

[Open Peer Review on Qeios](#)

# The Impact of Leadership and Talent Management: The Case of Generation Z in The Lebanese Retail Sector

Atef Harb<sup>1</sup>, Mony Trad<sup>1</sup>

<sup>1</sup> Notre Dame University

**Funding:** No specific funding was received for this work.

**Potential competing interests:** No potential competing interests to declare.

## Abstract

The current study's objective is to understand the interplay between leadership and talent management. As a result, at every level of interactions between superiors and subordinates, leadership practices revolve around dimensions that positively affect the talent management of Generation Z employees. This paper addresses a main research question that asks about the extent to which leadership determinants enhance, the most, Generation Z's<sup>1</sup> talent management at the workplace. The answer to the research question came in a manner that demonstrates the four hypotheses expected toward the start of the study, specifically the role of leadership and intrinsic motivation in positively affecting talent management among employees. A conceptual framework is established to estimate leadership factors that can, probably, affect Generation Z employees' talent management. It is feasible to validate or refute the pre-formulated hypotheses using the quantitative data that has been collected throughout the 218 surveys. Research variables explain Generation Z's desire to evolve in retail corporate companies. It was judicious to start the empirical investigation by interviewing managers or HR experts. A correlation analysis, which found positive linear trends in the relationships between independent and dependent variables, was insufficient to support the four study hypotheses. As such, the four research hypotheses were investigated using a multiple regression model. In addition, for the results' findings, the four research hypotheses have been validated. Such a phase, prior to the quantitative technique, can make research findings more valuable. Generation Z members will be enticed by being recruited by a company where they believe that their corporate expectations will be met. Talent management is a new conception for enhancing human capital evolution in contemporary organizations. Avoiding classical ways for managing employees is all the alternatives to promote, internally, talents and therefore gain a competitive advantage over counterparts.

**Atef Harb and Mony Trad**

*Associate Professor, Faculty of Business Administration and Economics- Notre Dame University-Lebanon.*

**Keywords:** Leadership, Talent management, Motivation, Intrinsic, Generation Z, Employees, Lebanon, Retail, Generation X, Generation Y, Relationship.

## I. Introduction

The Boston Consulting Group conducted a 2012 study of 4,288 professionals in 102 countries to find out which human resource areas had the most impact on business performance. The results are: recruitment, onboarding and retention of staff, talent management, employer brand, and performance and rewards management. This study, carried out at the international level, clearly shows that talent management represents a strategic issue for organizations whose activity is part of a global perspective. These results are confirmed by a more recent study conducted by Manpower Group in 2013 in 42 countries with 40,000 employers. Globally, 35% of the 38,000 employers surveyed in 2013 say they have difficulty filling vacancies due to a lack of available talent. Parallel to this, many of the existing leadership models were developed at a time when economic conditions were more stable, growth followed predictable patterns, producers had more power than consumers to shape markets, and the employer-employee relationship was one-sided. Today, the situation is radically different, and companies need a new set of criteria to identify leaders capable of driving change in transformational contexts. To make a difference in dynamic environments, objectives must focus on expected results. Organizations need to ensure they have the talent they need to enable them to achieve their goals (Schuler et al., 2011). The literature review emphasizes the fact that Generation Z would be able to perform several tasks at the same time, which would expand the field of possibilities in terms of project management. In the light of contemporary firms, the members of this generation witness a certain loyalty to their respective organizations (Chillakuri & Mahanandia, 2018). This generation would thus appear to be relatively weakly attached to the organization in which it would evolve. Generation Z would also be looking for a good quality relationship climate in the context of their future professional relationships. All long superiors are concerned with the ability to develop new generations' talents, and the mobilization of behavioral and cognitive leadership strategies is high among emerging leaders. Talent is the most valuable asset in today's business, and leadership performance metrics must evolve to take this new reality into account. Leaders today need to think beyond traditional performance metrics and incorporate talent development goals. Assessing a leader's impact on results in the area of talent development contributes in a meaningful way to the company (Collings & Mellahi, 2009). In this sense, it is important to consider the role of leadership in evaluating talent in relation to personal attributes (Cappelli & Keller, 2014). Better understanding Generation Z values and attitudes is becoming a major challenge for HR management and leadership styles in the years to come, given the fact that more and more of these young people are accessing strategic positions within contemporary organizations. This change requires a new look at the personal attributes and key skills that new generations at work need to develop. Modern businesses need flatter, more adaptable structures that are also highly responsive to environmental changes. The stated research statement is interesting to explore because modern businesses need to have greater responsiveness capabilities while also having qualified executives to manage Generation Z talent and motivation and look ahead to target improvement. In line with managing contemporary companies, it is important to note that Generation Z is breaking away from the image of traditional ones. This new generation is more attracted by new ways of working. Generation Z wants to have a clear understanding of how their day-to-day activities align with the company's strategic goals (Chillakuri & Mahanandia, 2018). Managing

organizational operations is not a one-time process; the interaction between superiors and subordinates is an ongoing process that requires two-way dialogue. In such a regard, employees can cope with the company's vision and innovate through a common understanding (Powell & Lubitsh, 2007). First of all, the role of a leader is identified with his role of adaptation to the environment of the organization. In the context of the present research, his role consists of aligning corporate values with Generation Z expectations; therefore, building a collective identity of the team is considered a factor favorable to the development of trust. In all of the previous statements, it is important to note that the behavioral complexity approach offers an integrative theoretical framework. In doing so, such an approach takes into consideration the leader's traits, personality, and behaviors, as well as the contingency factors (Spears, 2010). It is believed that a leader fulfilling the roles set out by the stated theories (c.f. theoretical implications) and adopting a positive, dynamic and enthusiastic style is able to build relationships of trust between the Generation Z members of his team. The roles of the leader, his style and a climate of trust would promote good team performance in terms of work, attitudes and behaviors. This would result in work that meets expectations and objectives set, respecting deadlines and evaluation criteria, satisfaction of team members and their active participation in carrying out the work and strong motivation and commitment to the team.

