

Generation Z – A New Lifeline: A Systematic Literature Review

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Abstract

A generation is a group of people who share similar birth years, life experiences, and cultural influences. Generation Z is the current generation that has attracted much attention from researchers and practitioners. They are defined as those who were born after 1995 and are characterized by their digital nativism and unique characteristics. The aim of this paper is to understand how Generation Z distinguishes itself from previous generations, especially in terms of its values, attitudes, and behaviours. For this purpose, a systematic literature review was conducted using Google Scholar as the main database. The search results were filtered using inclusion and exclusion criteria based on the relevance, quality, and recency of the sources. The main findings of the review are that Generation Z are born after 1995 and are known as digital natives who are proficient in using technology and social media. They also possess unique characteristics such as being entrepreneurial, socially conscious, pragmatic, and diverse. The paper concludes that Generation Z is a distinct generational cohort that requires further research and attention from various stakeholders.

Keywords: Attributes, Characteristics, Generation, Generation Z

INTRODUCTION

A generation is a term that describes a cohort of people who share a common birth period. Currently, the business world encompasses several generations, such as baby boomers, generation x, and generation y, and is anticipating the arrival of a new generation called generation z (Arar & Yuksel, 2015). The concept of 'generation' is often used to refer to a cohort of people who share a common upbringing and historical context. However, the precise definition of this term is not universally agreed upon by different authors.

David Stillman (2017), researcher, writer, and speaker in generational studies explains his ideology on the evolution of naming of the generations. He claimed that the naming of generations started with Baby Boomers, who were born between 1946 and 1964 when the birth rates increased from 03 million to 04 million per year. The previous generation was called the "Silent Generation" because they were perceived as uncommunicative and passive in the workplace. However, this name did not match their achievements, such as overcoming the great depression, winning two world wars and witnessing the first moon landing (Stillman & Stillman, 2017). Therefore, in the 1990s, David Stillman (2017), proposed the term Traditionalists, which was originally used by Time Magazine in 1951 but had been forgotten. In 1991, a cohort of individuals known as Generation X emerged. This generation faced various challenges in their upbringing and development, such as having working or single parents, lacking adult supervision after school and witnessing parental unemployment (Stillman & Stillman, 2017). However, when it came to

symbolizing the next generation the name that appeared on screen was Gen Y. It was when the historians Howe and Strauss (2000) coined the name Millennials in the book "Millennials Rising" that the term Gen Y was under-utilized.

Today, the limelight of employers is Generation Z. This cohort has experienced technological changes as a constant feature of their existence. In fact, a survey by Deloitte (2018) shows that more than 51% of Gen Z prefer working in the tech sector. According to Dimock (2019), the introduction of the iPhone in 2007 and the subsequent developments in mobile technology, such as Wi-Fi and high-speed cellular networks, enabled Gen Zers to access the internet and social media from anywhere and anytime. Thus, he claims that this constant and on-demand availability of information and communication has shaped the way Gen Zers interact with the world and each other, but its effects are still being studied as this generation is entering the workforce.

On the contrary recent studies have attempted to examine how Gen Z differ from previous generations in various aspects of their lives, such as their views, goals, and habits. The results revealed significant changes in the current generation of youth compared to their predecessors, indicating that they have distinct characteristics and preferences (Vidya Jha, 2021), attitudes and value systems (Fodor *et al.*, 2017; Fodor *et al.*, 2018).

The aim of this review was to examine the new generational cohort and its unique features, such as work ethics, characteristics, and lifestyles. These features are important to understand because they influence various aspects of

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society and organizations. However, some part of the existing literature claims that Gen Z is a continuation of the previous generation, Millennials. This creates challenges in distinguishing Gen Z from Millennials. Therefore, this review was guided by the following two research questions:

RQ1: What classifies Generation Z's differences compared to other generational cohorts?

RQ2: How is Generation Z different in terms of their attributes according to reviewed empirical studies?

The article presents a systematic literature review methodology and its results to address the research questions. It then discusses the findings and their implications for Gen Z research, theory, and practice. The article ends with a conclusion section.

METHODOLOGY

A systematic literature review aims to provide transparent and rigorous reporting of the steps involved in finding, selecting, and evaluating relevant studies for a research topic (Barhate & Dirani, 2021). Therefore, this paper describes the details of the search strategy, the screening process, and the inclusion and exclusion criteria that were applied.

