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MULTI-GENERATIONAL WORKFORCE AND ORGANIZATIONAL STRUCTURES. TENSIONS AND EMERGING CONFLICTS IN THE ADMINISTRATIVE AND HUMAN RESOURCES MANAGEMENT OF THE MILLENIAL GENERATION AND GENERATION Z (AMBA, 2017).

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ABSTRACT

Organizations face the challenge of properly managing a multigenerational workforce. Together with previously incorporated and well-established historical generations in the organizational structures, the management of the new generations (Millenial Generation and Generation Z) requires a deep knowledge about their characteristics and expectations. The article aims to show some of the outstanding characteristics of the new generations while highlighting the aspects that should be considered by the organizational structures associated with the "world of work" in order to recruit and retain these young talents.

INTRODUCTION

Generational studies have an important tradition of research in the social and human sciences. In the field of Administration, Human Resources and related disciplines, more and more historical generations are used as an analytical category for empirical studies. From a constructivist perspective, it is possible to recognize that transformations in structural aspects of social life are related dialectically with modifications in the processes of social identification and, fundamentally, with the modes of subjectivity of social agents (Berger and Luckmann, 2003). Therefore, the speed of social change that is seen in the context of societies in a context of globalization imposes the need to inquire about the changes that are noticed both in the subjectivity of the agents involved and their insertion in institutional areas of social relevance, such as employment.

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Recent years have witnessed the incorporation into the world of work of the last historical generation identified by the specialized literature: Generation Z. It joins previous generations as a workforce, which sets a new scenario for organizations: a multigenerational workforce. Each historical generation presents its own specific psychosocial attitudes, which condition different modes of action within the organizational structures. All this imposes on the organizations a new challenge: to review the ways of "doing things" to recognize the scope and limits of their processes and their adaptation to the expectations of the new generations. Smola and Sutton (2002) argue that organizational managers often must deal with generational differences that seem to exist among workers. The specialized literature is rich in the recognition of such differences. At present, organizations have members that belong to different generations (baby boomers, generation X, generation Y or millennials, and those recently identified as generation Z). According to Addor (2011), organizations have never faced the challenge of having such a heterogeneous group of members. The members of each

historical generation are characterized by a different set of values, beliefs, attitudes and ambitions that are made manifest in their concrete action in the organizational structures. At the same time, many times organizations assume as real certain qualities of the members of the new generations that are based on stereotypes or social representations that do not find their correlation with reality. In this line, often affirmed actions assumed by the organizations that would give an account of an understanding of the expectations of the new generations about the world of work that do not find a real concretization in the practice and organizational culture. Undoubtedly, understanding generational differences can be a tool for managers of organizations to create environments of greater productivity, innovation and attitude of corporate loyalty. This article is based on the reflection and analysis of empirical research conducted in the urban area of Ciudad Autónoma de Buenos Aires, Argentina, during the year 2017. It concentrates its attention on two historical generations incorporated into the world of work: The Millennial Generation and Generation Z. The study aims to recognize certain attributes and characteristics of the different generations under study, at the same time as identifying the challenges that organizations warn about the management of these new generations.

Generational studies: The conceptual category "historical generation" has been used for many years in the sociological tradition. However, just 15 or 20 years ago its use has been generalized in certain disciplinary fields, such as the Administration, Human Resources and even Marketing. In this way, it is possible to see a proliferation of studies from different disciplines that recover the historical generation as its unit of analysis. It is also convenient to point out that this academic "fashion" is often accompanied by inappropriate use, which also causes an explosion of new ways of naming historical generations that makes it difficult to reach certain consensus about what the "object" is and the proper way to nominate it. For this reason, there is excessive polysemy in relation to the conceptual categorizations of the historical generations, in many cases due to the need to "say something new" about them. This conceptual weakness leads, in certain cases, to identifying different objects of study when, in fact, studies refer to the same empirical concrete reference. In this article, it is argued that the historical generation is a type of social grouping ascribed whose primary characteristic is that its members share dates of birth, and by this, a set of shared life experiences from developing their social practices in the framework of the same sociocultural context. According to Smola and Sutton (2002), the historical generation is an identifiable group of the population that share years of birth, but, fundamentally, significant events of life in critical stages of their psychosocial development. In this sense, members of the same historical generation participate in similar historical and social experiences because their participation in the world is based on a shared social, economic, political and cultural context.

According to Berger and Luckmann (2003), primary (and secondary) socialization is also presented as a social process of shaping social identification, through which social agents internalize the objective social world through a series of specific mechanisms. In this way, values, norms, ideas, traditions, symbols and attitudes are shaped as part of the personality of the social agent based on the internalization of a common sociocultural context that operates as a referential framework for their processes of action and social interaction.