## II. Literature Review

In a changing economic context, the employer-employee relationship has evolved, whatever one may say, and Human Resources Directors now must deal with employees acting and responding to two very distinct behavioral models with their specificities, which all have both their advantages. The first, an aging model of the American Dream, based on predictable career management combining stability and progression based on seniority and merit. The second, a new model of salaried entrepreneurship, currently specific to Generation Z, tends to extend to all categories of employees (Törőcsik, M., Szűcs, K., & Kehl, D., 2014). The Employer-Employee relationship is based on the principle of a mutually beneficial alliance. Demographic and societal changes make it difficult for companies to recruit individuals with the skills or combination of skills they need. In 2015, more than a third of employers globally said they struggled to fill positions due to a lack of suitable talent (Francis, T., & Hoefel, F., 2018). The perspective of the corporate world of work is changing. It can be noticed five generations currently in the labor market, namely Traditional, Baby Boomers, Generation X, Generation Y, and finally, Generation Z. Millennials or Generation Y have become the main workforce in the United States, representing 35% of the active population (Fry, R., 2016). Generation X would have become the second generation with 33%, while the Baby Boomers are 25% of the active population. These three generations are the structure of today's workforce. Generation Z is beginning to integrate into the labor market, and they are already 5% of the American workforce, while as is logical, the Traditional ones are retiring, and there are few left working. In Europe, on the other hand, according to an article published by Catalyst in 2021, Millennials are the minority population, so they represent a smaller percentage of the active population. The first generation, or the oldest generation that can be found in the workspace, is the Silent Generation, also called Traditional. Most scholars no longer include it as a working generation, since most of them are retired. Within this generation are the people who were born between the early 1920s and the end of World War II and, therefore, grew up during the Great Depression, which forced them to work very hard to overcome

both the economic and social situation. Some of such generation characteristics refer to respect for authority, sacrifice, respect and adaptation to norms, individual work, and preference for formal communication. The second generation is that of the Baby Boomers born between the end of World War II and the mid-1960s, born after the postwar period during the birth explosion, living through the expansion of individual freedom, the birth of social movements and the almost complete incorporation of women into work. In the labor section, members of that generation generally seek stability and long-term contracts to be able to retire in the same company that employed them (Fingerman, K. L., Pillemer, K. A., Silverstein, M., & Sutor, J. J., 2012). Following the Baby Boomers is Generation X, born from the mid-1960s to the early 1980s. Members of that generation are eligible with a great adaptive capacity due to the large number of social changes they have experienced, since the birth of the Internet, to all kinds of technological advances (Gibson, J. W., Greenwood, R. A., & Murphy Jr, E. F., 2009). Then there is Generation Y, also called the millennial one. Members of that generation were born from the beginning of the 80s to the mid-90s and throughout a technological expansion era. So, new technologies have become part of their day-to-day life, and they know how to optimize their use. They are a generation that is academically very prepared, and in terms of employment; they are looking for a flexible job that allows them to combine their work life with their family life. It is said that they are used to short-term feedback to maintain their motivation. They are looking for jobs that give them the opportunity to continue learning, and for them, the social principles and the mobility that their job can offer them are very important (Krahn, H. J., & Galambos, N. L., 2014). Finally, Generation Z, also called Millennials, was born in the mid-90s. There is little data on this generation in the professional field, since the oldest of these have not finished their studies yet; there are many questions about how they will be at work (Dick, S. D., 2019). Generation Z is characterized by having been born and matured in full socioeconomic and political crisis. This has led them to be aware of the high competition they face in the labor market and the need to be highly qualified, being a generation in which very talented youths are found (Bethke-Langenegger, P., Mahler, P., & Staffelbach, B., 2011). Generation Z is not receptive to top-down and directive management. Generation Z wants to understand what is expected of them, enrich their own experiences, and find their own solutions (Djafarova, E., & Fouts, S., 2022). Listening, trust and transparency are their keywords, and this is reflected in the corporate field throughout the following aspects: The importance of job satisfaction: for them, finding a job in which they can flourish is essential. If the company culture doesn't suit them, they won't be afraid to quit and find another job (Ozkan, M., & Solmaz, B., 2015). The same authors underline that remuneration remains an essential factor, but it is not the most important criterion. It is essential to create an environment conducive to the fulfillment and development of teams, to ensure the competitiveness and attractiveness of your company (Grow, J. M., & Yang, S., 2018). A highly developed need for autonomy and responsibility: Generation Z members need to feel in control of their actions. They don't want to simply follow orders from their managers and enforce the directives of an executive committee (Chillakuri, B., 2020). They need to understand their missions and then find their own solutions to achieve their goals. These "Digital Natives" are resourceful and don't wait to be given the answers. Generation Z knows that its mistakes are part of the process of learning and finding the right approach (Chillakuri, B., 2020). The diversification of tasks and missions: Generations Y and Z need diversity in their tasks. Offering them temporary assignments will break with their daily rhythm (Dobrowolski, Z., Drozdowski, G., & Panait, M., 2022). The search for a balance between personal and professional spheres: if the boundaries between "home" and "work" are often blurred for them, they do not want to give up their balance in life (Stankiewicz-Mróz, A., 2020). Millennials and Gen Z recognize the importance of their mental

health and well-being at work. Generation Z expects the companies for which they work to offer them work flexibility and allow them to reconcile their lives to all levels: work, family and personal. Below is a summary table of the factors that Generation Z looks for in contemporary companies:

**Table 1.** Comparison between traditional, contemporary factors and employer values

Traditional factors	Contemporary factors	Employer values
Possibility of professional development	Flexible schedule	Honesty and transparency
Working environment	Balance between personal and professional life	Ethics and responsibility
International mobility	Company reputation	Horizontality versus hierarchy
Remuneration	Industry reputation	Autonomy and empowerment
Social benefits	Recognition or pride in belonging	Respect for employees and customers
		Innovation, joviality, modernism
		Trust and credibility

**Source:** Authors' analysis

Nowadays, Generation Z is at the gates of the labor market, or even some of those who are part of this Generation have already started their professional career. The fact that such generational diversity coexists in the same organization can enhance a great competitive advantage as an intergenerational exchange of ideas, ways of doing things, experiences, etc., can be fruitful for conducting operational activities (Hapsari, C., Stoffers, J., & Gunawan, A., 2019). It can greatly enrich the organizational work, as well as optimize the use of the positive resources of each generation, the workforce or human capital performance, to get the job done in the most efficient way possible. Organizations that manage generational diversity efficiently become a source of wealth of ideas and solutions, not only to develop new markets, to better understand consumer needs, adopt new technologies and adapt to new market conditions, but also to consolidate success, improve the use of resources, integrate solid and lasting human groups, and guarantee the validity of the institutional values of organizations (Hapsari, C., Stoffers, J., & Gunawan, A., 2019). It should be noted that Generations Y and Z are not the only ones with problems. Each generation had its problems with the others. Baby Boomers complained that both Gen Xers and Millennials lacked discipline and focus, and were distracted (Dobrowolski, Z., Drozdowski, G., & Panait, M., 2022). They also said that Millennials lacked commitment to the organization. Gen X complained that Baby Boomers were resistant and opinionated, incompetent, and lacking in creativity. They also noted that they thought Millennials were arrogant. Gen X complained by stating that Baby Boomers had dogmatic and resistant mindsets, were insensitive, slow to respond, resistant to change, incompetent, and lacking in creativity; while those of Generation X indicated that they had poor problem-solving skills and that, like the Baby Boomers, they were slow to respond (Salleh, M. S. M., Mahbob, N. N., & Baharudin, N. S., 2017). Therefore, generational conflicts are a challenge that leaders have to face, necessitating the design of strategies for managing conflicts by promoting intergenerational communication, participation, and collaboration. The main function of leaders, in terms of managing multigenerational teams, is to design