First, the researcher identified the literature relevant to the topic by searching for research specific to Generation Z mainly on the Google Scholar database. The following keywords were used to assist the literature search: "Generation", "Generation Z", "Gen Z", "characteristics", "attitudes", and "attributes". Then a systematic literature review on Gen Z was conducted by selecting the most pertinent sources from the initial search results, which included journal articles, online published newspaper articles, blogs, and industrial reports published after 2007. The following inclusion and exclusion criteria were applied to refine our search results.

The inclusion criteria were as follows:

1. The central phenomenon of this article is Generation Z. Hence, all articles selected included keywords related to Gen Z in their abstracts.
2. Published books and industrial reports were included to ensure evidence-based research is used for this extensive literature review.
3. The aim of this study is to explore the Gen Z cohort from various perspectives and contexts.

Therefore, the literature review included Gen Z research from different regions and countries.

Guided by the inclusion criteria articles for the literature survey were obtained. To ensure more articles were referred to, the reference list of all the articles was used to navigate into further research.

The following exclusion criteria were used to filter the empirical studies and industrial reports that were reviewed:

1. The article excluded any information that was not relevant to the career goals, preferences or traits of Gen Z.
2. Articles that considered Gen Z as an extended cohort of Gen Y (Millennials) were excluded from the study.
3. Industrial reports that did not provide information specifically on Gen Z careers, characteristics, and aspirations were eliminated.

RESULTS AND DISCUSSION

In this section firstly an overview of Generation Z is elaborated to answer research question one. Then, this is followed by a discussion about the characteristics of Generation Z which provides answers to research question two.

Conceptualizing "Generation Z".

Gen Z representing 30% of the total global population (OECD, 2021) has its own set of values, attitudes, and beliefs. It is not identified through only one stereotype but rather different ways of being themselves. According to UN population data projections, Generation Z will comprise nearly a quarter of the global labour force in 2020, as they transition to adulthood (Statista, 2021). This emphasizes the importance of understanding the new cohort who will be taking the leading role soon.

Gen Z is no different, but there is an important historical event you can use as a milestone to determine whether someone is in Gen Z. There are growing appeals to Generation Z's birth year. While some researchers argue that this generation is born after 1995, several authors include people born after 1990 and 2000 or later (Robak & Albrychiewicz-Słocińska, 2019).

Table 1: Differences in identifying Generation Z birth years

Birth Years	Author(s)
Born in the early 1990s and early 2000s	Arar & Yuksel (2015)
Born between mid-1990 to mid-2000's	Dwivedula <i>et al.</i> , (2019)
Born between mid-1990 to 2004	Sidorcuka & Chesnovicka, (2017)
Born after 1990	Booz & Company, (2010)
Born after 1995	Chillakuri (2020); Dolot (2018); Chillakuri & Mahanandia (2018); Robak & Albrychiewicz-Słocińska (2019); Berkup (2014)
Born between 1995-2010	Jayathilake & Annuar (2020); Agarwal & Vaghela (2018); Kirchmayer & Fratričová (2017); Bencsik <i>et al.</i> , (2016); Jiri (2016); Fodor & Jaeckel, (2018); Diaconu & Dutu (2020); Kirchmayer & Fratričová (2017); Kirchmayer & Fratričová (2018); Huțanu <i>et al.</i> , (2018); McKinsey & Company (2018)
Born between 1995 – 2009	Cseh-Papp <i>et al.</i> , (2017)

Born between 1995-2012	Stillman & Stillman (2017); Wilson <i>et al.</i> , (2017); Singh (2014); Barhate & Dirani (2021); Deloitte (2018)
Born between 1995 – 2015	Koulopoulos & Keldsen (2014) (as cited by Chareewan <i>et al.</i> , (2020)
Born after 1995	Tang (2019); Agarwal & Vaghela (2018); Maioli (2016); Fratričová, & Kirchmayer (2018); Bulut & Maraba (2021); Bieleń & Kubiczek (2020); Hampton & Welsh (2019); Adecco (2015)
Born after 1995 and raised during the 2000s	Wilson <i>et al.</i> , (2017)
Born in 1996 and after	Hameed & Mathur (2019); Bejtkovsky (2016)
Born between 1996 - 2010	Kodithuwakku <i>et al.</i> , (2018); Scott (2016) (as cited by Chareewan <i>et al.</i> , (2020)
Born between 1996 - 2011	Lanier (2017)
Born between 1996 - 2012	Schwieger & Ladwig (2018); n-gen People Performance Inc., (2017)
Born between 1996 – 2013	Grow & Yang (2018)
Born after 1997	Jayathilake (2019)
Born in 1998 - present	Otieno & Nyambegera (2019)
Born before and after 2000	Çora (2019)
Born after 2000	Ozkan & Solmaz (2015)
Mid 1990s to Mid 2000	Lalić <i>et al.</i> , (2020)

