://doi.org/10.1177/0091026015588193>
- Etikan, I., Alkassim, R., & Abubakar, S. (2016). Comparison of snowball sampling and sequential sampling technique. *Biometrics & Biostatistics International Journal*, 3(1), 1–2. Retrieved from <https://medcraveonline.com/BBIJ/>
- Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics*, 5(1), 1–4. <https://doi.org/10.11648/j.ajtas.20160501.11>
- Fay, B. (1996). *Contemporary philosophy of social science: A multicultural approach* (Vol. 1). Oxford: Blackwell.
- Ferri-Reed, J. (2013). Onboarding strategies to supercharge millennial employees. *Journal for Quality and Participation*, 2, 32. Retrieved from <http://asq.org/pub/jqp/index.html>
- Ferri-Reed, J. (2014). Are millennial employees changing how managers manage?. *The Journal for Quality and Participation*, 37(2), 15.

- Ferri-Reed, J. (2016). Know your XYZs: Understanding and harnessing multigenerational talent. *Quality Progress; Milwaukee*, 49(3), 18–23.
<https://10.12753/2066-026X-18-143>
- Fink-Hafner, D., Dagen, T., Doušak, M., Novak, M., & Hafner-Fink, M. (2019). Delphi Method: Strengths and Weaknesses. *Advances in Methodology & Statistics/Metodoloski zvezki*, 16(2). Retrieved from:
https://bib.irb.hr/datoteka/1034629.Fink-Hafner_at_al_-_Delphi_Method_Strengths_and_Weaknesses.pdf
- Finley, D.S. Extending the Delphi Method to Expand Its Application and Unlock Hidden Knowledge. (2012), 0–5.
- Flick, U., Von Kardorff, E., & Steinke, I. (2004). What is qualitative research? An introduction to the field. *A companion to qualitative research*, 3-11.
- Ford, D. G. (2017). Talent management and its relationship to successful veteran transition into the civilian workplace: Practical integration strategies for the HRD professional. *Advances in Developing Human Resources*, 19, 36–53.
<https://doi.org/10.1177/1523422316682736>
- Francis, T., & Hoefel, F. (2018). True Gen: Generation Z and its implications for companies. *McKinsey & Company*. Retrieved from
<http://innovationinsider.com.br/wp-content/uploads/2019/05/Generation-Z-and-its-implication-for-companies.pdf>
- Fullen, J. E. (2019). *Retaining millennials in the workforce* (Doctoral dissertation). Available from ProQuest Dissertations & Theses Global. (2212982518).

- Fuller, J. B., Barnett, T., Hester, K., & Relyea, C. (2003). A social identity perspective on the relationship between perceived organizational support and organizational commitment. *Journal of Social Psychology; Philadelphia, 143*, 789–791. <https://doi.org/10.1080/00224540309600432>
- Gargon, E., Crew, R., Burnside, G., & Williamson, P. R. (2019). Higher number of items associated with significantly lower response rates in COS Delphi surveys. *Journal of clinical epidemiology, 108*, 110-120. <https://doi.org/10.1016/j.jclinepi.2018.12.010>
- Gaidhani, S., Arora, L., & Sharma, B. K. (2019). Understanding the attitude of generation Z towards workplace. *International Journal of Management, Technology And Engineering, 9*, 2804-2812. Retrieved from https://www.researchgate.net/profile/Bhuvanesh_Sharma3/publication/331346456_Understanding_the_attitude_of_generation_Z_towards_workplace/links/5c751d22458515831f7025d7/understanding-the-attitude-of-generation-Z-towards-workplace.pdf
- García, G. A., Gonzales-Miranda, D. R., Gallo, O., & Roman-Calderon, J. P. (2019). Employee involvement and job satisfaction: A tale of the millennial generation. *Employee Relations, 41*, 374–388. <https://doi.org/10.1108/ER-04-2018-0100>
- Gen Z is shaping a new era of learning: Here's what you should know. (n.d.). Retrieved from <https://learning.linkedin.com/blog/learning-thought-leadership/gen-z-is-shaping-a-new-era-of-learning--heres-what-you-should-kn>

- Gen Z: The future has arrived. (n.d.). Retrieved from
<https://www.delltechnologies.com/en-us/perspectives/gen-z.htm>
- Gimbergsson, E., & Lundberg, S. (2016). Work values of Generation Z: A quantitative study explaining different groups of Generation Z's work values. (Bachelor Thesis)
- Glass, A. (2007). Understanding generational differences for competitive success. *Industrial and commercial training*. Retrieved from
[doi/10.1108/00197850710732424](https://doi.org/10.1108/00197850710732424)
- Goh, E., & Lee, C. (2018). A workforce to be reckoned with: The emerging pivotal Generation Z hospitality workforce. *International Journal of Hospitality Management*, 73, 20–28. <https://doi.org/10.1016/j.ijhm.2018.01.016>
- Golafshani, N. (2003). Understanding reliability and validity in qualitative research. *Qualitative Report*, 8, 597–606. Retrieved from
<http://nsuworks.nova.edu/cgi/viewcontent.cgi?article=1870&context=tqr/>
- Goldblatt, H., Karnieli-Miller, O., & Neumann, M. (2011). Sharing qualitative research findings with participants: Study experiences of methodological and ethical dilemmas. *Patient Education and Counseling*, 82, 389-395. Retrieved from
<https://www.sciencedirect.com/science/article/pii/S0738399110007883>
- Golden, A. (n.d.). Generation Z. *Music Business Journal*, 8. Retrieved from
<http://www.thembj.org/wp/wp-content/uploads/2019/10/mbj-march-19-real-final.pdf#page=8>

- Goodman, L. A. (1961). Snowball sampling. *The annals of mathematical statistics*, 148-170. Retrieved from <https://www.jstor.org/stable/223761>
- Grafanaki, S. (1996). How research can change the researcher: The need for sensitivity, flexibility and ethical boundaries in conducting qualitative research in counselling/psychotherapy. *British Journal of Guidance and Counselling*, 24(3), 329-338. Retrieved from <https://doi-org.ezp.waldenulibrary.org/10.1080/03069889608253017>
- Gossler, T., Falagara Sigala, I., Wakolbinger, T. and Buber, R. (2019). Applying the Delphi method to determine best practices for outsourcing logistics in disaster relief", *Journal of Humanitarian Logistics and Supply Chain Management*, Vol. 9 No. 3, pp. 438-474. <https://doi.org/10.1108/JHLSCM-06-2018-0044>
- Graneheim, U. H., & Lundham, B. (2004). Qualitative content analysis in nursing research: Concepts, procedures and measures to achieve trustworthiness. *Nurse Education Today*, 24(2), 105–112.
- Gray, A. (2018). Managing a young workforce. *Fairfield County Business Journal*, 54(14), 9. Retrieved from https://westfaironline.com/fairfield-news_1/
- Green, R. A. (2014). The Delphi technique in educational research. *SAGE Open*, 4(2), 2158244014529773.. <https://doi.org/10.1177/2158244014529773>
- Grow, J. M., & Yang, S. (2018). Generation-Z Enters the Advertising Workplace: Expectations Through a Gendered Lens. *Journal of Advertising Education*, 22(1), 7-22. Retrieved from <https://doi.org/10.1177/1098048218768595>

- Guarte, J. M., & Barrios, E. B. (2006). Estimation under purposive sampling. *Communications in Statistics-Simulation and Computation*, 35, 277–284.
Retrieved from <https://doi.org/10.1080/03610910600591610>
- Guld, Á., & Maksa, G. (2014). On the Move: “Shadow Research” on the Media Habits of Generation Z. *Acta Universitatis Sapientiae Communicatio*, 1, 57-76.
- Gurova, I. M., & Endokimova, S. S. (2016). Theory of generations as a tool for analysis, formation and development of labour potential. *Modernizacia Innovacia Razvitie*, 7(3), 27. <https://doi.org/10.18184/2079-4665.2016.7.3.150.159>
- Hall, M. B. (2018). Finding our future workforce: Recruiting from Generation Z is going to require a change in our collective mindset. *Plumbing & Mechanical*, 36(4), 48–52. Retrieved from <https://www.pmmag.com/>
- Hampton, D., Welsh, D., & Wiggins, A. T. (2020). Learning preferences and engagement level of generation Z nursing students. *Nurse Educator*, 45(3), 160–164.
Retrieved from doi: 10.1097/NNE.0000000000000710
- Hanafin, S. (n.d.). *Review of literature on the Delphi Technique*. Retrieved from <https://pdfs.semanticscholar.org/38d8/baf4f555fe5ff230dd75eb8483eb9298cfaa.pdf>
- Harper, G. D. J. (2019). Mixed methods research. In *Salem Press Encyclopedia*.
Retrieved from <https://www.salempress.com/>
- Hasson, F., & Keeney, S. (2011). Enhancing rigour in the Delphi technique research. *Technological Forecasting and Social Change*, 78, 1695–1704.
<https://doi.org/10.1016/j.techfore.2011.04.005>