appropriate strategies to promote cooperation and integration among the members of the organization's staff, regardless of their age or generation to which they belong, taking advantage of diversity to generate competitive advantages and improve productivity (Goh, E., & Okumus, F., 2020). For this, it is important that both leaders and subordinates have clear objectives and organizational strategies. A survey carried out by IBM in 2014 indicates that there is a high percentage of leaders who neither understand the strategies nor what the clients ask for, which in turn causes employees not to know what leaders want from them, generating ineffective management (Goh, E., & Okumus, F., 2020). To develop a management strategy for multigenerational teams, it is necessary to consider both common aspects and differences between employees. Gabriel et al. (2020) point out that, although there are common expectations and motivations between generations, it does not mean that there are not also intergenerational differences, but they believe that the starting point for creating a climate of intergenerational cooperation is things in common and not only by focusing on differences. Today, the business world is changing by leaps and bounds with new technological advances, multigenerational teams, and the incorporation of new generations with very different visions and expectations towards the workplace. To stay competitive, organizations are being forced to meet very high levels of efficiency and flexibility in managing their activity. Although the role of the leader takes on great importance at present, throughout history, great importance has been given to leadership within organizations since, with this, it is possible to make people more productive. During the first decade of this century, different publications focused on discussing generational differences, which appeared as factors that directly affect productivity levels and job satisfaction, management style, and personal motivation. More recently, empirical studies such as the report entitled "*Building leaders for the next decade*" stand out in the Anglo-Saxon and American context (Bresman, H., & Rao, V., 2018). This study, which is part of the Generations project, explores aspects such as the perception of different generations about leadership, the most important barriers when accessing leadership positions, or the conception of how to exercise it. The research reveals that all of these difficulties are unique and depend on generational behavior in such a way that their significance differs significantly when the variables of generation, gender, and desire in leadership positions are combined. Leadership impacts their human capital through the implementation of three strategies: behavior-based strategies, positive thinking strategies and intrinsic motivation strategies. Relational skill nourishes social capital by developing and mobilizing the four capabilities: social insight and intuition, interpersonal influence, networking skills and sincerity. The integration of Generation Z into local and globalized networks seems to be a catalyst for the emergence of young leaders through exposure, visibility, personal branding, and building an 'impressive management'. As stated before, generational diversity is a reality in today's organizations, and this diversity, as we already know, can be a double-edged sword that can provide competitive advantages if they are well led. But if, on the other hand, leaders and managers do not deal with designing intergenerational cooperation and integration strategies, this diversity can be a source of constant conflict, causing the productivity and effectiveness of the workforce to be lower. Therefore, intergenerational leadership is a basic skill for today's leaders. The fact that the organization manages to effectively lead this multigenerational workforce, to a greater or lesser extent, can bring several benefits to the organization: *Improvement in the organizational culture*. If leaders take care to work on understanding between generations, it will, in turn, improve respect among employees, integration, and productivity. *Improvement in competitiveness*, favoring integration and avoiding brain drain when the older generations leave the organization. A well-integrated young generation will learn from their eldest one's experiences and knowledge



that won't constitute a gap when older employees retire. *Better staff retention.* Organizations that have managed to lead the multi-generational workforce will find themselves with happier and, as mentioned before, more engaged employees, and this will naturally result in a better retention strategy. Any company that aspires to operate in a global and diverse world has, as its primary objective, to know the situation of intergenerational talent at work to apply more effective management that allows improving the attraction, retention and collaboration of talent between companies. For this, it is necessary to investigate intergenerational differences and how generations perceive each other in the work context, specifically with respect to leaders. All along the literature review analysis, the leadership determinants revolved around four determinants that could probably enhance Generation Z talent management. The first one is related to the construction of thought pattern strategies by the leader. The second one centers on behavioral strategies. The third one is related more to the improvement of the intrinsic motivation of young employees. Finally, the fourth one energizes all three previously stated dimensions and considers the leader's interpersonal influence on talent management. Loyalty to companies is increasingly fragile, compounded, in part, by the turbulent modernity in which Generation Z grew up. Generation Z grew up in a society where individuals must make their own decisions in isolation and with little guidance from the system. In addition, this Generation has lost the fear of changing companies, unlike other generations, such as Baby Boomers, who were in the same company their entire professional career, despite often having very precarious conditions. This has also been reflected in the attitudes in the business world where Generation Z has attitudes typical of the 21<sup>st</sup>-century consumer society, such as the lack of patience to obtain consumer goods at the moment, which is also seen reflected in the workplace, demanding wage increases or job growth opportunities in a shorter period of time. From that point of view, talent management consists of retaining Generation Z employees while focusing on a collaborative way of achieving defined tasks and objectives. In other words, a constructive leader encourages and motivates others to approach their work in ways that help them meet their higher-order needs for growth and satisfaction, while also inspiring people to manage their time effectively and take on difficult tasks. To make an organizational strategy operational, it is necessary, among other issues, to present challenges with a vision projected towards the future. The ideal combination of a situational condition, the available resources and the capabilities that are put into play is what makes it possible for the vision to become an effective action. Baby boomers bring experience and insight to the business. They have learned to understand the political dimension of the company, to have a strategic vision and to guide projects towards long-term value. They are committed to the company, and their responsibility and discipline make them necessary in any project. For its part, Generation Z suffers from the pressure of short-termism, which is the value of their time; the immediacy of results sometimes replaces the absence of a strategic vision. One of the factors that reinforce this weakness of the young generations is the non-existence of adequate transfer models for the know-how and experience of previous generations. These different conceptions regarding the use of time have a direct impact on the work environment and the perception of the quality of work and collective enjoyment. New generations have a different relationship to authority, based not on formal legitimacy (a priori principles resulting from the protocol) but on substantive legitimacy (leadership, skills), which notably involves the development of horizontal and cooperative relations. This implies, on the part of managers, a change in their behavior, which has traditionally been focused on establishing a relationship of subordination. With regard to the younger generation, the approach must, in order to succeed, take an orientation based on fairness and sharing, both of ideas and responsibilities, but also of the value created (result). On an operational level, the nature of the command must