Source – Author’s findings

There is no consensus on the exact birth years that define the Z-Generation, but most sources agree that it includes people who were born after 1995. However, some studies also consider those who were born after 1996, 1997 or 1998

as part of this cohort. Apart from detailed time lanes literature highlights the following alternative terms authors used to address this generation.

Table 2: Generation Z alternative names

Sub-theme	Citation
Digital Natives	Fodor <i>et al.</i> , (2018); Fodor & Jaeckel, (2018); Diaconu & Dutu (2020); Kirchmayer & Fratričová (2017); Kirchmayer & Fratričová (2018); Bejtkovsky (2016); Lalić <i>et al.</i> , (2020); Huțanu <i>et al.</i> , (2018); Lanier (2017); McKinsey & Company (2018); Deloitte (2018); Grow & Yang (2018); Booz & Company (2010)
Gen Tech	Vidya Jha (2021); Dolot (2018)
Post-millennials	Vidya Jha (2021); Chareewan <i>et al.</i> , (2020); Huțanu <i>et al.</i> , (2018); Barhate & Dirani (2021); Dolot (2018)
iGeneration	Vidya Jha (2021); Chareewan <i>et al.</i> , (2020); Tang (2019); Çora (2019); Agarwal & Vaghela (2018); Bejtkovsky (2016); Huțanu <i>et al.</i> , (2018); Barhate & Dirani (2021);
Gen Wi-Fi Zoomers	Vidya Jha (2021)
Homeland Generation	Chareewan <i>et al.</i> , (2020); Diaconu & Dutu (2020); Agarwal & Vaghela (2018)
Centennials	Tang (2019); Huțanu <i>et al.</i> , (2018);
Generation V	Diaconu & Dutu (2020);
Generation C (connected)	Diaconu & Dutu (2020); Kirchmayer & Fratričová (2017); Booz & Company (2010);
Generation Cox Internet Generation Google Generation The New Silent Generation	Diaconu & Dutu (2020);
App Generation	Agarwal & Vaghela (2018);
Generation Quiet The Next Generation The New Silent Generation	Bejtkovsky (2016);
.com Generation Facebook Generation	Huțanu <i>et al.</i> , (2018)
The Sharing Generation	Barnes & Noble College Insights (2018);
Generation Me	Glass (2007)
Online Generation, Switchers,	Dolot (2018)

Always clicking, R Generation; Responsibility generation	
Children of Internet, Media Generation, .com Generation	Berkup (2014)

Source: Author's findings

Having been brought up in the technology era, and the availability of the internet is always at hand it is not surprising that Generation Z is alternatively addressed by technological terms such as digital natives, Facebook generation, online generation etc. Among many other things, Generation Z is the first generation to grow up as a cohort of "always-on" internet connection - knowing only the era of technology and not anything before.

Characteristics of Generation Z

Gen Z has a unique viewpoint of everything they encounter.

Born and raised in an environment of technological

advancement, they always think ahead while taking important steps. Having an inclusive thinking Gen Z is unique and impressive. Therefore, they have higher expectations than previous generations, especially in terms of their career. For this reason, it is important for employers to understand and act on Gen Z's needs to get the best out of this tech-savvy generation of workers to achieve goals together. Having that in mind, going by the literature the present study identifies the characteristics and expectations of generation z as mentioned below.