- Hauw, S., & Vos, A. (2010). Millennials' career perspective and psychological contract expectations: Does the recession lead to lowered expectations?. *Journal of Business & Psychology, 25*, 293–302. <https://doi.org/10.1007/s10869-010-9162-9>
- Hennink, M. M., Kaiser, B. N., & Marconi, V. C. (2017). Code saturation versus meaning saturation: how many interviews are enough?. *Qualitative health research, 27*(4), 591-608. Retrieved from <https://doi.org/10.1177/1049732316665344>
- Hickman, C. R., & Silva, M. A. (2018). *Creating excellence: Managing corporate culture, strategy, and change in the new age*. New York, NY: Routledge.
- Hirschhorn, F. (2019). Reflections on the application of the Delphi method: lessons from a case in public transport research. *International Journal of Social Research Methodology, 22*(3), 309-322. doi:10.1080/13645579.2018.1543841
- Hope, J. (2016). Get your campus ready for Generation Z. *Student Affairs Today, 19*(7), 1–7. Retrieved from <https://doi.org/10.1002/say.30253>
- Howe, D. (2010). Mentoring emerging generations. *Career Planning and Adult Development Journal, 26*(2), 22. Retrieved from <http://www.career-design.com/wp-content/uploads/2015/11/Vol-26-No-2-Golden-Boomers-Jan-2011.pdf#page=22>
- Howe, N., & Strauss, W. (2000). *Millennials rising: The next great generation*. Vintage.
- Hsieh, P.-Y. (2018). *Exploring Generation Z's work values: Implications for future work* (Doctoral dissertation). Purdue University, Fort Bend, IN.
- Hsu, C. C., & Sandford, B. A. (2007). The Delphi technique: making sense of consensus. *Practical assessment, research & evaluation, 12*(10), 1-8.

- Hsu, C., & Sandford, B. (2010). Delphi technique. In N. J. Salkind (Ed.), *Encyclopedia of research design*. Thousand Oaks, CA: Sage.
- Hughes, M. E., & Angela, M. (2004). *The lives and times of the baby boomers*. New York, NY: Russell Sage Foundation.
- Humphrey-Murto, S., Varpio, L., Gonsalves, C., & Wood, T. J. (2017). Using consensus group methods such as Delphi and Nominal Group in medical education research. *Medical teacher*, *39*(1), 14–19. Retrieved from <https://doi.org/10.1080/0142159X.2017.1245856>
- Hung, H. L., Altschuld, J. W., & Lee, Y. F. (2008). Methodological and conceptual issues confronting a cross-country Delphi study of educational program evaluation. *Evaluation and program planning*, *31*(2), 191-198. Retrieved from <https://doi.org/10.1016/j.evalprogplan.2008.02.005>
- Ibrahim, H. I., Isa, A., & Shahbudin, A. S. M. (2016). Organizational support and creativity: The role of developmental experiences as a moderator. *Procedia Economics and Finance*, *35*, 509–514. Retrieved from <https://www.sciencedirect.com/science/article/pii/S2212567116000630>
- Insights, D. (2017). Global Human Capital Trends.
- Ivanović, T., & Ivančević, S. (2019). Turnover Intentions and Job Hopping among Millennials in Serbia. *Management: Journal of Sustainable Business & Management Solutions in Emerging Economies*, *24*(1), 53–62. <https://doi.org/10.7595/management.fon.2018.0023>

- Jackson, R. L., Drummond, D. K., & Camara, S. (2007). What is qualitative research?. *Qualitative Research Reports in Communication*, 8(1), 21–28.
<https://doi.org/10.1080/17459430701617879>
- Johnson, R. B., Onwuegbuzie, A. J., & Turner, L. A. (2007). Toward a definition of mixed methods research. *Journal of Mixed Methods Research*, 1, 112-133.
<https://doi.org/10.1177/1558689806298224>
- Jones, J., & Hunter, D. (1995). Consensus methods for medical and health services research. *BMJ: British Medical Journal*, 311(7001), 376.
<https://dx.doi.org/10.1136%2Fbmj.311.7001.376>
- Jorgensen, S. (2014). Convergence of forensics, ediscovery, security, & law. *Ave Maria Law Review*, 12, 291-313. Retrieved from <http://lr.avemarialaw.edu/>
- Kalaian, S. A., & Kasim, R. M. (2012). Terminating sequential Delphi survey data collection. *Practical Assessment, Research & Evaluation*, 17(5). Retrieved from <https://www.pareonline.net/getvn.asp?v=17&n=5>
- Kalleberg, A. L., & Marsden, P. V. (2019). Work values in the United States: Age, period, and generational differences. *ANNALS of the American Academy of Political and Social Science*, 682(1), 43–59.
<https://doi.org/10.1177/0002716218822291>
- Kammeyer-Mueller, J., Wanberg, C., Rubenstein, A., & Song, Z. (2013). Support, undermining, and newcomer socialization: Fitting in during the first 90 days. *Academy of Management Journal*, 56(4), 1104-1124. Retrieved from <https://doi.org/10.5465/amj.2010.0791>

- Kapoor, C. and Solomon, N. (2011), "Understanding and managing generational differences in the workplace," *Worldwide Hospitality and Tourism Themes*, Vol. 3 No. 4, pp. 308-318. <https://doi-org.ezp.waldenulibrary.org/10.1108/17554211111162435>
- Karaalioglu, Z. F., Araalioglu, Z. F. & Karabulut, A. T. (2019). The mediating role of job satisfaction on the relationship between perceived organizational support and job performance. *Business & Management Studies: An International Journal; Bursa*, 7(2), 1022–1041. <http://doi.org/10.15295/bmij.v7i2.1119>
- Katz, S. (2017). Generation X: A critical sociological perspective. *Generations*, 41(3), 12–19. Retrieved from <https://www.ingentaconnect.com/content/asag/gen/2017/00000041/00000003/art00003>
- Keeney, S., Hasson, F., & McKenna, H. (2006). Consulting the oracle: Ten lessons from using the Delphi technique in nursing research. *Journal of Advanced Nursing*, 53(2), 205–212. Retrieved from <https://onlinelibrary-wiley-com.ezp.waldenulibrary.org/doi/epdf/10.1111/j.1365-2648.2006.03716.x>
- King, N. M. (2017). *Generational diversity: Organizational commitment between Generation X employees and Generation Y employees in the hospitality industry* (Doctoral dissertation). Available from ProQuest Dissertations & Theses Global. (1884343834).
- Kick, A. L., Contacos-Sawyer, J., & Thomas, B. (2015, July). How Generation Z's reliance on digital communication can affect future workplace relationships. In *Competition Forum* (Vol. 13, No. 2, p. 214). American Society for

Competitiveness. Retrieved from

<https://search.proquest.com/openview/5a46db142cff6135e5f739b38ac0e8f2/1?pq-origsite=gscholar&cbl=39801>

Kirchmayer, Z., & Fratričová, 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*, 6019-6030.

Retrieved from

https://www.researchgate.net/profile/Zuzana_Kirchmayer/publication/324797364_What_Motivates_Generation_Z_at_Work_Insights_into_Motivation_Drivers_of_Business_Students_in_Slovakia/links/5b8e9796a6fdcc1ddd0e3430/What-Motivates-Generation-Z-at-Work-Insights-into-Motivation-Drivers-of-Business-Students-in-Slovakia.pdf

Kirk, S. A., & Reid, W. J. (2002). *Science and social work: A critical appraisal*.

Columbia University Press.