also change and cannot take the form of management of resources, where Generation Z sees herself managed, controlled, and guided according to a preformatted rhythm and harmonious relationships. On the contrary, the latter must have the impression that it can act and move with relative autonomy. Management exists but no longer operates at the same level: it is not a question of being interested in the rhythm of work and the follow-up of tasks, but of ensuring that the employee has fully grasped the challenges and objectives of the mission, and has the cognitive (motivation) and conative (working conditions) capacity to assume this responsibility. The result is a new perception of roleplay and influence in organizations. Ambitions for power are attenuated, and the effectiveness of the “organizational constraint” versus “economic interest” relationship is less relevant than for previous generations. From a Generation Z view, work is no longer just an element to strengthen its social and economic power at the cost of a natural submission to authority. The younger generations here take another look at the work to be done, whether in its content (interest/usefulness) or in the way of implementing it (climate/atmosphere). To conclude, nowadays, organizations are witnessing a labor context that is constantly changing and in constant movement, which forces organizational leaders and managers to adapt and be flexible so as not to be left behind and to be able to retain talent. This change is due to three main factors; the first factor is the demographic factor. The second factor that marks the change in the corporate field is technological progress. Technology is developing at a frenetic pace, generating important changes in the way people work and even in the way they live with it, which means that the way of managing and leading workers also has to adapt. The third factor that promotes change is the emergence of new generations in the labor market, with different visions and needs than previous generations in the workplace. The work context that is being generated due to these factors of change is very diverse, with people from up to five different generations coming together in the same workspace. This situation is presented as a great challenge for organizations since there are some intergenerational differences, which can generate conflicts and, in turn, harm the productivity and efficiency of organizations. Therefore, organizations need leaders who are capable of leading and managing multigenerational workforces with what this entails and, moreover, doing so in a constantly changing work context. Since the role that organizational leaders have to play today is so important, it has begun to define what organizational leadership is. This is a complex concept that is still under development as there are approaches that focus more on the strategic aspect of what a leader is in an organization and others that focus more on a relational aspect. It is difficult to fairly collect the impact that leaders have in an organization, but we have been able to conclude that organizational leadership is a process of influence in which the main objective is to achieve the voluntary involvement of Generation Z employees to achieve organizational goals. A leader has several functions within an organization, such as: directing towards success, achieving objectives, optimizing resources, involving people by aligning their objectives and values with those of the organization, guaranteeing the possibility of professional development and updating and improving organizational culture. A leader has several functions within an organization, such as: directing towards success, achieving objectives, optimizing resources, involving people by aligning their objectives and values with those of the organization, guaranteeing the possibility of professional development and updating and improving organizational culture. The corporate world is constantly changing; in addition, the workforce in organizations is increasingly heterogeneous in terms of age and multigenerational workforce management. Diversity represents a competitive advantage for the organization and a great challenge that is presented to today’s leaders. It is a challenge because these templates can represent a great competitive advantage and bring a lot of benefits to the organization if they are well-



managed and led, but if this diversity is not managed properly, it can greatly affect the productivity and effectiveness of the organization, even assuming a disadvantage. Leaders must design their strategies by focusing on aspects that all generations have in common, such as working aspirations, motivation, and professional development expectations, etc.; however, this does not mean that intergenerational differences should not be considered. In fact, it is important to know how to take advantage of these differences, since they can add value to the organization both in terms of knowledge and opportunities. With this in mind, there are several things that organizational leaders can do to create strategies that create cooperation, integration, and cohesion in multi-generational workforces. Some examples include: fostering cooperation by encouraging multigenerational teams to prioritize learning and teamwork, fostering effective communication by adapting to each generation's preferred method of communication, understanding that the success of leadership in today's world depends on the ability to be adaptable and flexible, developing innovative commitment plans like professional development ones or providing working flexibility, and facilitating the ability to combine work and private time. All along the literature review analysis, it has been highlighted, through a multifaceted way, that leadership capabilities and their impact on employees, belonging to Generation Z, enhance talent management. Moreover, the added value, from a literature review perspective, refers to leadership dynamics interpretations and talent management outcomes as for the reflections on organizational development and performance. In other words, the literature review frequently emphasized variables that consolidate leadership, such as exchanging information and knowledge, coaching employees to enact the vision effectively, aiding Generation Z employees in fulfilling their intrinsic motivational determinants, and ensuring that leaders influence employees by ensuring a comprehensive understanding of challenges and objectives. As can be deduced from the literature review, all stated determinants help meet Generation Z expectations and consolidate their will to enhance better talent management. In sum, the present study will help managers understand Generation Z and estimate their expectations at work. In a way, by improving talent management, a win-win situation can be realized: leaders can achieve their organizational objectives on the one hand, and employees belonging to Generation Z can improve their competencies and skills on the other.

### III. Procedures and Methodology

The research study relies on a quantitative approach. The data collected will make it possible to confirm or refute the hypotheses formulated beforehand and then bring the appropriate conclusions to our research, as well as the managerial implications and perspectives for future research. The study sample is composed of employees belonging to Generation Z working at retail companies in Lebanon. The primary factors that affect talent management among Generation Z were identified by the literature review. As a preliminary stage, a conceptual framework explaining the factors influencing talent management among Generation Z was developed. The present goal is to establish the suggested research technique and the stages that continuously test the conceptual model empirically. More specifically, the quantitative research method - one of the ones that are most frequently used in business sciences - was selected. The major purpose of quantitative methods in a hypothetic-deductive approach is to test theories. Then, a survey was the type of research design that best suited the setting of the study. In fact, using the "Google Forms" platform and a judgmental sampling technique, an online questionnaire was created and distributed to gather the research's answers. The platform for online surveys was selected

because it enables the production of individualized and efficient surveys that are suitable for use on a range of electronic devices. Having sufficient knowledge about the research topic is one of the initial needs for every research project. The researcher should conduct a scientific analysis of each variable that makes up the link between a dependent and an independent variable while creating a study hypothesis. First of all, the role of a leader is identified with his role of adaptation to the environment of the organization. In the context of the present research, his role consists of aligning corporate values with Generation Z expectations; therefore, building a collective identity of the team is considered a factor favorable to the development of trust. Such constructive patterns are reflected throughout the management of identified talents and also through the alignment of individual capabilities with the organizational objectives (H1). In all of the previous statements, it is important to note that the behavioral complexity approach offers an integrative theoretical framework. In doing so, such an approach takes into consideration the leader's traits, personality, and behaviors, as well as the contingency factors (Spears, L. C., 2010) (H2). In extension with H2, it is possible to stress the point that behavioral performance can be assessed by members' motivation and commitment to the team. In such a stream, the establishment of the third research hypothesis (H3) reflects the relationship between intrinsic motivation strategies and talent management. It is believed that a leader fulfilling the roles set out by the stated theories (c.f. theoretical implications) and adopting a positive, dynamic and enthusiastic style is able to build relationships of trust between the Generation Z members of his team. A leader's roles, style and a climate of trust would promote good team performance in terms of work, attitudes and behaviors. This would result in work that meets expectations and objectives set, respecting deadlines and evaluation criteria, satisfaction of team members and their active participation in carrying out the work and strong motivation and commitment to the team. Following this, the fourth research hypothesis reflects the relationship between a leader's influence and talent management (H4). The quantitative approach allows testing hypotheses on representative samples of the population to which the research results have been generalized. Throughout the survey distribution, participants of the same generation will send the survey to their peers. A snowball sampling method is used in this case. A sample of 212 respondents served as the source of the primary data. These respondents' characteristics, including gender and age, were also noted. It is important to highlight that the respondents' ages were between 20 and 25, and they were employed in Lebanese retail companies. All of the measurement scales utilized for this study were derived from a review of the literature. To ensure that the data collection is legitimate and reliable, all study tools should be pre-tested. The measurement scale's validity and reliability were checked after the participants' answers had been exported directly to the SPSS software and before testing the research hypotheses. Cronbach's alpha coefficient was used to calculate the internal reliability of the measurements. The Person coefficient was then used to interpret the validity of the measurement scales for testing the research hypotheses. Following that, a multiple regression model was established because it allows for predictions or estimation based on previous and existing values.