Table 3: Generation Z characteristics

Theme	Sub - Theme	Citation
Communication	Social Media Driven (Reflexive media users)	Fodor <i>et al.</i> , (2018)
	In-person communication	Hope (2016) (as cited by Chareewan <i>et al.</i> , (2020); Agarwal & Vaghela (2018); Dan Schawbel (2014) (as cited by Agarwal & Vaghela (2018); Lalić <i>et al.</i> , (2020); Huțanu <i>et al.</i> , (2018); Barnes & Noble College Insights (2018)
	Avoid mutual communication	Kılınc & Varol (2021); Deloitte (2018)
	Texting (instant messaging)	Tang (2019); Çora (2019); Agarwal & Vaghela (2018); Bieleń & Kubiczek (2020)
	Communicate virtually	Çora (2019); Fratričová, & Kirchmayer (2018); Bejtkovsky (2016); Deloitte (2018)
	Informal Communication	Agarwal & Vaghela (2018)
Socialization	Via Internet (online)	Kılınc & Varol (2021); Bieleń & Kubiczek (2020); Lalić <i>et al.</i> , (2020);
	Social Media	Çora (2019)
	Social Networking	Agarwal & Vaghela (2018); Maioli (2016); McKinsey & Company (2018); Jiri (2016); Sidorcuka & Chesnovicka (2017)
Core Values	Environmentally Conscious (Green Behavior)	Fodor <i>et al.</i> , (2017); Çora (2019); White Paper (2011) (as cited by Agarwal & Vaghela (2018); Jiri (2016); Sidorcuka & Chesnovicka (2017)
	Social Activism	Bulut & Maraba (2021); Barnes and Noble College Insights (2018)
	Religious/ spiritual	McKinsey & Company (2018)
	Honesty	Çora (2019); Agarwal & Vaghela (2018); Otieno & Nyambegera (2019)
	Happiness	Ozkan & Solmaz (2015); Jiri (2016)
	Responsible	Diaconu & Dutu (2020); Huțanu <i>et al.</i> , (2018)
	Internal Motivation	Fodor <i>et al.</i> , (2018); Singh (2014) (as cited by Vidya Jha, (2021); Mahmoud <i>et al.</i> , (2020); Bencsik <i>et al.</i> , (2016); Jiri (2016); Agarwal & Vaghela (2018); Otieno & Nyambegera (2019)
	External Motivation	Huțanu <i>et al.</i> , (2018)
	Cultural Diversity	Kılınc & Varol (2021); Agarwal & Vaghela (2018); Mahmoud <i>et al.</i> , (2020); Maioli (2016); Bulut & Maraba (2021); Wilson <i>et al.</i> , (2017); Lubis <i>et al.</i> , (2019)
	Transparency	Kılınc & Varol (2021)
	Loyalty	Diaconu & Dutu (2020); Jiri (2016); Chillakuri & Mahanandia (2018)
Career Decisions	Mutual Respect	Bieleń & Kubiczek (2020)
	Job Hopping	Fodor <i>et al.</i> , (2017); Çora (2019); Mărginean (2021)
	Career Choice: Tech Industry	Glassdoor (2019)

