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MODEL AND SPECIFICS OF GENERATION Z ENTRY ONTO THE CZECH LABOUR MARKET

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Abstract

In recent years, we have observed a growing interest in generational change. Various journalists, commentators and trend watchers have drawn attention to the differences of the newly emerging generation known as Generation Z (for purposes of this study, young people born in 2000 and later). It seems that the specificity of Generation Z is mainly determined by exposure to technology from an early age. It affects not only the way young people communicate but also their values, career expectations and lifestyles. The aim of the study is, therefore, to find out which factors are important for a successful labour market entry and the most influential for young people of Generation Z. We predict that the quantity and quality of online communication, life and work values and career expectations relate to career adaptability and resilience of Generation Z. Data were collected via a questionnaire based on validated and adapted scales – life values inventory, career adaptability scale and career resilience scale. The sample included 804 high school students, representatives of Generation Z, in the last year of their studies. The data of this study were analysed with the SPSS statistical software using exploratory factor and correlation analysis. The correlation analysis showed a significant relationship between career adaptability/career resilience and both variables of the model, value orientation and career expectations. The results of the study also reveal Generation Z's perception of the ideal workplace, the main priorities in selecting a job, perceived working potential and their career aspirations. The results suggest that Generation Z appreciate when their employer provides them with the possibility of online communication as a necessary part of their work expectations. The ranking of the life values shows the importance of the value "prestige" among students, which indicates the importance of sharing success and experiences online.

Implications for Central European audience: Employability of Generation Z is a viable concept used and researched worldwide. A modified successful labour market entry model for Generation Z is supported in the Czech context, and it provides a base for future research. The results of the study support an investigation of Generation Z employability and provide an insight into the expectations and values of grammar school students in Czechia. The model might offer a convenient roadmap to accommodate the work expectations of Gen Z

from the Central European region: career adaptability/resilience and factors of Generation Z's entry onto the labour market.

Keywords: Work expectations and values; Czech labour market; employability of Generation Z; Generation Z; grammar school students; successful labour market entry model
JEL Classification: M50

Introduction

The labour market is undergoing various changes, and both employers and employees are expected to adapt to a new reality. Rapid technological advances, socio-economic changes, globalisation and increasingly dynamic working environments continue to present unique challenges for individuals with regard to sustaining their employability (Baranchenko et al., 2019; Jabeen et al., 2021). Apart from a gentle shift to a subjective perception of a career, which has been observed for two decades (Kirovová, 2011), one of the current topics for employers and their talent acquisition specialists is how to recruit young people of Generation Z. While previous studies have highlighted key factors that shape an individual's employability and ways of getting employment for current generations (Baby Boomers, Generation X and Millennials) on the European labour market, there is a paucity of research into the employability of Generation Z in the Czech context (Dimock, 2019; Bieleń & Kubiczek, 2020; Fischerová & Půbalová, 2018; Motlová & Honsová, 2021). Moreover, if there are studies on the employability of younger generations, they focus on university students or determine the level of employability only in the context of a given region/country (Hande & Purohit, 2021; Khan & Ali, 2022; Milon et al., 2021; Bennett et al., 2022, Mahmoud et al., 2020; Gill, 2020; Aldjic, 2022). To bridge this gap, this paper adopts an integrative review methodology to assess, analyse and synthesise extant literature on the employability of Generation Z with the main focus on grammar school students in Czechia. This study deals with the topic of employability of Generation Z and its development. In more detail, it focuses on exploring the possibilities of increasing the employability of grammar school students in the last year of their studies – as representatives of Generation Z on the labour market. The knowledge gap in the labour market can be seen through the impact of employability on turnover intention and efficacy on the labour market by differentiating employability components and external employability factors and considering the possible approaches to talent acquisition professionals for Generation Z candidates and career expectations and resilience. This study adds to the limited research empirically linking employability, career adaptability and career resilience intention, whereas the findings can be used by talent acquisition practitioners to factor in organisational support and career orientation initiatives that improve the retention of employees and turnover among young professionals in their companies (Baranchenko et al., 2019; Fossatti et al., 2023). In particular, the study examines the individual factors of employability as a signifier of the employment of high school students on the labour market. The Ministry of Education of the Czech Republic, in cooperation with the European Union and individual secondary schools in the country, try to support students and, subsequently, graduates in their effort to develop expertise, practical experience and other factors valued on labour markets. If a young person wants to develop their employability, they should be

aware of its fundamental factors, the possibilities of amplifying them and the options of external support.