By this, it is possible to recognize that members of the same historical generation have certain common psychosocial attitudes, due to the impact on their subjectivity that had significant historical events. The specific literature on historical generations coincides in considering this social grouping as a unit of legitimate analysis for the study of certain social behaviors that unfold in the institutional order. In this way, Pilcher (1994) considers the historical generation as an aggregate of people of similar age, and that, therefore, they participate in the same historical and social circumstances. These significant events that occur during their socialization (events such as a time of prosperity or economic crisis, processes of technological innovation, or even more specific events such as a terrorist attack) are important because, even unconsciously, they influence subsequent attitudes and behavior patterns of those who are in the same stage of development at the time of these events.

Although the entire social collective faces such historical events, the moment in which each historical generation is confronted with them significantly affects their subjectivity, and, consequently, their ways of meaning and give meaning to their social practices. A fact of special relevance for the study of historical generations is to consider the shared modes of socialization, that is, the social processes through which social agents internalize the objective social world. According to Berger and Luckmann (2003), the socialization of the various social agents is never identical, while their participation in the social world is affected by the social division of labor and the social distribution of knowledge. In this way, although all the social agents that are part of the same generation will certainly not have the same components of their individual and social personality, it is possible to affirm that they will have common elements, with certain shared ways of giving meaning to the world from which participate.Common ways of meaning the world (certain shared worldviews) manifest themselves in similar practices, in similar attitudes and in a set of similar attitudes. All this lead, consequently, to consider that there is a strong link between the psychological characteristics of the members of a same generation, provided that it is assumed that such characteristics are constructed from a specific social environment.

Millenials: The Millenial generation (also known as Generation Y, Generation of the Millennium or Generation Net) corresponds to the social grouping comprised between the years 1980 and 1995[1]. There are several common psychosocial characteristics among the members of this historical generation. Some of them are significant to reflect on their modalities of insertion in the workplace. For example, Millenials deeply values social ties, both family and friend's circles. Faced with more withdrawn positions, Millenials value the links, and invest their time and resources in promoting this

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[1] It is necessary to highlight the fact that the age cuts to establish the existence of a historical generation are always arbitrary and that there is no full consensus in the specialized literature. In some cases, the time span that includes the members of a historical generation is more extensive and in other cases, more limited. According to Simon and Allard (2007), the vertiginous speed of social change and, by virtue of this, the possibilities of access to historical experiences worldwide significantly reduce the time interval that characterizes the definition of a historical generation. However, there is a certain agreement that the Millenial Generation begins towards the beginning of the 80s of the last century and that its culmination point should be located 15 years later, that is, at the dawn of the beginning of the new century.

type of social relations. In general, it is claimed that they promote affective activities, caring for others and friendship relationships. They form groups of pairs where the cultivation of familiar relationships is present (Zaydon, 2016). On the other hand, they are characterized by being interested in the broader social issues of which they participate. They are subjects concerned about the problems of the world and form strong opinions about them. They privilege the functionality of things. By this, they seek to obtain the best products and services and for that they worry about comparing and choosing. They have an eminently practical attitude: access to technology makes it easier for them to search for what they need and therefore, they generally prefer everything that is useful, functional and fast. The speed in their decision-making processes is a remarkable feature (Boschma and Groen, 2008). According to Molinari (2011), they are subjects that prioritize loyalty and intimacy relationships. Crossed by a consumer society that seeks to "reify" them, they assert themselves as subjects that promote relationships of intimacy, both with their families and friends, in response to a globalized world that tends to unseat them from their local areas of action. However, the speed of technological change (to which they have been confronted in their primary socialization processes) makes them generally impatient subjects. The resolution of the problems they face must be solved with the greatest speed and without delays.

The immediacy is one of its main characteristics. So, it's the possibility of developing and solving several activities at the same time (usually called multitasking). They are usually able to process a lot of information simultaneously, although this does not imply that they are able to hierarchize it and order it properly. They strategically calculate the performance of their activities, in such a way that they aim to achieve the best possible results with the minimum effort and resources at stake. The resolution of the activities is strongly linked to the completion times of them; for this reason, efficiency is understood by the Millennial Generation in terms of speed (Molinari, 2011). A characteristic of Millennials is their connection with the media, and especially, with the new technologies that began in their first years of socialization. Boschma and Groen (2008) recognize that Millenials clearly understand the media world of today, and because of that, they feel challenged by advertising and new technologies. Gonzalez (2011) states that Millennials are interested in finding identifying elements that can differentiate them from others. Therefore, they identify themselves as creative subjects, with personal initiative, capable of promoting personal initiatives with the aim of achieving recognition by peers and superiors. They are presented as respectful people, but resignifying the traditional notion of it. They consider that the subjects are worthy of respect not for their age or their hierarchical position, but for their capacity and their authenticity in front of others. For this reason, in hierarchical structures, they do not consider that the positions deserve an automatic respect; those who occupy them must give signs that they deserve it.