## IV. Findings

The quantitative analysis of the findings is presented in this part. An overview of the sample's characteristics, including the respondents' age and gender distribution, comes first. 75.38% were females, and 24.62% were males. Then, it reports the means and standard deviations of the manifest variables and checks the normality of the data for the measurement

model using the statistics of skewness and excess of kurtosis. The measurement mode is then subjected to exploratory factor analysis (EFA) in order to weed out problematic manifests, assess its suitability, isolate and identify a five-factor model to address the conceptual model variables, and provide illustrative support for the five-factor model validity and reliability. The four research hypotheses will next be investigated using a multiple regression model. In light of the mainstream literature and theoretical framework, the validity of the research hypotheses will next be discussed. It is required to check the normality of the data supplied for the measurement model after reporting the sample's characteristics. Remember that there are four independent and one dependent variable in the measurement model. Each of these construct variables is measured by a set of four manifest variables. Twenty manifests are produced. These will have their data's normality assessed using two statistics: skewness and excess kurtosis. In order to determine whether the data are normal, these two statistics, along with their means and standard deviations, are provided in Table 2.

**Table 2.** Mean, Standard Deviation, Skewness, and Kurtosis of the manifests

Construct	Manifest	Mean	Standard deviation	Skewness	Excess of kurtosis	
Constructive Leadership	Const1	3.87	2.722	-0.312	-0.926	
	Const2	3.41	2.867	-0.301	-0.978	
	Const3	3.89	2.691	-0.536	-0.602	
	Const4	3.59	2.655	-0.829	-0.022	
Coaching employees	Coach1	3.17	2.428	-0.118	-0.656	
	Coach2	4.09	3.129	-0.459	-1.019	
	Coach3	3.44	2.556	-0.151	-0.821	
	Coach4	3.12	2.811	-0.201	-0.944	
Intrinsic motivation	Intmot1	3.51	3.177	-0.059	-1.239	
	Intmot2	3.79	3.122	0.238	-1.029	
	Intmot3	4.35	3.301	-0.471	-1.049	
	Intmot4	4.21	3.019	-0.425	-0.981	
Leadership influence	Leadin1	3.89	2.597	-0.753	-0.251	
	Leadin2	3.81	2.466	-1.041	0.989	
	Leadin3	3.71	2.568	-1.109	0.914	
	Leadin4	3.88	2.753	-0.661	-0.441	
Talent management	Tamgt1	3.79	2.373	-0.439	-0.072	
	Tamgt2	3.39	2.349	-0.617	0.033	
	Tamgt3	3.79	2.624	-0.322	-0.589	
	Tamgt4	4.02	2.355	-0.219	-0.619	

Four manifests are used to evaluate the concept of "Coaching employees". Respective means range from 3.12 to 4.09, while the standard deviations are from 2.556 and 3.129. Their skewness data are substantially within two cut-off ranges, falling between -0.459 and -0.118. This suggests that none of those manifestations are affected by the skewness. In

addition, the excess of kurtosis statistics is well within the two cut-off values, falling between -1.019 and -0.656. This suggests that none of those manifestations are affected by the increased kurtosis. Data are, therefore, normally distributed for those manifests because neither skewness nor excess of kurtosis is important for the manifests of “Coaching employees”. Four manifests are used to gauge the “Intrinsic motivation” variable. These exhibit means between 3.51 and 4.35, with standard deviations between 3.019 and 3.177. Their skewness data are substantially within the two cut-off ranges, falling between -0.471 and 0.238. This suggests that none of those manifestations are affected by the skewness. In addition, the excess of kurtosis statistics is well within the two cut-off values, falling between -1.239 and -0.981. This suggests that none of those manifestations are affected by the increased kurtosis. Data are, therefore, normally distributed for those manifests because neither skewness nor excess of kurtosis is important for the manifests of “Intrinsic motivation”. The “Leadership influence” variable is measured using four manifests. These demonstrate medians ranging from 3.71 to 3.89 and standard deviations from 2.466 to 2.753. Their skewness statistics fall inside the 2-cut-off range, between -1.109 and -0.661. This suggests that none of those manifestations are affected by the skewness. In addition, the excess of kurtosis statistics is well within the two cut-off values, falling between -0.441 and 0.989. This suggests that none of those manifestations are affected by the increased kurtosis. Data are then properly distributed for those manifests because neither skewness nor excess of kurtosis is significant for the manifests of “Leadership influence”.

There are four manifests used to measure the “Talent management” variable. Respective means range from 3.39 to 4.02, while the standard deviations are from 2.349 and 2.624. Their skewness data are substantially within the two cut-off ranges, falling between -0.617 and -0.219. This suggests that none of those manifestations are affected by the skewness. In addition, the excess of kurtosis statistics is well within the two cut-off values, falling between -0.619 and 0.033. This suggests that none of those manifestations are affected by the increased kurtosis. Data are then properly distributed for such manifestations because neither skewness nor excess of kurtosis is significant for the manifests of the “Talent management” variable. In order to assess whether the data set is suitable for factor analysis, it is important to investigate the suitability of the measurement model after reporting the data’s normality for the manifest variables. Exploratory factor analysis (EFA), which reduces information loss and streamlines the observed data set, can be used to do this. As a result, the 20 manifest variables are used to extract the five previously specified constructs. All extracted communalities were greater than 0.500 after the fifth and final computational run, indicating that extracted communalities are no longer an issue. Additionally, all loadings were higher than 0.700, indicating that loadings are no longer a problem. Cross-loadings weren’t found, either.