Klein, H. J., Polin, B., & Sutton, K. L. (2015). Specific onboarding practices for the socialization of new employees. *International Journal of Selection & Assessment*, 23, 263–283. Retrieved from <https://doi.org/10.1111/ijsa.12113>

Klein, H. J., Polin, B., & Leigh Sutton, K. (2015). Specific onboarding practices for the socialization of new employees. *International Journal of Selection & Assessment*, 23(3), 263–283. Retrieved from

<https://onlinelibrary.wiley.com/doi/abs/10.1111/ijsa.12113>

- Knowles, M. S. (1978). Andragogy: Adult learning theory in perspective. *Community College Review*, 5(3), 9–20. Retrieved from <https://doi.org/10.1177/009155217800500302>
- Koh, J. L., & Welch, A. R. (2014). Integrating skills and collaborating across law schools: An example from immigration law. *Nevada Law Journal*, 16, 147-172. Retrieved from <https://law.unlv.edu/nevada-law-journal>
- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice Hall.
- Koppel, J., Deline, M., & Virkstis, K. (2017). A two-pronged approach to retaining millennial nurses. *JONA: The Journal of Nursing Administration*, 47(12), 597-598. Retrieved from doi: 10.1097/NNA.0000000000000551
- Koulopoulos, T., Keldsen, D., & Keldsen, D. (2016). *Gen Z effect: The six forces shaping the future of business*. New York, NY: Routledge.
- Krefting, L. (1991). Rigor in qualitative research: The assessment of trustworthiness. *American Journal of Occupational Therapy*, 45, 214–222. <https://doi.org/10.5014/ajot.45.3.214>
- Kurtessis, J. N., Eisenberger, R., Ford, M. T., Buffardi, L. C., Stewart, K. A., & Adis, C. S. (2017). Perceived organizational support: A meta-analytic evaluation of organizational support theory. *Journal of Management*, 6, 1854–1884. <https://doi.org/10.1177/0149206315575554>
- Kutaula, S., Gillani, A., & Budhwar, P. S. (2019). An analysis of employment relationships in Asia using psychological contract theory: A review and research

agenda. *Human Resource Management Review*, 100707.

<https://doi.org/10.1016/j.hrmr.2019.100707>

Larkin, C. M., Jancourt, M., & Hendrix, W. H. (2018). The Generation Z world: Shifts in urban design, architecture and the corporate workplace. *Corporate Real Estate Journal*, 7, 230–242. Retrieved from <https://www.ingentaconnect.com/content/hsp/crej/2018/00000007/00000003/art00005>

Lee, J. W., & Jeung, C.-W. (2018). Employee status and the consequences of perceived organizational support. *Journal of Personnel Psychology*, 17(2), 75–82.

<https://doi.org/10.1027/1866-5888/a000198>

Levinson, H. (1962). *Men, Management, and Mental Health*. Cambridge, MA: Harvard University Press.

Lew, T. (2009). The relationships between perceived organizational support, felt obligation, affective organizational commitment and turnover intention of academics working with private higher educational institutions in Malaysia. *European Journal of Social Sciences*, 9(1), 72–87. Retrieved from

<https://espace.curtin.edu.au/handle/20.500.11937/46030>

Lilja, K. K., Laakso, K., & Palomäki, J. (2011, July). Using the Delphi method. In *2011 Proceedings of PICMET'11: Technology Management in the Energy Smart World (PICMET)* (pp. 1-10). IEEE.Lincoln, Y. S., & Guba, E. G. (1982). *Establishing dependability and confirmability in naturalistic inquiry through an audit*.

Retrieved from <https://eric.ed.gov/?id=ED216019>

- Linstone, H. A. (1985). The Delphi technique. In *Environmental impact assessment, technology assessment, and risk analysis* (pp. 621–649). Berlin, Germany: Springer.
- Linstone, H. A., & Turoff, M. (1975). *The Delphi method*. Reading, MA: Addison-Wesley.
- Linstone, H. A., & Turoff, M. (2011). Delphi: A brief look backward and forward. *Technological Forecasting and Social Change*, 78, 1712–1719.
<https://doi.org/10.1016/j.techfore.2010.09.011>
- Loi, R., Hang-Yue, N., & Foley, S. (2006). Linking employees' justice perceptions to organizational commitment and intention to leave: The mediating role of perceived organizational support. *Journal of Occupational and Organizational Psychology*, 79(1), 101-120. Retrieved from
<https://doi.org/10.1348/096317905X39657>
- Loo, R. (2002). The Delphi method: a powerful tool for strategic management. *Policing: An International Journal of Police Strategies & Management*, 25(4), 762-769. Retrieved from <https://doi.org/10.1108/13639510210450677>
- Lowell, M., (2019). The Workforce Institute of Kronos incorporated. Meet Gen Z: The Self-proclaimed Hardest-working, Anxiously Optimistic Workforce of the Future [Press Article]. Retrieved from <https://www.kronos.com/about-us/newsroom/meet-gen-z-self-proclaimed-hardest-working-anxiously-optimistic-workforce-future>
- Loveland, E. (2017). Instant generation. *Journal of College Admission*, 235, 34-38. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1142068.pdf>

- Luchsinger, V., & Bagby, D. R. (1987). Entrepreneurship and intrapreneurship: Behaviors, comparisons, and contrasts. *SAM Advanced Management Journal*, 52(3), 13–20. Retrieved from <https://samnational.org/sam-advanced-management-journal/>
- Ludwig, B. (1997). Predicting the future: Have you considered using the Delphi methodology?. *Journal of Extension*, 35(5), 1–4. Retrieved from <https://www.joe.org/joe/1997october/tt2.php/02/2003>
- Lyons, S. T., Schweitzer, L., Urick, M. J., & Kuron, L. (2018). A dynamic social-ecological model of generational identity in the workplace. *Journal of Intergenerational Relationships*, 17(1), 1–24. <https://doi.org/10.1080/15350770.2018.1500332>
- Malik, M. 2016. “Assessment of a Professional Development Program on Adult Learning Theory.” *Portal: Libraries and the Academy* 16 (1): 47–70. Retrieved from doi: 10.1353/pla.2016.0007
- Mark Mason. (2010). Sample Size and Saturation in PhD Studies Using Qualitative Interviews. *Forum: Qualitative Social Research, Vol 11, Iss 3 (2010)*, 3. edsdoj. <https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edsdoj&AN=edsdoj.2657f6fdb8d4873b9f03b81307524ad&site=eds-live&scope=site>
- Markos, S., & Sridevi, M. S. (2010). Employee engagement: The key to improving performance. *International journal of business and management*, 5(12), 89. Retrieved from

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.466.1591&rep=rep1&type=pdf>

- Marshall, A. L., & Wolanskyj-Spinner, A. (2020). *COVID-19: Challenges and Opportunities for Educators and Generation Z Learners*. Mayo Clinic Proceedings.
- Martin, E., & Waxman, K. (2017). Generational differences and professional membership. *Nurse Leader, 15*, 127–130.
<https://doi.org/10.1016/j.mnl.2016.11.014>
- Mary Kay, R., & Ellen J., H. (2000). Building consensus using the policy Delphi method. *Policy, Politics & Nursing Practice, 1*, 308–315.
<https://doi.org/10.1177/152715440000100409>
- McGaha, K. K. (2018). *An interpretive phenomenological study of america's emerging workforce: Exploring Generation Z's leadership preferences* (Doctoral dissertation). Available from ProQuest Dissertations & Theses Global. (2130922895).
- McPherson, S., Reese, C., & Wendler, M. C. (2018). Methodology update: Delphi studies. *Nursing Research, 67*, 404–410.
<https://doi.org/10.1097/NNR.0000000000000297>
- McQueen, M. (2011). Ready or not... here come gen Z. Retrieved from <http://michaelmcqueen.net/phocadownload/parents-teachers/Ready%20or%20not,%20here%20come%20Gen%20Z.pdf>

- Meckler, M., Drake, B. H., & Levinson, H. (2003). Putting psychology back into psychological contracts. *Journal of Management Inquiry*, *12*, 217–228.
<https://doi.org/10.1177/1056492603256338>
- Meret, C., Fioravanti, S., Iannotta, M., & Gatti, M. (2018). The digital employee experience: Discovering generation Z. In *Digital technology and organizational change: Reshaping technology, people, and organizations towards a global society* (pp. 241–256). Cham, Switzerland: Springer.
- Merriam, S. B., & Tisdell, E. J. (2015). *Qualitative research: A guide to design and implementation*. John Wiley & Sons.
- Merriman, M. (2016). Next-gen workforce: Secret weapon or biggest challenge?. *Ernst & Young*. Retrieved from https://www.ey.com/en_gl/consumer-products-retail/next-gen-workforce-secret-weapon-or-biggest-challenge
- Meyer, A. M., & Bartels, L. K. (2017). The impact of onboarding levels on perceived utility, organizational commitment, organizational support, and job satisfaction. *Journal of Organizational Psychology*, *17*(5), 10.
<https://doi.org/10.33423/jop.v17i5.1650>
- Meyerson, M. I. (2015). Law school culture and the lost art of collaboration: Why don't law professors play well with others? *Nebraska Law Review*, *93*(3), 547-591.
Retrieved from <http://digitalcommons.unl.edu/nlr/>
- Miller, L. J. (2018). *Leader-Employee Relationship as an Antecedent to Employee Commitment Mediating Innovative Work Behavior* (Doctoral dissertation, Capella University). (Dissertation)