There has been research into employers' perceptions of the employability skills of university graduates (e.g., Jackson, 2013), including valuable insight into the types of skills required (e.g., Arnold, 2005; Bennett et al., 2012). Extant studies have generally been consistent about which skills are important and valued by employers, and these skill sets have persisted in post-COVID predictions (Bennett, 2021; McKinsey Global Institute, 2021). However, research into university and grammar school students' own perceptions of the value of employability skills, or their preparedness for the workplace, has received relatively little attention (García-Aracil et al., 2021; Gedye & Beaumont, 2018). Multiple studies indicate students' awareness of the advantages of gaining employability skills (Fugate & Kinicki, 2008), in particular those related to communication and career resilience and adaptability (Brown et al., 2020; Jackson, 2013; Benati & Fischer, 2020). A lesser-known and equally important concern is how students self-rate their ability to succeed in their studies and transition successfully into the workforce.

After graduation, it is important for young people to find and keep a job where they can apply the acquired knowledge. However, by finding a suitable job, the employability process only begins. As Hillage and Pollard stated: "*Employability is about having the capability to gain initial employment, maintain employment and obtain new employment if required"* (Hillage & Pollard, 1998, p. 2). Thus, once they find a job that corresponds with their knowledge, abilities, skills and motivational profile, they should further develop their personal potential and plan and manage their professional career. How they present their skills and expectations to employers in the labour market context plays an important role in their future employability. As a part of their current job, they have another job to do, which is the development of their employability for future employment (Hillage & Pollard, 1998; Ministry of Education, Youth and Sports, 2002).

At the moment, the representatives of Generation Z will enter the labour market in Czechia and apparently bring change as *"they are the fastest-growing generation in the workforce and are driving tremendous change, challenge, and opportunity*" (The Center for Generational Kinetics, 2022, p. 2). These youngest employees were born in 2000 or later, which means that this is the first generation to grow up from their early childhood with the internet and using modern technologies. Due to the rapid development of information technologies that enable creation of new jobs, young people move to labour market environments different from their parents' time. Generation Z presents a fast-growing challenge to employers, managers, educators and their own parents (who are Generation X and Millennials), who are by their side in the employability process (The Center for Generational Kinetics, 2016). Ignorance and perhaps lack of interest in more detailed information given by the labour market might have negative consequences for an individual who has poorly considered, selected and incorrectly chosen their first employment. Therefore, in recent years, there has been increased effort to redress the system of dissemination of information among secondary school students in the last year of their studies, in which the attractiveness of universities, the formal learning process, potential employers and labour market conditions play a significant role (Ministry of Education, Youth and Sports, 2002). The reason for this is the fact that society needs people

who are sufficiently educated in this respect to be able to maintain and further develop their employability.

Firstly, this paper focuses on describing the concept of employability of young people, representatives of Generation Z, to support its further research in the Central European region. It aims at the specifics of Generation Z and labour market expectations, which reflects challenges for HR departments of their future employers. Secondly, it analyses a modified successful labour market entry model for grammar school students via career resilience, career adaptability and life values inventory scale in the Czech context. Thirdly, it examines how the quantity and quality of online communication, life and work values and career expectations of grammar school students relate to career adaptability and resilience. The aim of this study is to find out which factors are important for a successful labour market entry for young people of Generation Z and to support future research and discussion of the concept among researchers in Czechia.

1 Specifics of Generation Z

The term "Generation Z" first appeared in literature at the end of the 1990s (Howe & Strauss, 1993). The definition of the time interval of the beginning of this generation varies in the literature. The year 2000 is most often considered to be the turning point between preceding Generation Y and Generation Z (Ballantyne & Packer, 2013; Schwartz et al., 2010). Not all scholars consider it possible not only to precisely define the duration of generations (e.g., Dimock, 2019; Bieleń & Kubiczek, 2020) but also to delineate the specificity of different generations. However, many (Knight, 2014; West, 2014; Zemke et al., 2000; McGraw, 2014) perceive members of Generation Z as significantly different (due to the use of modern technologies, globalisation, the environment in which they grew up, etc.) from previous generations. Generation Z is also called the "Net Generation or digital natives", "Internet Generation", "iGen" or "www Generation" (Ozkan & Solmaz, 2015; Bennett et al., 2012; Pološki & Vokic, 2014). These names are linked with the fact that members of the generation are the first adults growing up with information and communication technologies on a day-to-day basis. *"In the Czech Republic at the time, this generation experienced the following historical events and milestones: 2001 – terrorist attacks in New York; 2004 – the Czech Republic joined the European Union; 2008 – global financial crisis; 2013 – Islamic State; 2014 – migration wave; 2016 – Brexit"* (Bejtkovský, 2016, p. 30). Organisations face a problem they have never faced before, as employees from four different generations are nowadays active on the labour market: Baby Boomers, Generation X, Generation Y (Millennials) and the youngest, Generation Z, each of them being characterised by different perceptions, values and styles of working (Addor, 2011; Bennett et al., 2012; Half, 2016). To better understand the youngest generation on the labour market thus seems to be necessary not only for educators and researchers but also for their future employers.