### KMO and Bartlett's Test

<b>Kaiser-Meyer-Olkin Measure of Sampling Adequacy.</b>		<b>0.809</b>
<b>Bartlett's Test of Sphericity</b>	<b>Approx Chi-Square</b>	<b>2148.235</b>
	<b>df</b>	<b>122</b>
	<b>Sig.</b>	<b>0.000</b>

**Table 3.** Measurement Model Appropriateness

The Kaiser-Meyer-Olkin (KMO) index and Bartlett's test of sphericity can both be used to determine whether this improved measurement model is appropriate (see Figure 1), which summarizes the results. The meritorious nature of the model is demonstrated by the KMO index, which has a value of 0.809. The correlation matrix between the manifest variables is not an identity matrix, according to Bartlett's test of sphericity, which also shows that the correlations between the manifestations are not zero, with a value  $\chi^2(122) = 2148.235$  and a  $p < 0.001$ . KMO index and Bartlett's test both lend credence to the improved measurement model's suitability for factor analysis. Another thing to note is that Figure 2 reports the extracted communalities with a mean of 0.698, a minimum of 0.562, and a maximum of 0.848. This mean commonality suggests that the variation of the retained manifest variables is explained by this improved measurement model in around 69.8% of the cases.

### Communalities

	Initial	Extraction
Const1	.611	.654
Const2	.698	.848
Const3	.658	.723
Coach1	.633	.709
Coach3	.648	.841
Coach4	.533	.572
Intmot2	.548	.589
Intmot3	.669	.788
Intmot4	.679	.771
Leadin2	.598	.702
Leadin3	.605	.678
Leadin4	.591	.692
Talent1	.641	.705
Talent2	.703	.828
Talent3	.555	.585
Talent4	.546	.562

**Extraction Method: Maximum Likelihood.**

**Table 4.** Extracted Communalities

The number of manifest variables decreased from 20 to 16 as a result of the initial measurement model's improvement. Using Kaiser's criterion, five factors - i.e., only factors with an eigenvalue larger than 1 - were retrieved from the remaining 16 manifests. Five factors were identified, as shown in Table 5.

<b>Total Variance Explained</b>							
Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings <sup>a</sup>
	Total	% of variance	Cumulative %	Total	% of variance	Cumulative %	Total
1	5.382	31.928	31.928	4.925	30.695	30.695	3.986
2	2.232	14.032	46.996	2.000	12.489	43.118	3.023
3	1.872	12.238	59.288	1.688	10.258	10.231	2.784
4	1.654	11.112	70.391	1.499	9.458	9.572	2.568
5	1.358	8.562	78.966	1.128	6.899	6.895	2.991
6	.447	2.998	81.951				
7	.441	2.798	84.753				
8	.418	2.772	87.431				
9	.374	2.421	89.889				
10	.285	1.793	91.758				
11	.276	1.741	93.369				
12	.258	1.652	94.852				
13	.227	1.393	96.456				
14	.212	1.288	97.591				
15	.199	1.236	98.321				
16	.179	1.121	100.000				

**Extraction Method: Maximum Likelihood.**

**a. When factors are correlated, sums of squared loadings cannot be added to obtain a total variance.**

Table 5. Extracted Five-factor Model Explained Variance

Table 7 displays the five-factor model's pattern matrix. It is obvious that all manifest variables have loadings on their respective factors greater than 0.700. Additionally, it is obvious that there are no cross-loadings or evident variable loadings on two distinct elements. From the observed pattern, it can be deduced that factor 1 is related to "Constructive Leadership", 2 to "Coaching employees", 3 to "Intrinsic motivation", 4 to "Leadership influence", and 5 to "Talent management".



**Pattern Matrix<sup>a</sup>**

	Factor				
	1	2	3	4	5
Talent2	.952				
Talent1	.847				
Talent4	.743				
Talent3	.725				
Const1		.948			
Const2		.821			
Const3		.789			
Coach1			.879		
Coach3			.881		
Coach4			.751		
Intmot2				.951	
Intmot3				.821	
Intmot4				.813	
Leadin2					.853
Leadin3					.862
Leadin4					.771

**Extraction Method: Maximum Likelihood.**

**Rotation Method : Promax with Kaiser Normalization**

**a. Rotation converged in 5 iterations**

**Table 6.** Five-factor Model Pattern Matrix

It is now necessary to evaluate the validity and reliability of the five-factor model. Convergent and discriminant validity are the two types of validity. The goal of convergent validity is to evaluate how strongly the manifested variables that are loading on the same factor are related to one another. The average variances extracted (AVE), with values more than 0.500, can be used to investigate this. They support the convergent validity theory. The AVE values calculated for the five criteria are shown in the following table. It is obvious that all AVEs are higher than 0.500, indicating that all five variables support convergent validity.

**Table 7.** Measurements of Validity and Reliability

Factor	AVE	$r_{max}^2$	Cronbach's $\alpha$
Factor 1 (Talent management)	0.641	0.492 <sup>2</sup>	0.828
Factor 2 (Constructive leadership)	0.732	0.387 <sup>2</sup>	0.876
Factor 3 (Coaching employees)	0.721	0.351 <sup>2</sup>	0.832
Factor 4 (Intrinsic motivation)	0.738	0.246 <sup>2</sup>	0.821
Factor 5 (Leadership influence)	0.683	0.492 <sup>2</sup>	0.843

Discriminant validity is supported when a factor's correlation with its manifest variables is higher than its correlation with the other factors. When the AVE for the factor exceeds the square of its highest correlation with the other factors, this becomes obvious. Cronbach's alpha, whose values are more than 0.700, is another tool used to assess the factors' reliability. Table 3 shows that all factors have Cronbach's alpha values of more than 0.700, indicating that they are all very reliable. After confirming the five-factor model's validity and reliability, composite scores are produced using EFA and utilized in multiple regression models to test the research hypotheses. To determine whether there is a linear trend of association between the dependent and independent variables, as well as to determine whether the correlations between the independent variables are too strong, which may lead to multicollinearity issues, the computed factor score is then analyzed with Pearson's correlation coefficient. Correlations are displayed in Table 9.

**Factor Correlation Matrix**

Factor	1	2	3	4	5
1	1.000	.387	.351	.246	.492
2	.387	1.000	.271	.323	.201
3	.351	.271	1.000	.197	.261
4	.246	.323	.197	1.000	.192
5	.492	.201	.261	.192	1.000

**Extraction Method: Maximum Likelihood.**

**Rotation Method : Promax with Kaiser Normalization**

Table 8. Factor Correlation Matrix

Talent management and constructive leadership are positively correlated,  $r(218) = 0.387$  and  $p < 0.001$ . Talent management and coaching employees are positively correlated,  $r(218) = 0.351$  and  $p < 0.001$ . Talent management and intrinsic motivation are positively correlated,  $r(218) = 0.246$  and  $p < 0.001$ . Talent management and leadership influence are positively correlated,  $r(218) = 0.492$  and  $p < 0.001$ . These four correlations indicate a linear trend between the independent and dependent variables; i.e., when constructive leadership, coaching employees, intrinsic motivation, and leadership influence increase, Talent management tends to increase also. The preceding section's correlation analysis, which found positive linear trends in the relationships between independent and dependent variables, was insufficient to support the four study hypotheses. A multiple linear regression model was used to test their validity.