- Mohr, K., & Mohr, E. (2017). Understanding Generation Z students to promote a contemporary learning environment. *Journal on Empowering Teaching Excellence, 1*(1). <https://doi.org/10.15142/T3M05T>
- Mondres, T. (2019). How Generation Z is changing financial services. *ABA Banking Journal, 111*(1), 13–20. <https://doi.org/10.12753/2066-026X-18-143>
- Monster, (2016). Monster Multi-Generational Survey, Move Over, Millennials: What you'll need to know for hiring as genZ enters the workforce. Retrieved from https://media.newjobs.com/cms/static-content/info/PRODUCTS/monster_genz_report.pdf
- Morrison, D. E. (1994). Psychological contracts and change. *Human Resource Management, 33*, 353–372. <https://doi.org/10.1002/hrm.3930330305>
- Nair, R., Aggarwal, R., & Khanna, D. (2011, October). Methods of formal consensus in classification/diagnostic criteria and guideline development. In *Seminars in arthritis and rheumatism* (Vol. 41, No. 2, pp. 95-105). WB Saunders. Retrieved from <https://doi.org/10.1016/j.semarthrit.2010.12.001>
- National Endowment for Financial Education, (2015), Retrieved from <https://www.nefe.org/>
- Nicholas, A. J. (2008). Preferred learning methods of the millennial generation. *International Journal of Learning, 15*(6), 27–34. Retrieved from https://digitalcommons.salve.edu/fac_staff_pub/18

- Nicholson, N., & Johns, G. (1985). The absence culture and psychological contract: Who's in control of absence?. *Academy of Management Review*, *10*, 397–407. <https://doi.org/10.5465/AMR.1985.4278945>
- Noy, C. (2008). Sampling knowledge: The hermeneutics of snowball sampling in qualitative research. *International Journal of social research methodology*, *11*(4), 327-344. Retrieved from <https://doi-org.ezp.waldenulibrary.org/10.1080/13645570701401305>
- Nygren, N. A., Tapio, P., & Qi, Y. (2017). Lake management in 2030—Five future images based on an international Delphi study. *Futures*, *93*, 1-13. Retrieved from <https://doi.org/10.1016/j.futures.2017.08.004>
- Nusbaum, L., Douglas, B., Damus, K., Paasche-Orlow, M., & Estrella-Luna, N. (2017). Communicating risks and benefits in informed consent for research: A Qualitative study. *Global Qualitative Nursing Research*, *4*, 2333393617732017. <https://doi.org/10.1177/2333393617732017>
- Onishi, T., Burkemper, A. C., Micelotta, E. R., & Wales, W. J. (2018, July). An effectual perspective on how social entrepreneurs select, combine, and orchestrate resources. *Academy of Management Annual Meeting Proceedings*, *2018*(1), 1–6. <https://doi.org/10.5465/AMBPP.2018.2>
- Onyebu, M. C., & Oluwafemi, A. M. (2018). Analysis of the roles of intrapreneurs in achieving organization's development in Abia State, Nigeria. *World Journal of Entrepreneurial Development Studies*, *2*(3), 1–9. Retrieved from <http://www.iiard.com/index.php/WJEDS/article/view/1831>

- Orrheim, E., & Thunvall, L. (2018). *Cracking the code: How organisations can improve attraction and retention of Generation Z*. Retrieved from <http://urn.kb.se/resolve?urn=urn:nbn:se:hj:diva-39549>
- Özçelik, G. (2015). Engagement and retention of the millennial generation in the workplace through internal branding. *International Journal of Business and Management, 10*(3), 99–107. Retrieved from <http://www.ccsenet.org/journal/index.php/ijbm>
- Patton, M. Q. (1999). Enhancing the quality and credibility of qualitative analysis. *Health Services Research, 34*, 1189–1208. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1089059/>
- Patton, M. Q. (2014). *Qualitative research & evaluation methods: Integrating theory and practice*. Thousand Oaks, CA: Sage.
- Persada, S. F., Miraja, B. A., & Nadlifatin, R. (2019). Understanding the Generation Z behavior on d-learning: A unified theory of acceptance and use of technology (UTAUT) approach. *International Journal of Emerging Technologies in Learning, 14*(5), 20–33. <https://doi.org/10.3991/ijet.v14i05.9993>
- Peters, M. L., Flink, I. K., Boersma, K., & Linton, S. J. (2010). Manipulating optimism: Can imagining a best possible self be used to increase positive future expectancies?. *Journal of Positive Psychology, 5*, 204–211. <https://doi.org/10.1080/17439761003790963>

- Peterson, E. A. (2017). *Building consensus among general counsel to address managerial legal strategy perspectives* (Doctoral dissertation). Available from ProQuest Dissertations & Theses Global. (1964804256).
- Piore, A. (2019). Generation Z gets to work. *Newsweek Global*, 172(19), 22–29. Retrieved from <https://www.newsweek.com>
- Pollock, K. (2012). Procedure versus process: Ethical paradigms and the conduct of qualitative research. *BMC Medical Ethics*, 13(1), 25.
- Powell, C. (2003). The Delphi technique: Myths and realities. *Journal of Advanced Nursing*, 41, 376–382. <https://doi.org/10.1046/j.1365-2648.2003.02537.x>
- Pratiwi, P. Y., Ferdiana, R., & Hartanto, R. (2018). An analysis of the new employee onboarding process in startup. *2018 10th International Conference on Information Technology and Electrical Engineering (ICITEE)*, 603–608. <https://doi.org/10.1109/ICITEED.2018.8534884>
- Puiu, S. (2017), “Generation Z-An Educational and Managerial Perspective”, *Revista Tinerilor Economisti*, 14 (29), 62-72.
- Purcell, M. A. (2019). Teaching PSC to Gen Z. *Journal of Political Science Education*, 1–9. <https://doi.org/10.1080/15512169.2019.1568881>
- Putre, L. (2016). Millennial retention needs more attention. *Industry Week / IW*, 265 (4), 22-24. Retrieved from <https://eds-a-ebshost-com.ezp.waldenulibrary.org/eds/pdfviewer/pdfviewer?vid=3&sid=4265de94-8e46-4c71-b351-48a8bf0e7186%40sessionmgr4008>

- Randstad. (2016). *Gen Z and millennials collide at work*. Retrieved from <http://experts.randstadusa.com/workforce360-managing-gen-y-z>
- Rather, B. A. (2018). Millennial generation: Redefining people policies for changing employment trends. *Researchers' International Research Journal*, 4(2), 27–41. Retrieved from <https://theresearchers.asia/Papers/Vol-IV,%20Issue-II-2018/Millennial%20Generation.pdf>
- Rhoades, L., & Eisenberger, R. (2002). Perceived organizational support: A review of the literature. *Journal of Applied Psychology*, 87, 698–714. Retrieved from <https://www.apa.org/pubs/journals/apl/>
- Ricketts, J. C., & Rudd, R. D. (2002). A comprehensive leadership education model to train, teach, and develop leadership in youth. *Journal of Career and Technical Education*, 19(1), 7–17. Retrieved from <http://files.eric.ed.gov/fulltext/EJ660463.pdf>
- Riggs, D. E. (2017). The generational bridge. *Journal of Environmental Health*, 79(7), 6–7. Retrieved from <https://www.neha.org/sites/default/files/jeh/JEH3.17-Pres-The-Generational-Bridge.pdf>
- Robinson, S. L. (1996). Trust and breach of the psychological contract. *Administrative Science Quarterly*, 41, 574–599. Retrieved from <https://journals.sagepub.com/home/asq>
- Ripplematch, (2019). A running list of studies and reports on the Generation Z workforce, what Generation Z wants at work. Retrieved from <https://info.ripplematch.com/generation-z-report/>

- Robinson, S. L., & Rousseau, D. M. (1994). Violating the psychological contract: Not the exception but the norm. *Journal of Organizational Behavior, 15*, 245–259.
<https://doi.org/10.1002/job.4030150306>
- Rodriguez, M., Boyer, S., Fleming, D., & Cohen, S. (2019). Managing the next generation of sales, Gen Z/Millennial cusp: An exploration of grit, entrepreneurship, and loyalty. *Journal of Business-to-Business Marketing, 26*(1), 43–55. <https://doi.org/10.1080/1051712X.2019.1565136>
- Rodriguez Lamas, G. C. (2016). *The Hispanic Generation Z manual: Understanding the first generation of the digital natives*. (Master's Thesis, Savannah College of Art and Design). Retrieved from
<http://ecollections.scad.edu/iii/cpro/DigitalItemViewPage.external?sp=1003293>
- Rothman, D., & Commissions, C. T. (2015). Applying the Learning Cycle to Generation Z. *Maryland Police and Correctional Training Commissions*. Retrieved from
https://mdle.net/Journal/Generation_Z.pdf
- Roehling, M. (1997). The origins and early development of the psychological contract construct. *Journal of Management History, 3*, 204–217.
<https://doi.org/10.1108/13552529710171993>
- Rousseau, D. M. (1989). Psychological and implied contracts in organizations. *Employee Responsibilities and Rights Journal, 2*, 121–139.
<https://doi.org/10.1007/BF01384942>
- Rousseau, D. M. (1995). *Psychological contracts in organizations: Understanding written and unwritten agreements*. Thousand Oaks, CA: Sage.