	Prefer regular employment rather than freelance	McKinsey & Company (2018)
Consumer Behavior	Online shopping	Diaconu & Dutu (2020);
Attributes	Self - Confidence	Said <i>et al.</i> , (2020); Kılınc & Varol (2021); Çora (2019); Maioli (2016); Bielen & Kubiczek (2020); Ozkan & Solmaz (2015); Barhate & Dirani (2021); Hampton & Welsh (2019); Maioli (2016); DELL Technologies (2018)
	Independent	Said <i>et al.</i> , (2020); Fodor <i>et al.</i> , (2017); Peterson (2014:1) as cited by Arar & Öneren, (2018); Kılınc & Varol (2021); Grow & Yang (2018); Çora (2019); Bulut & Maraba (2021); Ozkan & Solmaz (2015); Adecco (2015); Deloitte (2018); Barnes & Noble College Insights (2018); Berkup (2014); Arar & Yuksel (2015); Sidorcuka & Chesnovicka (2017); Wilson <i>et al.</i> , (2017); Agarwal & Vaghela (2018); Chillakuri & Mahanandia, (2018); Schwieger & Ladwig (2018); Chillakuri (2020)
	Individualistic	Vidya Jha, (2021); Kılınc & Varol (2021); Tang (2019); Çora (2019); White Paper (2011) (as cited by Agarwal & Vaghela (2018); Bulut & Maraba (2021); Bielen & Kubiczek (2020); Huțanu <i>et al.</i> , (2018); Barhate & Dirani (2021)
	DIY	Vidya Jha, (2021); Agarwal & Vaghela (2018); White Paper (2011) (as cited by Agarwal & Vaghela (2018); Bulut & Maraba (2021); Huțanu <i>et al.</i> , (2018); Barhate & Dirani (2021); Adecco (2015); Barnes & Noble College Insights (2018); Schwieger & Ladwig (2018); Otieno & Nyambegera (2019); Chillakuri (2020)
	Creativity and innovation	Kılınc & Varol (2021); Bulut & Maraba (2021); Bielen & Kubiczek (2020); Lalić <i>et al.</i> , (2020); Kılınc & Varol (2021); Sidorcuka & Chesnovicka (2017)
	Multi-tasking	Fodor <i>et al.</i> , (2018); Fodor <i>et al.</i> , (2017); Micoleta (2012) (as cited by Arar & Öneren, (2018); Kılınc & Varol (2021); Çora (2019); Mahmoud <i>et al.</i> , (2020); Maioli (2016); Fratričová, & Kirchmayer (2018); Bulut & Maraba (2021); Cseh-Papp <i>et al.</i> , (2017); Adecco (2015); Berkup (2014); Jiri (2016); Sidorcuka & Chesnovicka (2017); Wilson <i>et al.</i> , (2017); Chillakuri & Mahanandia (2018); Otieno & Nyambegera (2019); Robak & Albrychiewicz-Słocińska (2019); Lubis <i>et al.</i> , (2019)
	Tech Savvy	Singh (2014) as cited by Vidya Jha, (2021); Kılınc & Varol (2021); Tang (2019); Çora (2019); Agarwal & Vaghela (2018); Amanda Slavin (2015) as cited by Agarwal & Vaghela (2018); Bulut & Maraba (2021); Bielen & Kubiczek (2020); Lalić <i>et al.</i> , (2020); Huțanu <i>et al.</i> , (2018); Lanier (2017);
	Social Media savvy	Adecco (2015); Jiri (2016); Schwieger & Ladwig (2018); Lubis <i>et al.</i> , (2019)
	Smart	Fodor <i>et al.</i> , (2017);
	Entrepreneurial	Peterson (2014:1) as cited by Arar & Öneren, (2018); Kılınc & Varol (2021); Çora (2019); Dan Schawbel (2014) as cited by Agarwal & Vaghela (2018); Bulut & Maraba (2021); Bielen & Kubiczek (2020); Huțanu <i>et al.</i> , (2018); Deloitte (2018); Barnes and Noble College Insights (2018); Arar & Yuksel (2015); Wilson <i>et al.</i> , (2017); Agarwal & Vaghela (2018); Chillakuri & Mahanandia (2018); Schwieger & Ladwig (2018); Dwivedula <i>et al.</i> , (2019); Otieno & Nyambegera (2019); Lubis <i>et al.</i> , (2019); Chillakuri (2020)
	Take initiative	Kılınc & Varol (2021); Fodor <i>et al.</i> , (2017);
	Pragmatic/Realistic	Kılınc & Varol (2021); Fodor <i>et al.</i> , (2017); Grow & Yang (2018); ÇORA (2019); Dan Schawbel (2014) as cited by Agarwal & Vaghela (2018); Fratričová, & Kirchmayer (2018); Kirchmayer & Fratričová (2018); Mărginean (2021); Lanier (2017); McKinsey & Company (2018); Kılınc & Varol (2021)
	Materialistic	White Paper (2011) as cited by Agarwal & Vaghela (2018); Kirchmayer & Fratričová, (2018); Lalić <i>et al.</i> , (2020); Booz & Company, (2010)
Ambitious	Maioli (2016); Bulut & Maraba (2021); Huțanu <i>et al.</i> , (2018);	

	Adaptability	Kılınc & Varol (2021); Tang (2019); Maioli (2016); Huțanu <i>et al.</i> , (2018);
	Collaborative	Hampton & Welsh (2019); Cseh-Papp <i>et al.</i> , (2017); Maioli (2016); Diaconu & Dutu, (2020); Kılınc & Varol (2021)
	Attention to detail	Huțanu <i>et al.</i> , (2018)
Negative points	Short attention span	Diaconu & Dutu (2020); Maioli (2016); Huțanu <i>et al.</i> , (2018); Lanier (2017); Deloitte (2018); White Paper (2011) (as cited by Agarwal & Vaghela (2018); Bejtkovsky (2016); Sidorcuka & Chesnovicka (2017); Wilson <i>et al.</i> , (2017); Agarwal & Vaghela (2018); Otieno & Nyambegera (2019)
	Soft skill Gap	Robert Half (2019)
	Lack interpersonal skills	Bejtkovsky, (2016)
	Not good with words and emotions	Fodor <i>et al.</i> , (2017)
	Not good listeners	Bejtkovsky (2016)
Dislikes	Authoritarian rule	Kılınc & Varol (2021); Ozkan & Solmaz (2015)
	Hierarchical Structure	Bieleń & Kubiczek, (2020)
	Monotonous/Routine Task	Maioli (2016)

Source: Author's findings

DISCUSSION

One of the challenges of studying generational cohorts is defining their boundaries and characteristics. In this paper, we focus on the generation commonly known as Gen Z, which is the youngest and most diverse generation in the world today. We explore two main areas that differentiate Gen Z from other generations: their birth years, alternative names, and attributes.