On the other hand, they are more individualistic, focused on their personal autonomy and the achievement of their goals. They privilege happiness and fun (Boschma and Groen, 2008). Work and educational training should, therefore, be oriented towards self-realization, and above all things, be presented as fun activities, where immediate enjoyment is privileged by obtaining benefits in the future. These attitudes are those that operate within the framework of their insertion in the world of

work; therefore, collaboration, autonomy and recognition are fundamental elements to consider the selection of one employment opportunity over another.

Gen Z: Generation Z is usually considered as the population group whose birth occurs after 1995 (Wood, 2013). However, there is no full consensus on the temporary cut of the generation. Other specialists explain that Generation Z must be considered from the turn of the millennium (Bennet *et al.*, 2012). Be that as it may, the fact is that it is generally admitted that in the face of the existence of Generation Y (or Millenials), it is possible to notice the formation of another "new" generational grouping, by virtue of the socio-historical transformations that operate as context. Tulgan (2013) refers that, unlike previous generations, Generation Z is the only one that can be considered fully "global", while its members were born in the consolidated context of globalization. Although some specialists maintain that there are shared psycho-social characteristics between generation Y and generation Z (Wood, 2013), it is possible to affirm that, in general, it is noticed that members of the new generation have new expectations linked to their insertion in professional life. They have, without doubt, specific skills related to adaptation and, fundamentally, to the use of technology. They are a generation that has been born within the framework of the generalization of the use of social networks, and this translates into different modes of social relations. Like the Millenial generation, they can be defined as "multitaskers", in that they can perform multiple tasks at the same time, and in general, with the same degree of attention and dedication. However, the activities of selection, hierarchization and internalization of information assume a more superficial character. Anxiety is a constitutive element of their personality, which is why, faced with the need to solve some problem, they will select the information they need without necessarily questioning if it is the "best" information. The way of approaching knowledge and the use of information assumes a profoundly instrumental character. Lyon (2010) explains that this skill is developed early, mainly due to the large amount of information they learn to process from the various sources they use, all of them associated with social networks and other technologies.

For its part, Addor (2011) believes that the Z generation is more productive, in terms of work capacity, than previous generations. A study carried out by Adecco consultants (2015) shows that members of Generation Z have a feeling of confidence about their professional projection, which is significantly higher than that of previous generations. He also explains that they tend to assume a vision of the work associated with entrepreneurship, which is related to a rejection of traditional forms of highly regulated work (in terms of schedules, conditions, assignments of tasks). In general, when characterizing Generation Z, reference is made to creativity and innovation as outstanding characteristics (Half, 2015). Some salient features of Generation Z can be summarized as follows. They are the first to be born completely in a digital world and, especially, in the widespread use of social networks of different nature and functionality. They are highly mobile and ready to move with great ease. They are extremely curious, in that they have the tools of communication at their fingertips. They like to investigate everything and learn well, although this activity acquires a certain character of superficiality. Information is only understood to achieve other purposes. Social networks are part of your daily life. Whoever wants to bond with them, must do

so through these mechanisms. Technology is integrated into their lives. It is estimated that 75% of these young people have a profile in a social network, and that 80% keep their cell phone close while they sleep (Maioli *et al*, 2014). They also have a strong fascination for video games and, in general, for any technological device. The playful aspect goes through all its social activities. They are concerned about the challenges of the modern world (poverty, inequality, climate change, among others), although their way of approaching problems may seem superficial. At the same time, they collaborate in groups to solve problems, although not necessarily under the traditional forms of social grouping. They do not easily accept hierarchical structures, although they pursue personal recognition through their promotion to positions that are socially considered positions of power. New technologies allow the formation of "virtual" groups, and it is generally this type of group that proliferates among the members of this generation.

Generation Z can easily combine individual initiative with community action through its multiple social networks and the ease with which they communicate. Finally, it is affirmed that they are more open to diversity, although it is true that they reproduce uncritically the structures of inequality. They are more adaptable, but much more demanding than previous generations in relation to waiting time to be recognized by others. They are anxious, and this psychosocial characteristic goes through all their individual and social activities. They are safe, self-expressive, increasingly liberal and open to change. In addition to their clear and strong relationship with technology, they present consumer characteristics and very high self-esteem, sometimes over-exaggerated. They are optimistic, they have grown in times of prosperity. This causes, in general, that they do not bet on personal developments that require a long development; The times of recognition of others over their activities tend to be very short. In addition, they are generally sociable, talented, well-educated, collaborative, open-minded, influential and goal-oriented. The use of technology, which implies access to devices of a certain value, causes them to assume a materialistic character, and that, at the same time, be considered something selfish, and oriented only by their own objectives, with a possible overload of self-esteem. They tend to get bored easily, with short periods of attention, preferring the Internet as the main source of information, rather than reading a book. They do not like routine tasks. While they can be good self-taught learners, they also want maximum results, which means that they are directed exclusively by the objectives and results. Besides being known for wanting immediate feedback, it is also known that they have certain problems accepting criticism, and although they are respectful of authority, they do not have great problems in challenging it when they do not agree with what is proposed to them.