- Rousseau, D. M. (2001). Schema, promise and mutuality: The building blocks of the psychological contract. *Journal of Occupational & Organizational Psychology*, 74, 511–541. <https://doi.org/10.1348/096317901167505>
- Rousseau, D. M. (2003). Extending the psychology of the psychological contract: A reply to “putting psychology back into psychological contracts.” *Journal of Management Inquiry*, 12, 229–238. <https://doi.org/10.1177/1056492603256339>
- Rousseau, D. M. (2004). Psychological contracts in the workplace: Understanding the ties that motivate. *Academy of Management Executive*, 18(1), 120–127. <https://doi.org/10.5465/AME.2004.12689213>
- Rousseau, D. M. (2011). The individual–organization relationship: The psychological contract. In S. Zedeck (Ed.), *APA handbook of industrial and organizational psychology: Maintaining, expanding, and contracting the organization*. (Vol. 3; pp. 191–220). Washington, DC: American Psychological Association.
- Rowe, G., & Wright, G. (1999). The Delphi technique as a forecasting tool: Issues and analysis. *International Journal of Forecasting*, 15(4), 353–375.
- Rudner, L. M., & Schafer, W. D. (2001). Practical Assessment, Research and Evaluation, 2001. *Practical Assessment, Research and Evaluation*, 7, n23-26. Retrieved from <https://eric.ed.gov/?id=ED477357>
- Ruiz, C. A., & Davis, A. (2017). *Strategies to retain millennial employees at full-service restaurants* (Doctoral dissertation). Available from ProQuest Dissertations & Theses Global. (1882303287).

- Runnymede. (2018). *Integration for all: Why race equality matters*. Retrieved from <https://www.runnymedetrust.org/uploads/policyResponses/Integration%20for%20All.pdf>
- Saldaña, J. (2016). *The coding manual for qualitative researchers* (3rd ed.). Thousand Oaks, CA: Sage Publications.
- Sander, P. (2020). Digital Leadership-Leadership competencies required in times of a multigenerational workforce in the digital age. Retrieved from <https://opus4.kobv.de/opus4-hwr/frontdoor/index/index/docId/2207>
- Satardien, M., Jano, R., & Mahembe, B. (2019). The relationship between perceived organisational support, organisational commitment and turnover intention among employees in a selected organisation in the aviation industry. *SA Journal of Human Resource Management*, 17, 8. Retrieved from <https://doi.org/10.4102/sajhrm.v17i0.1123>
- Schein, E. H. (1965). *Organizational Psychology*, Prentice-Hall, Englewood Cliffs, NJ.
- Schein, E. H. (1988). *Organizational psychology* (3rd ed). Englewood Cliffs, N.J: Prentice-Hall.
- Schein, E. H. (2007). *Bloomsbury business library - Business & management dictionary*, 6611–6611.
- Schenarts, P. J. (2019). Now arriving: Surgical trainees from Generation Z. *Journal of Surgical Education*. <https://doi.org/10.1016/j.jsurg.2019.09.004>

- Schlee, R. P., Eveland, V. B., & Harich, K. R. (2019). From Millennials to Gen Z: Changes in student attitudes about group projects. *Journal of Education for Business*, 1–9. <https://doi.org/10.1080/08832323.2019.1622501>
- Schroth, H. (2019). Are you ready for Gen Z in the workplace?. *California Management Review*, 0008125619841006. <https://doi.org/10.1177/0008125619841006>
- Schram, T. H. (2006). Choosing a research approach. In *Conceptualizing and proposing qualitative research* (2nd ed.) (pp. 106-108). Upper Saddle River, NJ: Pearson/Merrill Prentice-Hall.
- Seemiller, C., & Grace, M. (2016). *Generation Z goes to college*. San Francisco, CA: Jossey-Bass.
- Seemiller, C., & Grace, M. (2017). Generation Z: Educating and engaging the next generation of students. *About Campus*, 22(3), 21–26. <https://doi.org/10.1002/abc.21293?journalCode=aca>
- Seemiller, C., Grace, M., Dal Bo Campagnolo, P., Mara Da Rosa Alves, I., & Severo De Borba, G. (2019). How Generation Z College Students Prefer to Learn: A Comparison of US and Brazil Students. *Journal of Educational Research and Practice*, 9(1), 25.
- Sels, L., Janssens, M., & Van Den Brande, I. (2004). Assessing the nature of psychological contracts: A validation of six dimensions. *Journal of Organizational Behavior: The International Journal of Industrial, Occupational and Organizational Psychology and Behavior*, 25(4), 461-488. Retrieved from <https://doi-org.ezp.waldenulibrary.org/10.1002/job.250>

- Sethi, S. B. (2018). Retention strategies: A key for HR development. *PARIDNYA: The MIBM Research Journal*, 6(1), 42–47. Retrieved from <http://www.mibmparidnya.in/index.php/PARIDNYA/article/view/132064>
- Shanock, L. R., Eisenberger, R., Heggstad, E. D., Malone, G., Clark, L., Dunn, A. M., ... Woznyj, H. (2019). Treating employees well: The value of organizational support theory in human resource management. *Psychologist–Manager Journal*. <https://doi.org/10.1037/mgr0000088>
- Shatto, B., & Erwin, K. (2016). Moving on from millennials: Preparing for Generation Z. *Journal of Continuing Education in Nursing; Thorofare*, 47, 253–254. <https://doi.org/10.3928/00220124-20160518-05>
- Sherman, U. P., & Morley, M. J. (2015). On the formation of the psychological contract: A schema theory perspective. *Group & Organization Management*, 40, 160–192. <https://doi.org/10.1177/1059601115574944>
- Simon, M. (2011). Assumptions, limitations and delimitations. Retrieved from <http://dissertationrecipes.com/wp-content/uploads/2011/04/AssumptionslimitationsdelimitationsX.pdf>.
- Simon, M. K., & Goes, J. (2013). Scope, limitations, and delimitations. Retrieved from <http://dissertationrecipes.com/wp-content/uploads/2011/04/limitationsscopedelimitation1.pdf>.
- Sims, R. R., & Bias, S. K. (2019). *Human resources management issues, challenges and trends: Now and around the corner*. Charlotte, NC: Information Age Publishing.

- Singh, A. (2014). Challenges and Issues of Generation Z. *IOSR Journal of Business and Management*, 16 (7). Retrieved from <https://pdfs.semanticscholar.org/b109/73a5c6d11f37542adc34455bb0c7fbcbbb9d.pdf>
- Singh Ghura, A. (2017). A qualitative exploration of the challenges organizations face while working with Generation Z intrapreneurs. *Journal of Entrepreneurship and Innovation in Emerging Economies*, 3, 105–114. <https://doi.org/10.1177/2393957517711306>
- Singh, A., & Dangmei, J. (2016). Understanding the Generation Z, the future workforce. *South-Asian Journal of Multidisciplinary Studies*, 3(3), 1–5. Retrieved from https://www.researchgate.net/profile/Jianguanglung_Dangmei3/publication/305280948_UNDERSTANDING_THE_GENERATION_Z_THE_FUTURE_WORKFORCE/links/5786a11008aef321de2c6f21.pdf
- Singh, S., Gupta, K., Shrivastava, M., & Bhattacharyya, P. (2006). *Morphological richness offsets resource demand-experiences in constructing a POS tagger for Hindi*. In *Proceedings of the COLING/ACL on Main conference poster sessions* (pp. 779–786). Association for Computational Linguistics. Retrieved from <https://dl.acm.org/citation.cfm?id=1273173>
- Skela-Savič, B., Macrae, R., Lillo-Crespo, M., & Rooney, K. D. (2017). The development of a consensus definition for healthcare improvement science (HIS) in seven European countries: A consensus methods approach. *Slovenian Journal of Public Health*, 56(2), 82-90. Retrieved from

<https://www.degruyter.com/downloadpdf/j/sjph.2017.56.issue-2/sjph-2017-0011/sjph-2017-0011.pdf>

Skulmoski, G. J., Hartman, F. T., & Krahn, J. (2007). The Delphi method for graduate research. *Journal of Information Technology Education*, 6, 1–21. Retrieved from <https://www.learntechlib.org/p/111405/>

Smith, E., Tsin, D., & Rogers, E. (2019). Who Will Succeed in Tomorrow's Job Market?. Retrieved from https://theurbanalliance.org/wp-content/uploads/2019/10/UA_WP2019_Who_Will_Succeed_in_Tomorrows_Job_Market.pdf

Smith, T., & Cawthon, T. W. (2017). *Generation Z goes to college*. Hoboken, NJ: John Wiley & Sons.