For the purpose of our research, the sample consists of high school students who were born in 2000 or later. The oldest members of this generation are currently around 22 years old and are, therefore, currently entering the labour market. We can say that Generation Z is able to quickly adapt to new situations in relation to future employment, but it is more difficult for them to concentrate in the long run (Beall, 2017). It is related to their perceptions of the globalisation of the world, where the internet is a matter of course, and the working environment, careers and leisure are completely different in their ideas from their parents'

ideas. Some employers are predicting that more teenagers will go straight into the workforce, opting out of the traditional route of higher education (Beall, 2017). Employers also perceive different demands for jobs among generations, but not everyone knows whether they would be able to offer the youngest job seekers what they are looking for (Arnold, 2005; Mahmoud et al., 2020).

In terms of employability, it is not only education that matters. Education with experience and practice, an individual's structure of abilities, values, needs and objectives shape the individual's employability disposition (Bělohlávek, 1994). Career planning and self-management in the form of the best possible personal and working potential should also be taken into account (Beardwell & Holden, 1997; Kirovová, 2007). The key component of Generation Z's employability is the ability to present themselves in an appropriate manner. Last but not least, an individual's personal situation might have a significant effect as their work and personal life intertwine and should be well balanced. The concept of employability is also important in connection with the respective country's education system, human capital development level and unemployment rate (Pauknerová et al., 2009).

The majority of the studies identified in the literature review (Adecco, 2015; Bolser & Gosciej, 2015; Tulgan, 2013; Half, 2016) mostly focus on the differences between Generation Z and Generation Y. In Czechia, Generation Y (known also as Millennials) is represented by people born between 1980 and 2000 (Schullery, 2013; Flodrová & Šilerová, 2011). In the Czech context, members of Generation Y were born in the communist era that fell down in November 1989. They can even remember the transition of the regimes. Different career expectations and life values are expected within the generation based on this historical fact (Flodrová & Šilerová, 2011; Baranchenko et al., 2019).

Research into Generation Z's attitude towards work values and their career expectations is extremely important, considering that a study conducted by Adecco on the US labour market in 2015 indicated that in less than five years (in 2020), Generation Z would represent more than 20% of the workforce in the US (Adecco, 2015). In Czechia, in 2022, according to the data provided by the Czech Statistical Office, an average of 8.36% of the population was represented by teenagers between the ages of 15 and 18 (representatives of Generation Z).

Some authors (Bolser & Gosciej, 2015; Half, 2016) see Generation Z as the first truly global generation. *"Millennials were considered the first global generation with the development of the internet, but as more of the world comes online, Generation Z will become more global in their thinking, interactions, and relatability"* (Beall, 2017, p. 3). Teenagers today might have more in common with their global peers than they do with adults in their own country. The researchers expect a bigger generational shift in the workplace than they have ever seen before. Diversity will be an expectation of Generation Z, which might be a factor in reshaping the office environment (Tulgan, 2013). Other authors (Wood, 2013; Knight, 2014; West, 2014) have admitted that Generation Z shares some characteristics with Generation Y, mainly related to their ability to adapt to the global world and to use the newest technologies. Half (2016) drew attention to the fact that Generation Z would bring something new in terms of expectations for their prospective professional life. Compared with Generation Y, Generation Z is not aware of the concept of struggling. They are practical and intelligent and they like to take the lead as they feel more independent (Bejtkovský, 2016). They are more impatient and

more agile than their predecessors, and they look for new challenges and impulses continuously. They are not afraid of continuous changes, and due to the world of the internet, they possess much information, but only to a certain extent. To solve problems, they try to find solutions on the internet (Dill, 2015). Using smart technologies, applications and other technologies is quite widespread among them, and these applications make their everyday life faster and easier. Adapting to the distinct demands of Generation Z might be a challenge for recruiters and supervisors (West, 2014). The key business success factor for companies is to have people who are able to cooperate and share their knowledge. As Generation Z employees seem to be quite different from previous generations, communication can quickly become a challenge, especially thanks to different communication channels and the way Generation Z uses them. The requirements for management are thus supporting effective knowledge sharing, building team spirit and reducing the generation gap (Elmore, 2013; Vyas, 2022; Borg et al., 2023).