They are comfortable with change, more open and tolerant, confident and optimistic about their future, as well as being efficient in working interconnected to achieve their goals, even with people beyond their national borders. Their ability to maximize their effectiveness at work has made many calls them "lazy", although this may be more related to the mental model of work they themselves have. In general, they want to achieve a good work / life balance, and live the moment, so they are interested in a flexible work environment, opposed to the traditional work schedule. It is to highlight their high self-confidence, become narcissistic, and the fact that many are

motivated to acquire skills to maintain good positions in the labor market, so they are constantly worried, even after graduation, to add new skills They are critical thinkers, who come with innovative and creative ideas to help. For them not only a competitive salary is important, but also a good work environment. They do not want to be in the same position for a long time, they like change and development, preferably fast. They are aggressive and ambitious in their career, and they find the challenges to their development more important than a lifetime job, so an organization will be effective in retaining them if it can offer them multiple growth opportunities, even within themselves. In short, they constantly seek to develop their talents and consider each job as an opportunity to be added to their values.

METHODOLOGICAL SPECIFICATIONS OF RESEARCH

The research was conducted under the modality of methodological triangulation, with the aim of achieving greater certainty in the inductive inferences made. For this, quantitative approach and qualitative design collection techniques were combined. For the first approach, a self-administered survey with multiple choice questions and attitudinal scales was designed and administered. The instrument, carried out ad hoc, had 34 questions tending to confirm, on the one hand, the psycho-social characteristics of the Millenial generation and Generation Z; and, on the other hand, to recognize their representations and conceptions about employment, modes of recognition at work and expectations of professional development. A non-probabilistic sample was prepared by reasoned decision, by quotas, of a size of 800 cases. Four quotas were established considering the criterion of belonging to each historical generation under study and according to gender (for this reason, each quota was made up of 200 cases: 200 surveys of male Millenial generation, 200 surveys of Millenial generation of female sex; Generation Z surveys for males and 200 Generation Z surveys for females).

For reasons of convenience for accessing the data, it was privileged to conduct surveys in the field of the Universidad Argentina de la Empresa (Buenos Aires, Argentina), to those students who met the criteria of age recognized by the literature for every historical generation. The orientation by specialty was not considered relevant, so that the sample contemplates diverse professional profiles. The data collection was performed in the period of September-November 2017. According to the uses and customs of the quantitative methodology, the survey was administered in paper format, and then the data were coded, tabulated and analyzed from the statistical system SPSS. A descriptive statistical analysis was favored, with special emphasis on analyzing the percentage frequencies. In accordance with the multi-method strategy, in-depth interviews were also conducted with middle managers and managers of companies from various industries. The organizational structures varied, but it was considered as a criterion for incorporation into the sample that the organization had a Human Resources area that had sub-areas managed by independent units (that is, there was a recruitment, training and training area, liquidation of salaries, and professional development as minimal expected areas). Semi-structured interviews were carried out that recovered the main dimensions of analysis recognized in the research problem. In total, 14 qualitative interviews were conducted. The criterion of the size of this intentional sample by reasoned decision was

the discursive recursion and the theoretical saturation (Glaser and Strauss, 1967). The qualitative data analysis technique was content analysis.

RESULTS AND MAIN ASPECTS OF DISCUSSION

About Millenials: The analysis of the empirical data collected during the field work allows us to understand some of the representations that members of the Millenial Generation have regarding employment. 37% of the sample prefers to work in an independent project, while 61% prefer a job in a dependency relationship. When investigating more deeply in relation to these data, it is noticed that the expectation of work in relation of dependency is linked to companies of renown or of multinational character (79% of the surveyed ones). It is possible to recognize that part of the social identification of the Millennial Generation is associated with the prestige or social honor that the membership of a certain organization provides. The work is recognized as an important activity for the respondents by the possibilities of economic benefits that it enables. 67% consider that work is relevant because it allows them to earn money, while 24% consider that it gives them independence. These data confirm the materialistic character that the specialized literature usually assigns to the generation. When weighing the elements that would allow him to choose a job, 34% consider that the fundamental criterion to establish such a decision is the economic benefit. That is, work is valued for the possibilities of obtaining a good salary. At the same time, 44% of the surveyed population maintains that they would choose a job that would allow them to develop professionally in the organization. 9% would value working conditions, especially those related to the organizational climate and the relations between colleagues and bosses.