Stewart, M. (2018, June). 7 differences between Generation Z and millennials as they enter the workforce. *Peoria*. Retrieved from <https://www.peoriamagazines.com/ibi/2018/jun/7-differences-between-generation-z-and-millennials-entering-workforce>

Stillman, D., & Stillman, J. (2017). *Gen Z @ work: How the next generation is transforming the workplace*. New York, NY: HarperBusiness.

Stinglhamber, F., & Vandenberghe, C. (2003). Organizations and supervisors as sources of support and targets of commitment: A longitudinal study. *Journal of Organizational Behavior*, 24, 251–270. <https://doi.org/10.1002/job.192>

Sukamolson, S. (2007). Fundamentals of quantitative research. *Language Institute Chulalongkorn University*, 1, 2–3.

- Syrek, C. J., & Antoni, C. H. (2017). Psychological contract fulfillment and employee responses to pay system change: The effects of transformational leadership. *Journal of Personnel Psychology, 16*, 172–185. <https://doi.org/10.1027/1866-5888/a000186>
- Swanson, D. J. (2019). Generation Z Perceptions of Learning in a University Student-Run Agency. *Teaching Journalism & Mass Communication, 9*(1), 12-22. Retrieved from <https://aejmc.us/spig/journal/>
- Tang, F. (2019). A critical review of research on the work-related attitudes of Generation Z in China. *Social Psychology & Society, 10*(2), 19–28. <https://doi.org/10.17759/sps.2019100203>
- Thomas, E., & Magilvy, J. K. (2011). Qualitative rigor or research validity in qualitative research. *Journal for Specialists in Pediatric Nursing, 16*, 151–155. <https://doi.org/10.1111/j.1744-6155.2011.00283.x>
- Tolsgaard, M. G., Todsén, T., Sørensen, J. L., Ringsted, C., Lorentzen, T., Ottesen, B., & Tabor, A. (2013). International multispecialty consensus on how to evaluate ultrasound competence: a Delphi consensus survey. *PloS one, 8*(2). <https://doi.org/10.1371/journal.pone.0057687>
- Tongco, M. D. C. (2007). Purposive sampling as a tool for informant selection. *Ethnobotany Research and Applications, 5*, 147–158. Retrieved from <http://www.ethnobotanyjournal.org/index.php/era/article/download/126/111>

- Tóth-Kaszás, N. (2018). Is a midsized town enough for the Generation Z?: What is needed to keep the young people in their (home)town? *Management*, 13(1), 33–48. <https://doi.org/10.26493/1854-4231.13.33-48>
- Trezza, J. (2013). Army lessons for lawyer-leaders. *Review of Litigation*, 32, 240-278. Retrieved from <http://www.thereviewoflitigation.org>
- Tracy, S. J. (2019). *Qualitative research methods: Collecting evidence, crafting analysis, communicating impact*. John Wiley & Sons.
- Tulgan, B. (2013). Meet Generation Z: The second generation within the giant millennial cohort. *Rainmaker Thinking*, 125. Retrieved from <http://grupespsichoterapija.lt/wp-content/uploads/2017/09/Gen-Z-Whitepaper.pdf>
- Turoff, M. (1970). The design of a policy Delphi. *Technological forecasting and social change*, 2(2), 149-171. Retrieved from [https://doi.org/10.1016/0040-1625\(70\)90161-7](https://doi.org/10.1016/0040-1625(70)90161-7)
- U.S. Department of Labor, Bureau of Labor and Statistics. (2018). Labor Openings and Job Turnover Survey [Press Release]. Retrieved from <https://www.bls.gov/news.release/pdf/jolts.pdf>
- U.S. Department of Labor, Bureau of Labor and Statistics. (2019). Labor Openings and Job Turnover Survey [Press Release]. Retrieved from <https://www.bls.gov/news.release/pdf/jolts.pdf>
- Van Zyl, L. E. (2019). A critical reflection on the psychology of retention. *SA Journal of Industrial Psychology*, 45(1), 1–4. <https://doi.org/10.4102/sajip.v45i0.1600>

- Velez, S., Neubert, M., & Halkias, D. (2020). Banking Finance Experts Consensus on Compliance in US Bank Holding Companies: An e-Delphi Study. *Journal of Risk and Financial Management*, 13(2), 28. doi:10.3390/jrfm13020028
- Vitelar, A. (2019). Like me: Generation Z and the use of social media for personal branding. *Management Dynamics in the Knowledge Economy*, 2, 257–268. <https://doi.org/10.25019/MDKE/7.2.07>
- Wiastuti, R. D., Lestari, N. S., Ngatemin, B. M., & Masatip, A. (2020). The generation Z characteristics and hotel choices. *African Journal of Hospitality, Tourism and Leisure*, 9(1), 1-14. Retrieved from <http://www.ajhtl.com>
- Wall, E. (2018). The Generation Z workplace: well-being and productivity for the next generation. Retrieved from <http://hdl.handle.net/1993/33377>
- Wallendorf, M. and Belk, R.W. (1989), “Assessing trustworthiness in naturalistic consumer research”, in Hirschman, E.C. (Ed.), *SV – Interpretive Consumer Research*, Association for Consumer Research, Provo, UT, pp. 69-84.
- Walters, G. D. (2003). Changes in outcome expectancies and criminal thinking following a brief course of psychoeducation. *Personality and Individual Differences*, 35, 691–701. [https://doi.org/10.1016/S0191-8869\(02\)00246-5](https://doi.org/10.1016/S0191-8869(02)00246-5)
- Weibel, A. (2007). Formal control and trustworthiness: Shall the twain never meet?. *Group & Organization Management*, 32, 500–517. <https://doi.org/10.1177%2F1059601106293961>
- Weinstein, J., Morton, L., Taras, H., & Reznik, V. (2013). Teaching teamwork to law students. *Journal of Legal Education*, 63, 36-64. Retrieved from

<http://jle.aals.org/home/>

Whitman, C., & Sobczak, M. (2018). *AI: Overrated or the future of accounting*.

Retrieved from https://digitalcommons.trinity.edu/infolit_usra/45/

Wiedmer, T. (2015). Generations do differ: Best practices in leading traditionalists,

boomers, and generations X, Y, and Z. *Delta Kappa Gamma Bulletin*, 82(1), 51–

58. Retrieved from

<https://www.dkg.org/DKGMember/Publications/Journal/DKGMember/Publications/Bulletin-Journal.aspx?hkey=7fdf8372-9c18-4b96-8150-dcb6f4ae8ce1>

Wiggins-Romesburg, C. A., & Githens, R. P. (2018). The psychology of diversity

resistance and integration. *Human Resource Development Review*, 17, 179–198.

<https://doi.org/10.1177/1534484318765843>

Wood, S. (2013). Generation Z as consumers: trends and innovation. *Institute for*

Emerging Issues: NC State University, 1-3. Retrieved from

<https://iei.ncsu.edu/wp-content/uploads/2013/01/GenZConsumers.pdf>

Yaneva, M. (2018). Z Generation in corporate environment: How to address it?.

Economic and Social Development: Book of Proceedings; Varazdin, 739–745.

Retrieved from [https://www.esd-conference.com/upload/book_of_proceedings/](https://www.esd-conference.com/upload/book_of_proceedings/Book_of_Proceedings_esdWarsaw2018_Online.pdf)

[Book_of_Proceedings_esdWarsaw2018_Online.pdf](https://www.esd-conference.com/upload/book_of_proceedings/Book_of_Proceedings_esdWarsaw2018_Online.pdf)

Yang, B. (2018). Research on the influence mechanisms of job characteristics on

millennial employee well-being. *Asia Pacific Business Review*, 24, 730–731.