Generation Z consists of young people who were already born in the digital world, so for them, the use of modern technologies is a daily practice. *"They're already the most influential group of technology trendsetters, and they offer the best preview of future trends, such as technology usage, communication, banking, and shopping patterns"* (The Center for Generational Kinetics, 2016, p. 1). Being always "online" is typical of this generation, but the question is for what purpose. Modern technologies and the internet are sources of entertainment and communication more than the actual means of education. Compared to the Millennials, representatives of Generation Z are better multi-taskers. Generation Z has a great ability to work on several tasks at the same time while being very productive (Addor, 2011; Adecco, 2015; Ozkan & Solmaz, 2015). *"Though Gen Z can be less focused than their Millennial counterparts, in school, they will create a document on their school computer, do research on their phone or tablet while taking notes on a notepad, then finish in front of the TV with a laptop, while face-timing a friend"* (Beall, 2017, p. 2). Generation Z can easily shift between online work and leisure time on their laptops, with multiple distractions going on in the background. This ability is related to their broad access to information and social networks from an early age; Generation Z thus has the ability to process a great amount of information in a very short time (Addor, 2011). Young people who belong to Generation Z are extremely self-confident, have an optimistic view of their future career path and tend to have entrepreneurial initiatives, which shows career resilience (Adecco, 2015). They are very creative and innovative, too, which indicates high career adaptability (Half, 2016). Another characteristic is that they are constantly connected on social media and communicating in a virtual environment, which reflects the reason for their necessity for online connection (Addor, 2011). Moreover, the activity on social media negatively influences the writing skills of Generation Z, as they seem to need in-depth training on developing formal writing skills and face-to-face communication (Half, 2016; Mahmoud et al., 2020).

COVID-19 has negatively affected global economies and employment and has brought about a career shock. Digitisation, automation and new advances have disrupted our workplace, bringing about a significant need to upskill and even reskill. Professional opportunities, work preferences and work and life values of representatives of Generation Z are affected by the pandemic situation, which is why young people should focus on their competencies and career adaptability to support their future employability (Khanna et al., 2022). Now, Generation Z overwhelmingly values interpersonal connections, wants to be less online and work more in-person than before COVID-19. The findings help anticipate potential

professional gaps due to COVID-19 restrictions, as well as point out how Generation Z is markedly different in terms of workforce trends. Generation Z has experienced career disruption, adversely affecting their career plans and stalling professional development (Becker, 2021; Gill, 2020).

2 HR Challenges: Work and Labour Market Expectations

In light of emerging challenges to traditional employment patterns, not least global competition for professional work, the education sector is facing increasing demands for graduates to transition more effectively from education to work. Accordingly, the paper draws on the successful labour market entry model and explores the application of individual personal behaviour and dispositions that go beyond the observable knowledge and employability credentials that are typically conferred by a degree (Herbert et al., 2020; Baranchenko et al., 2019). In Czechia, the 2019 graduate statistics indicate that the total employment of young people (Generation Z) increased year-on-year until 2019/2020. A decline and stagnation of employment occurred in the pandemic situation caused by COVID-19 in March 2020. The 2021 figures also reveal a shift in the type of employment secured by graduates, with a marked increase in the proportion of short-term and medium-term contracts and a corresponding decline in permanent roles. Renewed growth of the total employment of young people can only be seen in the statistics from the second half of 2022, when the pandemic situation "stabilised" (Czech Statistical Office, ILO methodology, 2022b). The 2019 figures pre-date COVID-19, as do concerns about the ability of Generation Z to negotiate an increasingly precarious labour market alongside the impacts of artificial intelligence, machine learning and automation (Krishnamurthy, 2020; Chakraborty et al., 2023). These concerns are fuelled by longer-term evidence that grammar school graduates have for some time been underprepared for the demands of the workplace, including their ability to manage the problem-solving, decision-making, teamwork and independent learning expected by employers (Crebert et al., 2004).

Employers have to face the fact that this generation will make career choices based on their interests, not because they want to meet the demand of the market. Thus, the role of intrinsic motivation will increase significantly. Generation Z's expectations are rather high as they have a strong, enterprising spirit and they want to influence the world (Bennett et al., 2012). At the same time, their most important career goals are work-life balance, workplace stability and personal prestige (Bejtkovský, 2016). Generation Z is not as optimistic as their predecessors were, some of them worry about unemployment or a situation when their career can get stuck and they cannot further develop their talents. To live in a virtual world is natural for Generation Z, but a lot of them are not able to efficiently combine their online and offline life. They might feel that the gap between reality and their expectations is irreconcilable, and they can feel the uncertainty of their employment. They need to discuss their career needs, get objective feedback (as they think they can do whatever job they want to do) and somebody to pay attention to their development (Bencsik & Machova, 2016; Vyas, 2022).

However, an accepted idea is that Generation Z could easily be integrated into organisations by developing mentorship programmes with the help of more experienced generations (Adecco, 2015). This idea has been proposed since Millennials entered the labour market to

support their work-related relationship with Baby Boomers (Bennett et al., 2012). The study conducted by Half (2016) emphasised the need to mentor Generation Z in the workplace, as the members of this generation strongly need to be constantly taught and require constant feedback on their activities. Tulgan (2013) introduced the idea that Generation Z tends not to resist authority relationships and has a strong need for human connection. It means that Generation Z could only work for superiors who manage to develop a strong working relationship with them.