About specific working conditions, 34% of respondents prefer to be integrated into work teams organized in more horizontal structures. At the same time, 46% of the surveyed population maintains that they would profess to develop their activities under the modality "home office" (that is, individually). These predilections confirm certain psycho-social characteristics of the members of the Millenial Generation, especially their pretension to reach good standards of work-family balance. The modalities of work from home are valued by this Generation. In relation to teamwork, the members of the Millennial Generation favor horizontal structures (of the adhocratic type). 66% said that they prefer to work in small work groups without rigid bureaucratic hierarchies. Only 11% expressed agreement to join the traditional organizational structures. Members of the Millennial Generation pay special attention to the benefits associated with time management. 45% of the respondents answered that they would choose a company that would grant them time flexibility for the performance of their tasks. Likewise, 23% indicated that a selection criterion for the election of the company would be the possibility of having extra days in addition to those required by law. These data confirm the importance that the Millennial Generation gives to the administration of their work times. Regarding the skills that members of the Millenial Generation must use in their jobs, 78% of the respondents indicated that they work or have worked with the computer as a primary tool for the accomplishment of their tasks. 77% state that they master basic computer tools such as word processor, spreadsheet and use of mail. While the majority point to extensive use of social networks (for example, 67% reported using Facebook daily, while 56% reported using the LinkedIN

social network), in general most of them do not use them. as a work tool. 54% indicated that while doing their activities they use social networks, but for personal purposes.

About Gen Z

The analysis of the quantitative data allows us to conclude that most of the respondents prefer self-employment. 64% of the sample prefers to work in their own project. On the other hand, those who prefer work in a dependency relationship show a greater desire to be part of small work teams, of no more than 4 or 5 members (according to 71% of the respondents who prefer to work in a dependency relationship). The work is recognized as an important activity for the respondents by the possibilities of economic benefits that it enables. 51% consider that work is relevant because it allows them to earn money, while 34% consider that it gives them independence. In all cases, there is an individualist bias in this type of orientation. Such a characteristic is recognized as distinctive of the members of Generation Z. When weighing the elements that would allow him to choose a job, 34% consider that the fundamental criterion to establish such a decision is the economic benefit. That is, work is valued for the possibilities of obtaining a good salary. At the same time, 20% of the surveyed population maintains that they would choose a job that is linked to their academic training, which also establishes an interesting relationship between employment and education. 15% would value the working conditions, especially those related to the organizational climate and the relations between colleagues and bosses.

Regarding the specific working conditions, 43% of the respondents prefer to join work teams organized in more horizontal structures. At the same time, 36% of the surveyed population maintains that they would profess to develop their activities under the modality "home office" (that is, individually). To a large extent, these predilections not only align with what has been revealed by other specialists (Fister Gale, 2015; Iorgulescu, 2016), but at the same time confirm certain psycho-social characteristics of the members of the new generation, especially their individualistic outlook. Based on their particular appropriation of the technological tools, Gen Z accept that the interaction modalities that are involved in a work process can be conducted in a "mediated" manner, that is, without a co-presence situation. When establishing the factors to be considered when selecting a job in relation to dependence, members of generation Z opted for stability (56%), the possibility of professional development (42%) and the application of knowledge learned during their training (33%). Surprisingly, only 9% said that a selection criterion when choosing a company to work with would be the package of benefits that such company could offer. In general, these answers are consistent with other previous studies (Wood, 2013, Tulgan, 2013, Iorgulescu, 2016). Like the study conducted by Iorgulescu (2016), the responses obtained by the sample surveyed for this study reveal that members of Generation Z pay little attention to the "traditional benefits" that companies offer to their employees, such as medicine. pre-pay, paid vacations, and even comfort conditions in the workplace. Of the members of Gen Z polled, only 5% highlighted this benefits package as significant. Regarding the skills that Gen Z members must put into practice in their work, the vast majority of respondents say they are "computer". 86% of respondents who work or have worked say that the computer was the primary tool for completing their tasks.

However, when inquiring about the computer skills that have the members of Gen Z, 77% say they do not fully master the use of major computer programs that are commonly used in jobs (such as the word processor). , spreadsheets or databases). On the contrary, an important majority (92%) indicates having an advanced knowledge in the use of social networks (such as Facebook, Twitter or Pinterest). In conclusion, the appropriation of the technology of the "digital natives" is more associated with the use of social networks than with computer programs that can then be applied in their jobs. In line with the study by Iorgulescu (2016), respondents to this study highlighted the fact of having "soft skills" for the performance of their tasks (such as proactivity, responsibility and productivity).