<https://doi.org/10.1080/13602381.2018.1453998>

- Yin, R. K. (2017). *Case study research and applications: Design and methods*. Sage publications.
- Yousuf, M. I. (2007). Using experts' opinions through Delphi technique. *Practical assessment, research & evaluation*, 12(4), 1-8. Retrieved from https://www.researchgate.net/profile/M_Yousuf2/publication/253041760_Using_Experts'_Opinions_Through_Delphi_Technique/links/00b7d5396c06185610000000.pdf
- Yu, C., & Frenkel, S. J. (2013). Explaining task performance and creativity from perceived organizational support theory: Which mechanisms are more important?. *Journal of Organizational Behavior*, 34, 1165–1181. <https://doi.org/10.1002/job.1844>
- Zimmerman, K. (n.d.). *Make Way For Generation Z Entrepreneurs Saying No To College*. Forbes. Retrieved, from <https://www.forbes.com/sites/kaytiezimmerman/2017/12/17/make-way-for-generation-z-entrepreneurs-saying-no-to-college/>

Appendix A: Walden Participant Pool Invitation Email

Hello XXX,

My name is Unnatti Jain, and I am a doctoral student at Walden University, studying leadership and organizational change. I am in the process of writing my dissertation study focused on filling the gap in the literature on the lack of forward-looking integration strategies effectively operationalized for Generation Z to blend into the workforce to increase engagement and retention.

I have identified you as a potential participant based on your age, educational qualifications, and professional position as an organizational manager in an organization with more than 500 employees. If you consent to participate in the study, the procedure will include completing three rounds of electronic questionnaires. Each questionnaire would be required to be completed and returned in three weeks. A reminder email will be sent to you three days before the survey is due.

Your participation will enable me to create a new body of knowledge which may allow Generation Z to generate career paths while allowing the organization to maximize their potential while developing effective integration strategies for them to keep them engaged and retained. The first round of study is expected to begin around February 15, 2020. If you know of another colleague who would like to participate in the email, please forward them this email with a copy to my email address, and I can follow up with them. If you are willing to be a part of this study, please reply to this email with “I consent” in the subject line by 5: 00 p.m. February 1, 2020.

If you have any questions about the study, please send me an email at unnatti.jain@waldenu.edu. I appreciate your participation.

Sincerely,

Unnatti Jain,

Doctoral Student, Walden University

Appendix B: First Round Questionnaire

Open-ended questions

Please provide your response in a bulleted format with 3-5 recommendations for each question.

1. Integration Practices for the engagement and retention of Generation Z in the workplace are practices that include socioeconomic support, psychological well-being, career path development, and the establishment of support mechanisms through personal relationships and belief systems. What are the integration practices lacking in your organization?
2. How can Generation Z work towards becoming an integral part of your organization?
3. What should HR managers focus on when hiring a Generation Z?
4. What mistakes did your organization commit with the millennials while integrating them in the organization, and what should be changed to adopt the new Generation Z individuals into the workforce?
5. What will change the viewpoints of managers towards Generation Z, which will help them grow in the organization while increasing the organization's ROI?

Appendix C: First Round Data

Participant ID	Data Generated by the panelist	Code Applied by Researcher
P1	I can't think of any to be perfectly honest. The lions share of individuals I work with are Gen Z and the interactions have always been overwhelmingly positive. I suppose as I've offered mentorship services for Gen Z individuals looking to enter the educational consulting field, one of the challenges has been really highlighting the value and joy in process rather than just results (the easy part in my humble opinion).	1011
P2	The whats in it for me is missing. My organization doesn't provide insight into why it's value should resonate with Gen Z. Additionally it doesn't have a robust mentoring program, and actually hand holds staff through their career. You are left on your own to fend for yourself.	1021
P3	We have weak mentorship programs but plenty of training.	1031

P4	I would have to say that we are lacking in the arena of work-life balance and they understanding of their psychological well-being. The organization needs to work on the social development of important soft/people skills that is key to their success. Gen Zs tend to lack the social maturity and wherewithal in developing relationships. The more mature generations need to step in and support in this development through mentoring, social gathering and integrating additional social activities into work life	1041
P5	Flexible work schedule, allowing corporate employees to work remotely More access to personal development	1131
P6	A well defined career path for Generation Z and advice on psychological well being	1161
P7	Mentorship programs and accurate training for GenZ	1163
P8	My organization lacks programs or policies that support psychological well-being, examples being support of mental	1191

	<p>health days, insurance or benefits inclusive of therapy and psychological care, and leadership possessing emotional intelligence of an age diverse workforce. When it comes to integration, my organization can improve on how it communicates and on boards new employees that are younger. Mentorship and training are minimal and do not ever get evaluated for how effective they are. Work life balance</p>	
P9	<p>Being a healthcare worker, I feel that the key point lacking in health care is that the health insurance plans are very complicated and also not easily accessible and affordable to the common man.</p>	1211
P10	<p>A well defined career path for Generation Z and advice on psychological well being</p>	1231
P11	<p>The socioeconomic support is one of the weak points in my organization. While it may be provided for some of the workforce, a consistency in proper and positive practices seem to occur along racial and ethnic lines in my organization. While instructions exist to aid in proper practices, actual</p>	1151

	<p>execution, follow-up and actual organizational practices do not align with best practices nor recommendations. The past few years has ushered in a marked increase in lack of social inclusion and insufficient integration not only among gen-z employees, but quite noticeably along aforementioned parameters.</p>	
P12	<p>Our organization has begun integrating digital processes in recruiting, onboarding, training and development to suit the preference of Gen Z's. Further they are offering more flexible, collaborative workstyle opportunities and the use of social media and apps to ensure they are well integrated. All feedback/surveys are tailored to ensure this generation's 'voice' is captured. While the organization focuses a lot on talent development, all programs are alike and not much are specifically geared towards the GenZ's.</p>	1241
P13	<p>My organization is lacking Mentorship programs and accurate training for GenZ. It is imperative that we train GenZ to be the next</p>	1341

	set of conscious leaders of tomorrow.	
P14	There are no specific practices for integrating them. All employees get the same access to services	3211
P15	We have weak mentorship programs but plenty of training.	1131

Appendix D: Second Round Data

Statement	Ratings	Total Number of Panelist Who Selected Each Ratings
Statement 1 Integration practices to retain and motivate GenZ in the workforce include mentoring programs, a well-established work-life balance, enhancing soft skills and establishing personal development training programs. Do you agree these practices are essential in your organization?		
	Highly undesirable: Will have major negative effect.	10
	Undesirable: Will have a negative effect with little or no positive effect.	0
	Neither desirable nor undesirable: Will have equal positive and negative effects.	1
	Desirable: Will have a positive effect with minimum negative effects.	3
	Highly desirable: Will have a positive effect and little or no negative effect.	0
	Definitely infeasible: Cannot be implemented (unworkable).	13
	Probably infeasible: Some indication this cannot be implemented.	2

	May or may not be feasible: Contradictory evidence this can be implemented.	0
	Probably feasible: Some indication this can be implemented.	1
	Definitely feasible: Can be implemented.	0
Statement 2 - Do you agree that to draw the maximum potential out of Generation Z, leaders need to practice transformational leadership to grow and retain this talent?		
	Definitely feasible: Can be implemented.	13
	Probably feasible: Some indication this can be implemented.	1
	May or may not be feasible: Contradictory evidence this can be implemented.	1
	Probably infeasible: Some indication this cannot be implemented.	1
	Definitely infeasible: Cannot be implemented (unworkable).	0
	Highly desirable: Will have a positive effect and little or no negative effect.	12
	Desirable: Will have a positive effect with minimum negative effects.	2
	Neither desirable nor undesirable: Will have equal positive and negative effects.	0

	Undesirable: Will have a negative effect with little or no positive effect.	1
	Highly undesirable: Will have major negative effect.	0
Statement 3 – HR managers need to start focusing on establishing mentoring and cross-support training programs for their GenZ to bridge the cross-generational knowledge gap. Would you say this is important to retain GenZ in your organization?		
	Highly undesirable: Will have major negative effect.	0
	Undesirable: Will have a negative effect with little or no positive effect.	0
	Neither desirable nor undesirable: Will have equal positive and negative effects.	2
	Desirable: Will have a positive effect with minimum negative effects.	5
	Highly desirable: Will have a positive effect and little or no negative effect.	8
	Definitely infeasible: Cannot be implemented (unworkable).	0
	Probably infeasible: Some indication this cannot be implemented.	2
	May or may not be feasible: Contradictory	1

	evidence this can be implemented.	
	Probably feasible: Some indication this can be implemented.	3
	Definitely feasible: Can be implemented.	9
Statement 4 -Common mistakes in integrating millennials in the workforce have been the lack of onboarding programs to set a landscape of engagement between millennials and the employer. In order to employ a “happy and efficient” GenZ in your organization flexible workplace rules, talent building programs, soft skills training, and feedback loops should be established. Do you agree with this statement?		
	Highly undesirable: Will have major negative effect.	0
	Undesirable: Will have a negative effect with little or no positive effect.	0
	Neither desirable nor undesirable: Will have equal positive and negative effects.	1
	Desirable: Will have a positive effect with minimum negative effects.	8
	Highly desirable: Will have a positive effect and little or no negative effect.	6

	Definitely infeasible: Cannot be implemented (unworkable).	0
	Probably infeasible: Some indication this cannot be implemented.	0
	May or may not be feasible: Contradictory evidence this can be implemented.	1
	Probably feasible: Some indication this can be implemented.	2
	Definitely feasible: Can be implemented.	13
Statement 5 - Increasing an organizations ROI means helping employees grow to increase their efficiency and productivity. Managers and organizational leadership need to understand how to “deal and talk” with their GenZ workforce. Would you agree that positive reinforcement, increased interactions between leadership and GenZ and providing leadership opportunities as well as potential of growth for GenZ are crucial to increase the ROI of an organization and enhance the relationship between leadership and GenZ?		