The birth years of Gen Z are not universally agreed upon, but most studies suggest that they are the cohort born after 1995 (Chillakuri, 2020; Dolot, 2018; Berkup, 2014; Kirchmayer & Fratričová, 2017; Bencsik *et al.*, 2016; McKinsey & Company, 2018; Cseh-Papp *et al.*, 2017; Stillman & Stillman, 2017; Wilson *et al.*, 2017; Singh, 2014; Barhate & Dirani, 2021; Deloitte, 2018; Tang, 2019; Bulut & Maraba, 2021; Adecco, 2015). This means that they are the first generation to grow up with the internet, social media, smartphones, and other digital technologies that have shaped their worldview and behaviour.

Another area that distinguishes Gen Z is the variety of names they are referred to by different sources and contexts. Some of the common names include iGen (Vidya Jha, 2021; Chareewan *et al.*, 2020; Tang, 2019; Agarwal & Vaghela, 2018; Bejtkovsky, 2016; Barhate & Dirani, 2021), Digital Natives (Fodor *et al.*; Diaconu & Dutu, 2020; Kirchmayer & Fratričová, 2018; Bejtkovsky, 2016; Lalić *et al.*, 2020; Huțanu *et al.*, 2018; Lanier, 2017; McKinsey & Company, 2018; Deloitte, 2018; Booz & Company, 2010), post-millennials (Vidya Jha, 2021; Chareewan *et al.*, 2020; Huțanu *et al.*, 2018; Barhate & Dirani, 2021; Dolot, 2018) and Zoomers (Vidya Jha, 2021). Each name reflects a different aspect of Gen Z's identity, especially their digital nativism. For instance, they are also known as Gen-Tech (Vidya Jha, 2021; Dolot, 2018), Generation C (connected) (Diaconu & Dutu, 2020; Kirchmayer & Fratričová, 2017; Booz & Company, 2010), Internet Generation (Diaconu & Dutu, 2020), App Generation (Agarwal & Vaghela, 2018); Facebook Generation (Huțanu *et al.*, 2018), Online Generation (Dolot, 2018) and .com Generation (Berkup, 2014) for this reason.

The communication preferences of Generation Z have been a subject of interest for many scholars and researchers. Generation Z is often compared and contrasted with other generations, such as Millennials, Generation X, and Baby

Boomers, in terms of their values, attitudes, behaviours, and preferences. There is no consensus among the researchers on the preferred mode of communication of Generation Z. Some studies suggest that Generation Z prefers face-to-face communication (Agarwal & Vaghela, 2018; Lalić *et al.*, 2020; Huțanu *et al.*, 2018; Barnes & Noble College Insights, 2018) over other forms of communication, while others contend that Generation Z avoids direct interaction (Kılınc & Varol, 2021; Deloitte, 2018) and favours texting (Tang, 2019; Çora, 2019; Agarwal & Vaghela, 2018; Bieleń & Kubiczek, 2020), virtual communication (Çora, 2019; Fratričová, & Kirchmayer, 2018; Bejtkovsky, 2016; Deloitte, 2018), and social media platforms, especially to socialize via the internet (Kılınc & Varol, 2021; Bieleń & Kubiczek, 2020; Lalić *et al.*, 2020).