Furthermore, when considering the development of their professional life, Generation Z tends to value the importance of "soft skills" to the detriment of "hard skills" (Adecco, 2015). Moreover, the retention of Generation Z employees in a company may be challenging as they become loyal to their employer only if the organisation provides them with opportunities to grow, experience new things and achieve leading positions (Adecco, 2015; Half, 2016). In fact, promotion opportunities are the most important factor when representatives of Generation Z select a full-time job, which explains why they tend to prefer working in medium-sized companies to being employed by multinational corporations (Half, 2016; Chillakuri & Mahanandia, 2018). Besides, Wood (2013), Tulgan (2013) and Half (2016) have claimed that Generation Z needs security, as the members of this group grew up in a recessionary period. As they are used to a competitive environment, a survey conducted by Half (2016) indicated that almost 80% of the members of Generation Z expect to work harder than the generations older than them in order to have a successful professional path.

The situation on the labour market is very volatile, and the traditional HR activities remain in their original fields, such as recruitment, performance evaluation, developing motivation and payment systems, career management, etc., which might not be enough (Bennett et al., 2012; Kirovová, 2006; Herbert et al., 2020). New solutions should be adopted, such as developing satellite workplaces, hot desks, shared desks, mobile centres, green HR, activity-based working, developing business partners, etc. All these activities strongly relate to the behaviour of Generation Z and to the changes that the young people require. Market competition, staying alive and the need to get and share knowledge mean significant stress towards the direction of change, which will become the basic principle of competitive operation in the future. Building an atmosphere of trust where collaboration, knowledge sharing and team building, considered the key factor to company success and competitiveness, all depend on the behaviour of those who have either experienced, or indeed never felt, the power of trust.

HR departments have to get ready for these challenges in areas such as (Bennett et al., 2012; Half, 2016; Bencsik & Machova, 2016):

- incentive/ motivation – Generation Z requires immediate remuneration, freedom and non-commitment;
- Performance evaluation – their own limits are not recognised, they are self-confident, but their values and self-image are distorted;
- training, learning and development – are based on interest, they prefer informal learning;
- conflict management **–** they provoke conflicts but either do not follow through or react aggressively.

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The bullet points summarise the most important HR challenges, which have been in focus since the new generation appeared in the workplace (Half, 2016; Bencsik & Machova, 2016). For sure, the HR challenges will not stop at this level. Further theoretical and practical examinations are necessary in order to reflect the present shifts in corporate practice.

However, labour market conditions arising from COVID-19 (as in previous recessions) are likely to put further pressure on graduates and make their transition to work more difficult. This underlines the fact that graduates are also at the mercy of external factors, such as labour market conditions, which are outside the control of educational institutions (Clarke, 2018; Cockx, 2016). On the other hand, employers, who represent labour market demand, will have to offer motivators that are valued by each of the three generations on the market (X, Y and Z) before being able to attract the best candidates of each generation. Organisations should not only create an inclusive and understanding multigenerational working environment but also be able to communicate strong branding via new communication channels successfully (e.g., social media networks), which Generation Y and Z utilise better than any other generation in employment (Mahmoud et al., 2020; Buheji, 2020). Organisations with diverse generational compositions should adopt new measures of workplace agility to survive interminable disruptions (the coronavirus pandemic situation) (Chakraborty et al., 2023).

3 Employability and Successful Labour Market Entry Model

Modern economies place high demands on the level of knowledge, ability and flexibility of the workforce to adapt to the ever-changing conditions on the labour markets. *"The level of education, quality and performance of the education system and above all the extent to which society can exploit the creative potential of all its members have become a decisive factor in the further development of society and economy."* (Ministry of Education, Youth and Sports, 2002, p. 15) The quality of education does not only affect an individual's development but also the country's overall economic, cultural and social development. Relevant knowledge and the development of employability factors should not be the privilege of experts or HR departments in companies. Young Generation Z people's employability development becomes a part of our country's education policy. If students' general awareness includes important aspects of employability in the future, the country will most probably prosper. *"There are at least two key reasons for investigating employability as a disposition. First, today's turbulent work environments make a dispositional approach more relevant. Specifically, the frequency and intensity of change inherent in the workplace are symptomatic of high levels of uncertainty – employers and employees are confronted with ever-changing and often unknown demands. In response, organisations have modified processes, structures, and practices to be more malleable.*" (Fugate & Kinicki, 2008) The second reason is that employability is an often-discussed topic in several fields: labour markets (Hasluck, 2001), HR challenges in how to attract candidates' interviews (Hazer & Jacobson, 2003; Chillakuri & Mahanandia, 2018), public policy and unemployment (Kossek et al., 2003), employee's competencies (Van Der Heijde & Van Der Heijden, 2006), self-perceptions and life values (Rothwell & Arnold, 2007), etc.