	Highly undesirable: Will have major negative effect.	0
	Undesirable: Will have a negative effect with little or no positive effect.	0
	Neither desirable nor undesirable: Will have equal positive and negative effects.	0
	Desirable: Will have a positive effect with minimum negative effects.	10
	Highly desirable: Will have a positive effect and little or no negative effect.	5
	Definitely infeasible: Cannot be implemented (unworkable).	0
	Probably infeasible: Some indication this cannot be implemented.	0
	May or may not be feasible: Contradictory evidence this can be implemented.	1
	Probably feasible: Some indication this can be implemented.	10
	Definitely feasible: Can be implemented.	5

Appendix E: Third Round Data

Statement	Ratings	Total Number of Panelist Who Selected Each Ratings	Member checking- If you ranked 1-2 for any of the above, you can give a brief explanation now. Please add keyword, e.g. "Mentoring" before typing your answer. (Limit 50 words)
Statement 1 - Transformational Leadership			
	Highly undesirable: Will have major negative effect.	0	
	Undesirable: Will have a negative effect with little or no positive effect.	0	
	Neither desirable nor undesirable: Will have equal positive and negative effects.	0	
	Desirable: Will have a positive effect with minimum negative effects.	4	
	Highly desirable: Will have a positive effect and little or no negative effect.	11	
	Definitely infeasible: Cannot	0	

	be implemented (unworkable).		
	Probably infeasible: Some indication this cannot be implemented.	0	
	May or may not be feasible: Contradictory evidence this can be implemented.	1	
	Probably feasible: Some indication this can be implemented.	3	
	Definitely feasible: Can be implemented.	11	
Statement 2 - Workplace Rules to draw out their maximum potential			
	Definitely feasible: Can be implemented.	1	
	Probably feasible: Some indication this can be implemented.	3	
	May or may not be feasible: Contradictory evidence this can be implemented.	1	
	Probably infeasible: Some indication this cannot be implemented.	1	
	Definitely infeasible: Cannot	1	

	be implemented (unworkable).		
	Highly desirable: Will have a positive effect and little or no negative effect.	5	
	Desirable: Will have a positive effect with minimum negative effects.	7	
	Neither desirable nor undesirable: Will have equal positive and negative effects.	1	
	Undesirable: Will have a negative effect with little or no positive effect.	1	
	Highly undesirable: Will have major negative effect.	1	
Statement 3 – Mentoring			<p>Respondent 1 Mentoring, leadership est. positive rtn. are key to forge bonds of trus, and share the whats in it for me. Allowing for flex workplace allows for individuals to deliver at their pace, while feedback loops then are critical to sharing what is working well, and what needs to improve.</p> <p>Respondent 2 Mentoring, leadership est. positive rtn. are key to forge bonds of trus, and share the whats in it for me. Allowing for flex workplace allows for individuals to deliver at their pace, while feedback loops then are critical to sharing what is working well, and what needs to improve.</p>
	Highly undesirable: Will have major negative effect.	0	
	Undesirable: Will have a negative	0	

	effect with little or no positive effect.		
	Neither desirable nor undesirable: Will have equal positive and negative effects.	0	
	Desirable: Will have a positive effect with minimum negative effects.	5	
	Highly desirable: Will have a positive effect and little or no negative effect.	10	
	Definitely infeasible: Cannot be implemented (unworkable).	0	
	Probably infeasible: Some indication this cannot be implemented.	0	
	May or may not be feasible: Contradictory evidence this can be implemented.	1	
	Probably feasible: Some indication this can be implemented.	9	
	Definitely feasible: Can be implemented.	5	
Statement 4 - work-life balance			

	Highly undesirable: Will have major negative effect.	0	
	Undesirable: Will have a negative effect with little or no positive effect.	0	
	Neither desirable nor undesirable: Will have equal positive and negative effects.	0	
	Desirable: Will have a positive effect with minimum negative effects.	5	
	Highly desirable: Will have a positive effect and little or no negative effect.	10	
	Definitely infeasible: Cannot be implemented (unworkable).	0	
	Probably infeasible: Some indication this cannot be implemented.	0	
	May or may not be feasible: Contradictory evidence this can be implemented.	1	
	Probably feasible: Some indication this can be implemented.	9	
	Definitely feasible: Can be implemented.	5	

Statement 5 - soft Skills Development Training for Generation			
	Highly undesirable: Will have major negative effect.	0	
	Undesirable: Will have a negative effect with little or no positive effect.	0	
	Neither desirable nor undesirable: Will have equal positive and negative effects.	0	
	Desirable: Will have a positive effect with minimum negative effects.	9	
	Highly desirable: Will have a positive effect and little or no negative effect.	6	
	Definitely infeasible: Cannot be implemented (unworkable).	0	
	Probably infeasible: Some indication this cannot be implemented.	0	
	May or may not be feasible: Contradictory evidence this can be implemented.	5	
	Probably feasible: Some indication this can be implemented.	4	

	Definitely feasible: Can be implemented.	6	
Statement 6 - Workplace Rules to draw out their maximum potential			
	Highly undesirable: Will have major negative effect.	0	
	Undesirable: Will have a negative effect with little or no positive effect.	1	
	Neither desirable nor undesirable: Will have equal positive and negative effects.	1	
	Desirable: Will have a positive effect with minimum negative effects.	1	
	Highly desirable: Will have a positive effect and little or no negative effect.	5	
	Definitely infeasible: Cannot be implemented (unworkable).	0	
	Probably infeasible: Some indication this cannot be implemented.	0	
	May or may not be feasible: Contradictory evidence this can be implemented.	1	

	Probably feasible: Some indication this can be implemented.	8	
	Definitely feasible: Can be implemented.	7	
Statement 7 - Talent Building Programs			
	Highly undesirable: Will have major negative effect.	0	
	Undesirable: Will have a negative effect with little or no positive effect.	0	
	Neither desirable nor undesirable: Will have equal positive and negative effects.	1	
	Desirable: Will have a positive effect with minimum negative effects.	5	
	Highly desirable: Will have a positive effect and little or no negative effect.	10	
	Definitely infeasible: Cannot be implemented (unworkable).	0	
	Probably infeasible: Some indication this cannot be implemented.	0	

	May or may not be feasible: Contradictory evidence this can be implemented.	1	
	Probably feasible: Some indication this can be implemented.	10	
	Definitely feasible: Can be implemented.	4	
Statement 8 - Feedback loops can enable a better working environment			
	Highly undesirable: Will have major negative effect.	0	
	Undesirable: Will have a negative effect with little or no positive effect.	0	
	Neither desirable nor undesirable: Will have equal positive and negative effects.	0	
	Desirable: Will have a positive effect with minimum negative effects.	10	
	Highly desirable: Will have a positive effect and little or no negative effect.	5	
	Definitely infeasible: Cannot be implemented (unworkable).	0	

	Probably infeasible: Some indication this cannot be implemented.	0	
	May or may not be feasible: Contradictory evidence this can be implemented.	1	
	Probably feasible: Some indication this can be implemented.	10	
	Definitely feasible: Can be implemented.	4	
Statement 9 - Leadership to develop positive relationships			
	Highly undesirable: Will have major negative effect.	0	
	Undesirable: Will have a negative effect with little or no positive effect.	0	
	Neither desirable nor undesirable: Will have equal positive and negative effects.	0	
	Desirable: Will have a positive effect with minimum negative effects.	2	
	Highly desirable: Will have a positive effect and little or no negative effect.	13	
	Definitely infeasible: Cannot	0	

	be implemented (unworkable).		
	Probably infeasible: Some indication this cannot be implemented.	0	
	May or may not be feasible: Contradictory evidence this can be implemented.	0	
	Probably feasible: Some indication this can be implemented.	10	
	Definitely feasible: Can be implemented.	5	