Besides their communication preferences, several studies show that Generation Z has a set of altruistic values that reflect their concern for the environment (Fodor *et al.*, 2017; Çora, 2019; Jiri, 2016), social justice (Bulut & Maraba, 2021; Barnes and Noble College Insights, 2018), and cultural inclusion (Kılınc & Varol, 2021; Agarwal & Vaghela, 2018; Mahmoud *et al.*, 2020; Maioli, 2016; Bulut & Maraba, 2021; Wilson *et al.*, 2017; Lubis *et al.*, 2019). They also value personal traits such as loyalty (Diaconu & Dutu, 2020); Jiri, 2016; Chillakuri & Mahanandia, 2018), honesty (Çora, 2019; Agarwal & Vaghela, 2018; Otieno & Nyambegera, 2019), responsibility (Diaconu & Dutu, 2020; Huțanu *et al.*, 2018) and intrinsic motivation (Mahmoud *et al.*, 2020; Bencsik *et al.*, 2016; Jiri, 2016; Agarwal & Vaghela, 2018; Otieno & Nyambegera, 2019). Generation Z is willing to challenge the established norms and seek more from themselves and others. They are motivated by a sense of purpose and a wish to contribute positively to the world.

According to various sources (Vidya Jha, 2021; Kılınc & Varol, 2021; Tang, 2019; Çora, 2019; Bulut & Maraba, 2021; Bieleń & Kubiczek, 2020; Huțanu *et al.*, 2018; Barhate & Dirani, 2021), Generation Z stands out for their individualistic and independent mindset (Said *et al.*, 2020; Fodor *et al.*, 2017; Grow & Yang, 2018; Çora, 2019; Bulut & Maraba, 2021; Ozkan & Solmaz, 2015; Adecco, 2015; Deloitte, 2018; Barnes & Noble College Insights, 2018; Berkup, 2014; Arar & Yuksel, 2015; Sidorcuka & Chesnovicka, 2017). They are also called the DIY (Do It Yourself) generation (Vidya Jha, 2021; Agarwal & Vaghela, 2018; Bulut & Maraba, 2021; Huțanu *et al.*, 2018; Barhate & Dirani, 2021; Adecco, 2015; Barnes & Noble

College Insights, 2018) for their creative and innovative abilities (Kılınç & Varol, 2021; Bulut & Maraba, 2021; Bieleń & Kubiczek, 2020; Lalić *et al.*, 2020; Kılınç & Varol, 2021; Sidorcuka & Chesnovicka, 2017). Moreover, they have an entrepreneurial spirit (Kılınç & Varol, 2021; Çora, 2019; Deloitte, 2018; Barnes and Noble College Insights, 2018; Arar & Yuksel, 2015; Wilson *et al.*, 2017; Lubis *et al.*, 2019; Chillakuri, 2020). While some researchers argue that Gen Z can handle multiple tasks at once (Fodor *et al.*, 2018; Çora, 2019; Mahmoud *et al.*, 2020; Maioli, 2016; Fratričová, & Kirchmayer, 2018; Bulut & Maraba, 2021; Cseh-Papp *et al.*, 2017; Adecco, 2015; Berkup, 2014; Jiri, 2016), others suggest that they tend to lose focus quickly (Diaconu & Dutu, 2020; Maioli, 2016; Huțanu *et al.*, 2018; Lanier, 2017; Deloitte, 2018).

CONCLUSION

This paper has explored the characteristics and features of Generation Z, a cohort that is entering the workforce and shaping the future of various sectors. The paper has discussed how Generation Z differs from other generations in terms of their birth year, alternative names, and unique attributes. The paper has shown that Generation Z is generally considered to be born after 1995 and has grown up with digital technology as an integral part of their lives. Therefore, they are also known as digital natives, iGeneration, .com generation, Gen tech, Zoomers, and other names that reflect their familiarity and affinity with technology. The paper has also highlighted the distinctive traits of Generation Z, such as their independence, entrepreneurship, altruism, internal motivation, and short attention span. These traits have implications for how Generation Z interacts with others, learns new skills, pursues their goals, and contributes to society.

The implications of this paper are twofold. First, it contributes to the existing body of knowledge on generational differences and provides a comprehensive overview of Generation Z as a distinct cohort. Second, it offers practical insights for managers, marketers, educators, and policymakers who need to understand and engage with Generation Z effectively. By recognizing the characteristics and needs of Generation Z, these stakeholders can design strategies and policies that cater to their expectations, and values and leverage their strengths and potential.

The paper concluded that Generation Z is a complex and dynamic cohort that challenges the existing norms and expectations of the corporate sector. It suggested that organizations need to understand and adapt to the needs and values of this generation in order to attract, retain, and engage them effectively. The paper also recommended that future research should further explore the diversity and complexity of Generation Z across different contexts and cultures and examine the challenges and opportunities that they face in a rapidly changing world. Furthermore, the paper called for more empirical studies that examine the impact of Generation Z on various domains, such as education, economy, society, and culture.

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