About organizations and their action plans

Organizational structures are constantly subjected to necessary processes of organizational change, largely motivated by transformations coming from their environments, as well as by conditioning of their structures (Chiavenato, 1998). Undoubtedly, one of the biggest challenges in the current context is learning to manage and manage a multi-generational work environment. Although the Gen Z has not yet been fully incorporated, given that it is only nowadays that a work force is coming from this generation, many organizations have already begun to implement a series of changes in their recruitment and development processes. professional. To a large extent, these programs are aimed at trying to resolve an issue of special importance for organizations: how to retain new talent, while offering attractive opportunities for professional development that are appropriate to the possibilities that organizations have. However, the multigenerational workforce generates a series of notable challenges for organizations. The recognition and management structures of the talents developed by the organizations assume standardization processes that to a certain extent make it difficult to adapt to the different expectations that different historical generations have regarding their professional development in organizations. Similar situation occurs with the mechanisms and processes associated with management control and, fundamentally, with the organization of organizational tasks and activities.

Example of this is interpreted from the statement made by Juan Carlos[2], Head of Training and Development of a mass consumer company. In his words:

"The organization recognizes that the members of our teams have different expectations associated with their professional development. While the older members understand that the development in the company is associated with their trajectory achieved during several years of work, younger members expect recognition to be faster. Soon after entering, they are already expected to want to be promoted to new positions of greater hierarchy"(Juan Carlos, Head of Training and Development).

Undoubtedly, the expectations of professional development are different among members of different generations. While Baby Boomers probably recognize that recognition is associated

with a long trajectory in the organization, both Millenial Generation and Generation Z have much more limited expectations in temporal terms. Generation Z requires immediate recognition in their daily tasks, a fact that in some way does not adapt to the traditional evaluation mechanisms that organizations deploy to value and recognize the management of their employees. This is explained by Barbara, responsible for Development of a multinational organization dedicated to IT services:

"The new members of the company generally expect their jobs to be recognized almost immediately. They do not necessarily expect promotions or economic rewards, but they do want their bosses to recognize the fact that they are doing their job well. This is sometimes complicated, because bosses are not used to this type of demands. Many argue that it is not necessary to recognize something that the employee is supposed to do. This is one of the important points for our organization: changing the way bosses link up with the younger members of their work teams"(Barbara, Head of Development).

This type of expectations on the part of the collaborators forces the organizations to review their recognition processes, as well as to review their feedback mechanisms for their employees. The Millenial Generation, as it has been referenced, has expectations of professional development associated with recognition through organizational hierarchies. In contrast, the members of Generation Z argue that the constant recognition of the direct supervisor is more important than the formal promotions. This type of differences begins to be recognized by the people in charge of the organizations, who develop processes to give different types of feedback. For example:

"In our organization we have implemented a system of" mentoring ", that is, a monitoring process specially designed to accompany the management of our young talents. Younger guys require their bosses to constantly tell them they do things right. We have noticed improvements in the performance of our young talents since the implementation of this program"(Cristian, Head of Development).

Not only organizations modify their professional development processes. It has also been observed that the processes of recruiting new workers are undergoing modifications. In many cases, the difficulties identified by the interviewees in relation to the selection are associated, fundamentally, with the fact that the traditional means of search seem not to be adequate to recruit the members of the new generations (in general, Gen Y, but also applicable to Gen Z). For this reason, many companies are implementing other search processes, carried out through "non-traditional" means or channels, such as social networks. This is confirmed by Fátima, Responsible for the Selection of a company dedicated to the retail sector:

"Lately, our job searches are done through social networks. Facebook is the most effective. We see that when we publish a search there, our request is replicated and in general we have good call. Beyond this, we continue with the usual strategies. Likewise, many of those we select later do not continue. The issue of rotation is a serious problem"(Fátima, Head of Selection).

An additional difficulty that has been revealed through the qualitative interviews conducted is that, in many cases, the

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[2] Both the names of those responsible and the Companies are pseudonyms, with the purpose of safeguarding the confidentiality of the information gathered during the interviews.

selection processes are successful, but not the processes of training and induction in organizations. In many cases, the new workers who have been selected do not complete their induction processes, which generates a considerable increase in the costs associated with these processes for the organization. In the words of Fatima:

"Many of the young people we select do not complete the induction. They start the process and then they abandon it. Even in our case, part of the induction is carried out virtually, we have levels of abandonment that concern us. We do not know very well why this happens. When we ask them why they abandon induction, they tell us that they got a better offer, but we are not sure that this is true "(Fátima, Responsible for Selection).