Evans et al. (1999) suggested a division of employability into the supply side (employability components) and demand side (external factors). According to McQuaid and Lindsay (2005), employability components are:

- *"the extent of the individual's transferable skills;*
- *the level of personal motivation to seek work;*
- *the extent of the individual's 'mobility' in seeking work;*
- *access to information and support networks;*
- *and the extent and nature of other personal barriers to work.*

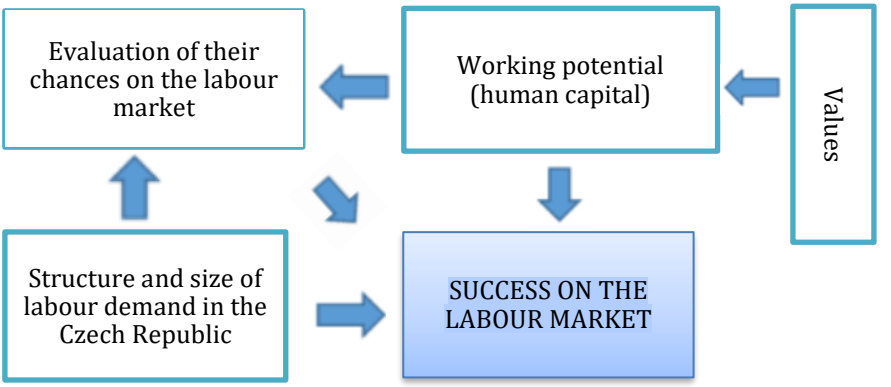
External factors include:

- *the attitudes of employers towards the unemployed;*
- *the supply and quality of training and education;*
- *the availability of other assistance for disadvantaged job seekers;*
- *the extent to which the tax-benefits system successfully eliminates benefit traps;*
- *and (most importantly) the supply of appropriate jobs in the local economy."*

The research focused on the supply-side definition of employability via the successful labour market entry model for Generation Z. While many personal characteristics potentially influence the propensity to identify and realise career opportunities, five aspects of the employability concept reflect it the most: openness to changes at work, work and career resilience, work and career proactivity or adaptability, career motivation, and work identity and values (Fugate et al., 2004; Fugate, 2016; Herbert et al., 2020). This study was designed to explore work expectations and relevant characteristics of Czech last-year grammar school students. It is intended to investigate how the expectations and values of young people before entering the labour market correspond with their expected competencies and how they perceive their chances on the labour market.

The modified successful labour market entry model onto the developed by Mareš et al. (2002) was used as a base for the questionnaire design.

Diagram 1 | Modified successful labour market entry model



Source: Adapted from Mareš et al. (2002)

Each part of the model is represented via a group of questions in the questionnaire and analysed based on the theory, which uses the most suitable scale for each of the model variables. Evaluation of students' own chances on the labour market and career expectations are evaluated through the career resilience scale (Straby, 2010) and measured using a 5-point Likert scale. The career adaptability scale (Savickas & Porfeli, 2012) is used to depict the working potential. The life values inventory based on values-based theory (Brown, 1996) is used for analysing the values. The structure of labour demand is one of the external factors of the model. The specifics of each region across Czechia, such as differences in unemployment, numbers of enterprises, career opportunities, typical industries in each region, etc., indicate that life and work values might differ across the regions. The situation on the labour market is analysed based on data from the Czech Statistical Office. Knowledge of all these values should lead to success on the labour market and make the entry for young people more efficient.

Based on the literature review and the labour market success model, the main research questions were defined:

- *How do technologies and online communication affect the career flexibility and resilience of grammar school students?*
- *Do career expectations and values of grammar school students correspond with their perceived competencies before entering the labour market?*
- *What will be the key factors determining the entry of Generation Z onto the Czech labour market?*
- *How can value orientation of Generation Z be related to career resilience and adaptability? Can the place of residence within Czechia also be a factor of influence?*

The hypotheses are proposed as follows:

- *Hypothesis 1.1: Quantity of online communication (time spent on the internet and social networks) is related to career adaptability and career resilience.*
- *Hypothesis 1.2: Quality of online communication (internet as a source of information generally; specifically on potential employers and career opportunities and the way of communication at work; sharing with peers) is related to career adaptability and career resilience.*
- *Hypothesis 2: Life and work values and their importance vary across different regions of Czechia.*
- *Hypothesis 3: Career adaptability and resilience are related to value orientation and career expectations.*

4 Methods

4.1 Participants

Young people born in 2000 and later are considered representatives of Generation Z. The research focuses on grammar school students as the youngest representatives of Generation Z. Principals of 105 grammar schools throughout Czechia were contacted via email. Only 19 of the 105 approached schools participated in the research. It was an online questionnaire to be completed anonymously in order to guarantee confidentiality. There was also an introductory text which asked participants to answer all questions as accurately as possible. The questionnaire was distributed to the students by their teachers during lessons.