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.672 <sup>a</sup>	.423	.411	.71246037	1.764

<sup>a</sup> Predictors: (Constant), Constructive leadership, Coaching employees, Intrinsic motivation, Leadership influence

<sup>b</sup> Dependent variable: Talent management

**Table 9.** Squared Multiple Correlation and Durbin-Watson Statistic

According to Figure 6's adjusted squared multiple correlation coefficient for the regression model, the independent variables may account for 41.1% of the variation in the dependent variable. Additionally, it provides the Durbin-Watson statistics, whose value of 1.764, which is close to 2, shows that multicollinearity is not present.

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	85.842	4	21.728	39.568	.000 <sup>b</sup>
	Residual	125.322	227	.552		
	Total	212.188	234			

a. Dependent variable: Talent management

b. Predictors: (Constant), Constructive leadership, Coaching employees, Intrinsic motivation, Leadership influence

**Table 10.** Squared Multiple Correlation and Durbin-Watson Statistic

The statistics of the multiple regression models' overall significance are shown in Figure 7. Since  $F(4, 227) = 39.568$  and  $p < 0.001$ , then the model is globally significant.

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.231E-15	.051		0.000	1.000
	Constructive leadership	.252	.061	.252	4.672	.000
	Coaching employees	.153	.060	.153	2.635	.010
	Intrinsic motivation	.198	.060	.198	3.512	.001
	Leadership influence	.441	.060	.441	7.863	.000

a. Dependent variable: Talent management

**Table 11.** Multiple Regression Model Coefficients

Multiple regression model coefficients are shown in Figure 8. The existence and directionality of causation between independent and dependent variables were indicated, respectively, by the statistical significance and sign of these coefficients. Constructive leadership has a statistically significant positive effect on talent management,  $\beta = 0.252$ ,  $t(227) = 4.672$  and  $p < 0.001$ . This indicates that an increase in constructive leadership will lead to an increase in talent management. Therefore, the research hypothesis H1 is supported, and constructive leadership positively affects talent management. Coaching employees has a statistically significant positive effect on talent management,  $\beta = 0.153$ ,  $t(227) = 2.635$  and  $p = 0.01$ . This indicates that an increase in coaching employees will lead to an increase in talent management. Therefore, the research hypothesis H2 is supported, and coaching employees positively affect talent management. Intrinsic motivation has a statistically significant positive effect on talent management,  $\beta = 0.198$ ,  $t(227) = 3.512$  and  $p = 0.001$ . This indicates that an increase in intrinsic motivation will lead to an increase in talent management. Therefore, the research hypothesis H3 is supported, and intrinsic motivation positively affects talent management. Leadership influence has a statistically significant positive effect on talent management,  $\beta = 0.441$ ,  $t(227) = 7.863$  and  $p < 0.001$ . This indicates that an increase in leadership influence will lead to an increase in talent management. Therefore, the research hypothesis H4 is supported, and leadership influence positively affects talent management. Based on statistical treatment and research hypotheses validation, the subject of the next part consists of providing a proper discussion of the research's findings. Talent is the most valuable asset in today's business, and leadership performance metrics need to grow to take this new reality into account. Evaluating the impact of a leader on results in the area of talent development - for example, when helping employees realize their potential, advance their careers, and contribute meaningfully to business - is just as critical as assessing financial data. To make a difference in dynamic environments, goals must focus on the expected results. Organizations should ensure that they have the talents they need to enable them to achieve their goals. Such interest in promoting talent management conveys the positive relationship between constructive leadership and talent management (H1). Talent management strategies help organizations create highly productive teams that deliver high-quality products or services. Companies expect talents to have a high decision-making and action capacity in new and urgent situations. It is about agility, solidarity, creativity, and adaptation in the face of exogenous events. Moreover, in order to oversee employees in their progression, coaching and mentoring are also methods used to enhance talent management. That reflects the positive relationship between coaching employees and talent management (H2). Motivation is a central concept in human resource management. Motivation is what drives people to think, act and grow. Most theorists view motivation as a one-dimensional concept that essentially varies quantitatively. Self-determination theory (SDT), on the contrary, holds that there are several types of motivation. Developed by Deci and Ryan, SDT recognizes that the different motivations can be distributed on a continuum ranging from the complete absence of motivation (a-motivation) through extrinsic motivation (seeking gain or glory) to finally arrive at intrinsic motivation (acting for pleasure and for the inherent satisfaction of practicing the activity). Then, Generation Z employees' attitudes and actions reflect their intellectual curiosity and growth mindset, a need for accomplishment, strong intrinsic motivation and motivation to lead. In addition, it is important to stipulate that learning and development are based on training, education and personal development. These processes affect compliance as well as workforce motivation, or expanding development progress of Generation Z employees. To progress, leaders need to understand what can be improved and learn from their failures. To be effective over time, the approach based on feedback must be imposed collectively and

disconnected from a person's judgment. It must be implemented as a learning method focused on advancement and not only on results. The aim of the above part is to illustrate the steps for the statistical treatment of gathered data. A correlation analysis, which found positive linear trends in the relationships between independent and dependent variables, was insufficient to support the four study hypotheses. As such, the four research hypotheses were investigated using a multiple regression model. In addition, for the results' findings, the four research hypotheses have been validated.