The continuity in the process of selection, recruitment and training is warned, for almost the entire sample of interviewees, as one of the great challenges that organizations currently face. According to the qualitative interviews, the main obstacle to the retention of young talents lies in the gap between the expectations of the applicants and the offer of the companies. In this sense, the empirically relieved in the framework of this research confirms what is indicated by the literature (Stuckey, 2016). The representatives of the consulted companies refer that, among the requirements most requested by the applicants, the salary is hierarchized in the first instance, being then valued an adequate balance between work and personal life. Thus, most of the interviewees highlight the fact that young applicants privilege a flexible work environment, while the company can offer a plan for meeting objectives, regardless of strict compliance with working hours. This is confirmed by Laura, a staff selector of a leading human resources consultant, who points out:

"Generally, young people prefer to work for objectives. That is, to be clearly told what they are expected to comply with and when they must comply with it. But they do not value the fact of complying with very rigid schedules. That of having to comply with a schedule of 9 hours a day, of marking a card and of having them control the schedule in a very rigid way is not well valued by these young people. The flexibility is understood in the sense that they say: if I meet the objectives ... it does not seem too rational to have to be at my desk wasting time, doing how I do something when all I do is comply with a schedule"(Laura, Personnel Selector).

These assessments are considered valid for the members of Generation Z. However, when considering what expectations, the members of the Millennial Generation have and in what way such expectations are consistent with the offers of the organizations, it is possible to notice contradictions:

"The so-called Millenials have different expectations than the younger guys ... For example, many of them want to quickly get promoted. Beyond salary, for the Millenials the prestige of a leadership position is very important ... One can see how things have changed in the marketplace ... Organizations often "create" supervisory posts without people in charge but in some way, they conform to the Millenial's expectations ..."(Barbara, Development Manager).

In general, many managers of companies consider that being "well prepared" to receive new generations means adapting the work environment with state-of-the-art devices, offering rest areas that have recreational activities or diversity inclusion policies. However, both the specialized literature (Stuckey, 2016, Adecco, 2015), and the empirical data revealed show that these issues are not part of the concerns and expectations of the new generations. At least, not all. In the words of Juan Carlos, head of Human Resources at a major telephone company:

"For a long time, organizations believed that to attract new generations, the work environment had to be modified. That is why rest areas were implemented with games on a network or TV. Even some companies were encouraged to relax the hours of rest and lunch. However, that does not work well at all. Younger guys do not necessarily look for that. It does not help that the organization offers them that and on the other hand it prohibits them from accessing social networks from their jobs. The boys understand that as a contradiction, and soon they leave the job"(Juan Carlos, head of Human Resources).

These contradictions to which the previous testimony refers are some of the obstacles that organizations face, and that, in many cases, they are not aware of it. Organizations do not recognize, in certain cases, the challenges of managing a multigenerational workforce. The expectations of members of different generations differ, which is why these differences are presented as obstacles to the standardization processes that organizations often intend to implement for the professional development processes of their talents. While the Millenial Generation privileges the delicate work / personal balance, Generation Z is interested in professional developments with shorter terms than usual. Gen Z members expect not only a good salary and stability in employment, but also a clear career plan that, in clear terms, proposes a professional development in relatively short terms. So, says Luis, Head of Development of a major prepaid medicine company:

"For a long time, we realized that young people are interested in being clear about how they are going to develop in the company. Therefore, we have made a lot of effort to think and design a development plan that is attractive to them. This also necessarily implies a change in the culture of the company. We place a lot of emphasis on our middle managers so that they are communicative with their employees, especially the youngest ones. Sometimes we notice frustration among them, and in general it is because they do not have the expected feedback. That's why we insist that supervisors and managers take the time to return their work to their younger employees. They expect that kind of recognition (...) sometimes it's difficult, because their times are not the times of the organization"(Luis, Head of Development).

On the other hand, the Millennial Generation seeks to satisfy other expectations. This is what the testimony of Juan Carlos, head of Human Resources:

"Millenials always demand that the organizations respect their working days. We realized that it is important to assume a position of flexibility in relation to a series of demands that young people presented to us. For example, if they need a free day to attend a school event for their children or maybe take the day because they have some commitment ... The company prefers to comply with that, which is relatively simple ... Likewise, it was not easy to accept that Younger people have another way of organizing work time. For many more "old"

people, they were always labeled as lazy "(Luis, Head of Development).

However, much remains to be done before organizations can adapt to these requirements. This is what Laura says:

"Organizations still have a lot to learn in relation to the new generations. For example, "traditional" training plans do not work with them. In our experience, the most successful induction processes are those in which they are incorporated into the workplace with a "guide" or mentor, who teaches them to do the job while correcting and motivating them. This model has proven to be successful in other organizations abroad. We recommend it to our clients "(Laura, Selector of Personnel).