The sample consisted of 804 grammar school students in the last year of their studies. The students represented 19 grammar schools throughout Czechia. The received data represent all the regions of Czechia. Data collection took place from March 2020 to September 2021 and resulted in 820 responses. Within that, 16 incomplete responses were excluded from further analysis, which resulted in a final sample of 804 respondents. It was a convenient sample with a diverse background. There were 588 women (73%) and 216 men (27%) in the final sample. The most respondents were from Ústí nad Labem Region (128) and from Prague (109), followed by Central Bohemian, Zlín and Liberec Regions. The average age was 18 years.

4.2 Research design, procedure and measures

The study uses a cross-sectional design. Data were collected via a questionnaire. The questionnaire was refined based on findings from a pilot study that took place in the spring of 2020 and involved 86 students of Prague University of Economics and Business. The questionnaire consisted of four parts: a socio-demographic questionnaire with 53 open and closed questions, which included questions focused on online communication, a life values inventory questionnaire, a career adaptability scale questionnaire and a career resilience scale questionnaire. Participants were informed about the research, and it was emphasised that the participation was voluntary. It was an online questionnaire to be completed anonymously in order to guarantee confidentiality. The research was carried out in accordance with valid ethical rules for conducting research.

Correlation analysis was used to study the relationship between expectations and values and the possible relationship with young people's real competencies. The intensity of approval or

disapproval with the career-related questions was marked on a 5-point Likert scale: strongly disagree (1), slightly disagree (2), neutral (3), slightly agree (4), strongly agree (5). All the items were formulated positively.

Most young people in Generation Z choose their first job according to the behaviour that matches their own values, which is why values are an important part of the labour market success model (Brown & Crace, 1996). The life values inventory grounded in values-based theory (Brown, 1996) was used to evaluate the students' life and work values. The inventory consisted of 42 statements that measure 14 independent values: achievement, belonging, concern for the environment, concern for others, creativity, financial prosperity, health and activity, humility, independence, loyalty to family or group (interdependence), privacy, responsibility, scientific understanding and spirituality. After completing the inventory, Brown and Crace (2002) recommended arranging the values according to their importance for the respondent. The next step might be self-valuation and consideration of the particular values in three different life roles, such as work, important relationships and leisure and community activities. Based on the results of the pilot study, the life values inventory was modified for further research purposes and prestige was added as an important value for Generation Z.

The working potential is seen through the career adaptability scale (Savickas & Porfeli, 2012). Students should evaluate how strongly they have developed each of their abilities (24 in total) that belong to one of the following groups: concern for the future, control over personal success factors, curiosity about possible future roles and confidence about being in a new role. Each group represents one of the main sources for future career adaptation.

Evaluation of a student's own chances on the labour market and career planning are evaluated through the career resilience scale (Savickas & Porfeli, 2012). The scale consists of 14 statements. The intensity of approval or disapproval with each career-related statement was marked on a 5-point Likert scale. Before answering, the students were asked to always think about what they actually do or have done in the past for a given statement. If they do not have work experience yet, they are asked to think about how they would probably react if they were employed.

4.3 Data analysis

SPSS statistical software was used for the data analysis. First of all, the scales and the inventory were tested based on assumptions of reliability and validity. Exploratory factor analysis was used to reduce the number of variables from the career adaptability and career resilience scales. Life values inventory measures and hypothesis testing follow to support the results of the exploratory analysis. Afterwards, correlation analysis was conducted in order to see how demographic and individual variables influence the relationship between career expectations and work value orientation.

Despite the fact that the internal consistency and reliability of both scales (career adaptability and career resilience) and the life values inventory had already been tested in the original version, Cronbach's alpha for each measure was calculated again. In all the cases, the values exceeded 0.7: the coefficient for the life values inventory (for 15 values; prestige added) was 0.744, the career resilience scale was 0.778 and for the career adaptability scale it is even 0.953. Both scales and the inventory can be considered consistent and reliable.