## V. Conclusions and Recommendations

Talent management has itself become one of the major strategic issues for corporate companies. Beyond the notions of aptitude, competence, capacity and potential, it is above all a question of working on understanding the mechanisms of leadership and performance, knowing how to evaluate employees belonging to Generation Z and how to create favorable conditions for their professional flourishing. It is also a question of enrolling organizations in a long-term construction process by leading Generation Z members to work on all the levers of motivation, in particular for talented ones. Throughout the research findings, all four research hypotheses have been validated. Such a statement reflects the fact that the possibility of advancement and talent management is said to be the main driver of employee retention for Gen Z. Because Generation Z employees like open dialogue with their superiors, but also with their colleagues, periods of discussion are to be preferred. Through formal or informal communication channels, members of that generation will allow conversation and development through successes or individual challenges. That reverts the involvement of leaders into action while promoting a constructive relationship, a sense of coaching, a perpetual motivation, and a positive influence that helps Generation Z members gain their superiors' trust and commitment. If we are to consider a limitation of the above study, we can say that if interviews with HR managers or superiors in the retail sector were conducted prior to the quantitative technique, the current research would be more informative. Such a viewpoint can potentially consolidate the research investigation with cultural elements appropriate to Lebanese management methods and practices. In other words, the interviewees could illuminate additional factors that would enhance the conceptual model and provide an evaluation of the study for a possible reformulation of the research hypotheses. On the other, a mixed research method appears plausible in the sense of providing consolidated statements from the interviewees' discourses for the research hypotheses discussion upon their validity or rejection. Companies must define clearly their goals and objectives when implementing a talent management strategy. This strategy should not focus only on recommendations from reference studies on market trends such as the promotion of talent, ensuring the renewal of the workforce, or providing the company with the most qualified workforce. The focus should remain on qualitative interaction and dynamics practices that enhance the synergy among team members. The research opens perspectives for conducting further research. The first perspective is related to the leadership dynamics and Generation Z orientation. Such a scheme can shed light on definite practices and the way leaders rely on them in order to reach positive deliveries. The second one is related to HR's intervention in shaping new modalities for monitoring practices that deal with Generation Z integration and talent management. In order to recruit the best talent and improve their connections with their youngest employees, firms must quickly catch up with Generation Z as it gradually enters the workforce and grasp their expectations in terms of management. Traditional landmarks are indeed upended in a society plagued by a protracted and profound crisis of

authority, and the desire for autonomy grows more urgent. The business landscape has already embraced these tendencies, and they are currently being strengthened. Traditional management, which was founded on the diptych “command and control”, is, in fact, being replaced by modern, agile, and collaborative management styles. They share the desire to redesign organizational structures and managerial procedures so that horizontality, rather than verticality, is prioritized. The target areas are management, hierarchy, and the leader’s personality. The research opens perspectives for conducting further research. The first perspective is related to the leadership dynamics and Generation Z orientation. Such a scheme can shed light on definite practices and the way leaders rely on them in order to reach positive deliveries. The second one is related to HR’s intervention in shaping new modalities for monitoring practices that deal with Generation Z integration and talent management. In the scope of both perspectives, it is important to highlight that future research can shed light on Generation Z beliefs, attitudes, and motives, thereby understanding their behaviors and enabling the comprehension of their expectations and vision towards commitment to contemporary organizations.

## Footnotes

<sup>1</sup> Generation Z (Gen Z) refers to the generation of Americans born from 1997 to 2012.

## References

- Bethke-Langenegger, P., Mahler, P., & Staffelbach, B. (2011). Effectiveness of talent management strategies. *European Journal of International Management*, 5(5), 524-539.
- Bresman, H., & Rao, V. (2018). *Building leaders for the next decade: How to support the workplace goals of Generation X, Y and Z*. Universum eBook, joint collaboration between Universum, INSEAD Emerging Markets Institute, MIT Leadership Center, and The HEAD Foundation.
- Cappelli, P., & Keller, J. R. (2014). Talent management: Conceptual approaches and practical challenges. *Annual Review of Organizational Psychology and Organizational Behavior*, 1(1), 305-331.
- 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.
- Chillakuri, B. (2020). Understanding Generation Z expectations for effective onboarding. *Journal of Organizational Change Management*, 33(7), 1277-1296.
- Collings, D. G., & Mellahi, K. (2009). Strategic talent management: A review and research agenda. *Human Resource Management Review*, 19(4), 304-313.
- Dick, S. D. (2019). Generational similarities in work values of generations X, Y and Z. *Journal of Human Resource Management*, 22(2), 10-27.
- Djafarova, E., & Fouts, S. (2022). Exploring ethical consumption of generation Z: Theory of planned behaviour. *Young Consumers*, 23(3), 413-431.
- Dobrowolski, Z., Drozdowski, G., & Panait, M. (2022). Understanding the Impact of Generation Z on Risk Management —A Preliminary Views on Values, Competencies, and Ethics of the Generation Z in Public Administration. *International*



*Journal of Environmental Research and Public Health*, 19(7), 3868.

- Fingerman, K. L., Pillemer, K. A., Silverstein, M., & Suiitor, J. J. (2012). The baby boomers' intergenerational relationships. *The Gerontologist*, 52(2), 199-209.
- Francis, T., & Hoefel, F. (2018). True Gen': Generation Z and its implications for companies. *McKinsey & Company*, 12.
- Fry, R. (2016). *Millennials overtake Baby Boomers as America's largest generation*. Pew Research Center.
- Gabriel, A. S., Koopman, J., Rosen, C. C., Arnold, J. D., & Hochwarter, W. A. (2020). Are coworkers getting into the act? An examination of emotion regulation in coworker exchanges. *Journal of Applied Psychology*, 105(8), 907.
- Gibson, J. W., Greenwood, R. A., & Murphy Jr, E. F. (2009). Generational differences in the workplace: Personal values, behaviors, and popular beliefs. *Journal of Diversity Management*, 4(3), 1-8.
- Goh, E., & Okumus, F. (2020). Avoiding the hospitality workforce bubble: Strategies to attract and retain generation Z talent in the hospitality workforce. *Tourism Management Perspectives*, 33, 100603.
- 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.
- Hapsari, C., Stoffers, J., & Gunawan, A. (2019). The influence of generational diversity management and leader-member exchange on innovative work behaviors mediated by employee engagement. *Journal of Asia-Pacific Business*, 20(2), 125-139.
- Krahn, H. J., & Galambos, N. L. (2014). Work values and beliefs of 'Generation X' and 'Generation Y' *Journal of Youth Studies*, 17(1), 92-112.
- Ozkan, M., & Solmaz, B. (2015). The changing face of the employees—generation Z and their perceptions of work (a study applied to university students). *Procedia Economics and Finance*, 26, 476-483.
- Powell, M., & Lubitsh, G. (2007). Courage in the face of extraordinary talent: Why talent management has become a leadership issue. *Strategic HR Review*, 6(5), 24-27.
- Salleh, M. S. M., Mahbob, N. N., & Baharudin, N. S. (2017). Overview of "generation Z" behavioural characteristic and its effect towards hostel facility. *International Journal of Real Estate Studies*, 11(2), 59-67.
- Schuler, R. S., Jackson, S. E., & Tarique, I. (2011). Global talent management and global talent challenges: Strategic opportunities for IHRM, *Journal of World Business*, 46(4), 506-516.
- Spears, L. C. (2010). Character and servant leadership: Ten characteristics of effective, caring leaders. *The Journal of Virtues & Leadership*, 1(1), 25-30.
- Stankiewicz-Mróz, A. (2020). Perception of work flexibility among students as representatives of generation Z and employers from the SME sector. *Zarządzanie Zasobami Ludzkimi*, 132, 49-63.
- Törőcsik, M., Szűcs, K., & Kehl, D. (2014). How Generations Think: Research on Generation Z. *Acta universitatis Sapientiae, communication*, (pp. 23-45).