In sum, from the empirically relieved, some of the fundamental issues to be considered by the organizations in relation to the new generations can be summarized as follows: it is essential to undertake a review of organizational practices that are imbricated in the culture of the organization. This implies, for example, promoting processes of change in relation to the modes of relationship with the new generations. This is undoubtedly the main challenge, especially considering the lack of co-presence communication skills that the members of the new generations show to have. At the same time, organizations must be able to develop selection, recruitment and professional development processes that are suitable for different generations. Likewise, it is necessary for companies to assume that the modes of recognition that are expected by different generations are not necessarily the same. In this way, both the specialized literature and the collection of empirical data confirm the fact that managers must offer immediate, clear and precise feedback, and communicate it in such a way that it is a positive incentive for the members of the Gen Z. On the other hand, members of the Millennial Generation expect a formal recognition more linked to the rise in the hierarchy of the organizational structure. Likewise, the recruitment processes must assume the modalities to which the new generations are more willing. It is necessary for organizations to be deeply involved in the knowledge of the expectations of the new generations. As Stuckey (2016) states:

"With very few managers prepared for the arrival of Gen Z, organizations should now start investing in the development of multi-generational management skills of their leaders, so they can successfully integrate new generations in a way that demonstrates diversity and integration "(page 35).

Conclusion

The members of the Millenial Generation and Generation Z have specific psycho-social characteristics that differentiate them from previous historical generations. Many of its characteristics make up different attitudes and representations about employment. They also set different expectations in relation to their perspectives of professional development and ways of working in organizational structures. The results of this empirical research shed light on some of the most significant psycho-social characteristics of the Millennial Generation and Generation Z. At the same time, it aims to recognize that many of these characteristics directly affect the way in which these generations will be incorporated fully in the labor market. Organizations face the challenge of incorporating members of different historical generations into their workforce. While the Generation Baby Boomer and Generation X is already entrenched as a workforce, the

incorporation of new generations (Millenial and Gen Z) presents a series of challenges for organizations. The processes of selection, retention and professional development that organizations have been able to develop over the past years have favored standardization and standardization. However, the incorporation of a multigenerational work force forces organizations to review their processes, and, to promote mechanisms that are in accordance with the different generations they administer. Because of this, the study confirms to a large extent some previous findings (Molinari, 2011, Maioli *et al*, 2014, Maioli, 2015, Iorgulescu, 2016) in relation to the development patterns expected by members of the Millennial Generation and the Gen Z. On the one hand, young people of the Millennial Generation expect from work at least three fundamental elements: good salaries, an adequate balance between personal life and work life (through the flexibility of schedules and the recognition of free time) and Professional development in the hierarchical structure of the organization (through promotion to new supervisory or leadership positions). On the other hand, the young people of Generation Z expect from work at least three fundamental issues: economic security (through good salaries), accompaniment in the processes of incorporation into organizational structures (through induction processes under the modality of mentors) and flexible hours (through work modalities aimed at objectives).

These issues, clearly, oblige the organizational structures to carry out processes of reorganization of their traditional modalities of work disposition. One of them is to develop strategies to recognize the work done in a way that suits the expectations of the new generations. While the Millennial Generation still expects recognition to be reflected in the promotion to new supervisory jobs, Gene Z hopes that the recognition will be part of the daily feedback that the boss offers about his tasks. At the same time, the structuring of work teams with rather horizontal forms of authority is one of the main challenges for organizations. Although hierarchies are not a central problem for the Millennial generation, Z Generation undoubtedly expects that the work teams do not have strong authorities, nor that the organizational structures are sustained on the classic bureaucratic forms. Companies should not assume that the status of digital natives of the new generations makes them more apt subjects to appropriate technology in the field of employment. For example, about the Gen Z it is assumed that it has a broad domain of traditional computing resources (such as word processing, presentation systems, etc.). However, the appropriation of the technology of the members of Generation Z seems to be something more superficial than one might assume. For its part, the Millenial Generation has better resources for the use of computer systems. In both cases, the use of social networks seems to be a constant, although for Generation Z it is a fundamental part of their daily sociability. Therefore, it is valuable that organizations have solid training and training programs in the use of computer systems necessary for the performance of tasks.

An element that has generated wide discussion among specialists (Adecco, 2015, Half, 2015) refers to the benefit packages that must be offered by organizations to summon members of the new generations, especially the Z. During For a long time it was considered that better conditions of the work place was a demand associated by young people, especially in relation to recreational or recreational activities. This is

presented more according to the expectations of the Millennial Generation. The study reveals that the salary is still a fundamental criterion on the part of the representatives of this generation; At the same time, time flexibility would be the second most important factor when accepting (and remaining) in an organization. Finally, issues associated with the organizational climate would also be within the factors that members of the new generations would evaluate when choosing a job. The study carried out has methodological limitations (mainly based on the realization of an intentional non-probabilistic sample) that limits its findings to the selected sample. However, their results are confirmed in previous studies (Molinari, 2011, Maioli, 2017). It also raises the need to establish lines of future research that can serve as a more solid foundation to draw conclusions associated with the research problem. By this, it is suggested that other researchers propose the realization of larger probabilistic samples that could confirm the intuitions present in this work. Similarly, a line of fruitful research suggested in this paper is associated with the need to know more deeply the expectations of organizational structures and the modes of adaptation that they must necessarily assume to incorporate and retain young talents. of the different historical generations.

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