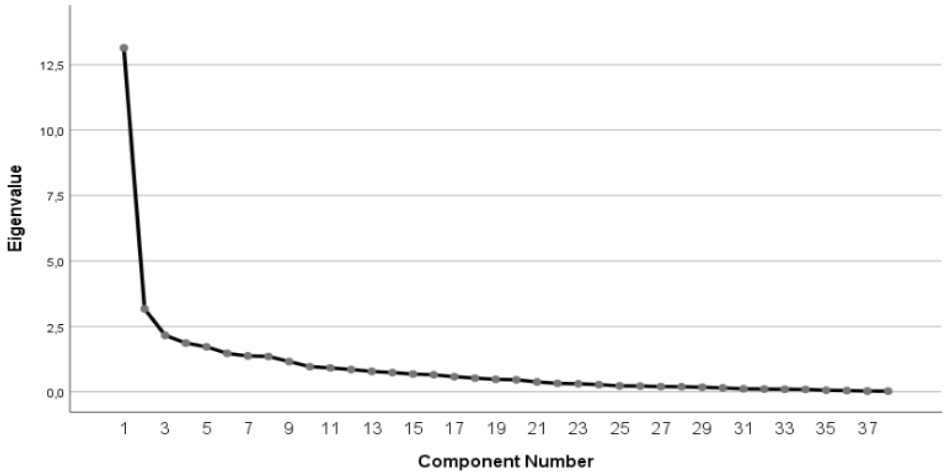
When analysing the results of questionnaire surveys dealing with the employability of Generation Z, factor analysis is a suitable tool primarily used to reduce the number of variables in the model. Like any method, factor analysis has several prerequisites that must be met before its use. To verify the appropriateness of the choice of this method, the Kaiser-Meyer-Olkin (KMO) measure and Bartlett's test of sphericity were used. A KMO measure above 0.7 indicates that the data are suitable for exploratory factor analysis (Škaloudová, 2010). The KMO for the career adaptability and career resilience scales was 0.708, so we crossed the threshold and could continue applying exploratory factor analysis to career resilience and career adaptability questionnaires. In more detail, from the 38 variables, 9 factors were created, which was confirmed by scree plot and eigenvalue. There are 9 factors in total, and they explained 72% of the variation (cumulatively). Table 1, Chart 1 and Table 2 present the results of the above-described analysis. Exploratory factor analysis was used before the correlation analysis and hypothesis testing. In this method, the number of values is reduced, and the factors, as newly created values, are used for further analysis.

Table 1 | KMO and Barlett's test

Kaiser-Meyer-Olkin measure of sampling adequacy		0.708
Bartlett's test of sphericity	Approx. chi-square	27068.718
	df	703
	Sig.	.000

Source: Data analysed by the authors using SPSS software

Figure 1 | Scree plot for career adaptability and career resilience scales



Source: Data analysed by the authors using SPSS software

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Table 2 | Total variance explained by factor analysis
Rotation sums of squared loadings

Component	Total	% of variance	Cumulative %
1	8.005	21.065	21.065
2	4.995	13.145	34.210
3	2.619	6.893	41.103
4	2.230	5.869	46.972
5	2.138	5.626	52.598
6	2.103	5.534	58.132
7	1.987	5.228	63.361
8	1.856	4.885	68.246
9	1.458	3.840	72.085

Note: Extraction method – principal component analysis.

Source: Data analysed by the authors using SPSS software

The exploratory factor analysis was followed by a correlation analysis between the factors and the relevant variables to test the hypotheses. The correlation matrix expresses the degree of mutual dependence between individual variables. If there is a dependence between the variables, we determine its degree using correlation coefficients: Pearson, Kendall's tau-b and Spearman. The Pearson correlation was used to test the hypotheses of the study (Řezanková, 2010).

5 Results

Hypothesis 1.1: Quantity of online communication (time spent on the internet and social networks) is related to career adaptability and career resilience.

Hypothesis 1.2: Quality of online communication (internet as a source of information generally; specifically on potential employers and career opportunities and the way of communication at work; sharing with peers) is related to career adaptability and career resilience.

Hypothesis 1.1 focuses on how the total length of the connection has an effect on work concentration and “work flexibility”. Hypothesis 1.2 is related to work potential, which develops when the need of young people to “being online all the time” is satisfied. The assumption is that the more online resources young people use, the more career-flexible they are. To test these hypotheses, the questions related to the influence and importance of online connections for respondents were correlated with all 9 factors created by the exploratory factor analysis. The results are summarised in Table 3.

The results indicate independence between the variables (we reject the null hypothesis). We measure the intensity of the correlation, which is significant at the 0.01 level (2-tailed). The

Pearson correlation coefficient for Hypothesis 1.1 takes the value of 0.211 at the 0.01 significance level, indicating a weak positive direct correlation. That is why Hypothesis 1.1 is neither confirmed nor disproved. The Pearson correlation coefficient for Hypothesis 1.2 takes the value of 0.168 at the 0.01 significance level, indicating a weak positive direct correlation. That is why Hypothesis 1.2 is neither confirmed nor disproved.

Questions for Table 3:

Q28: What method of communication with your supervisor and co-workers do you consider to be the most effective?

Q29: What is the best use of information and communication technologies at work?

Q46: What method of searching for information about job offers is closest to you?

Q52: If you have to learn with a new app on your phone, how are you most likely to do it?

Q53: Where do you normally look for information for your studies?

Q55: Where do you most often meet new friends/or form new relationships?

For future research, it is assumed that the flexibility of the online work environment has a positive relationship with the work behaviour of young workers (supports a sense of security, communication of Generation Z, etc.). According to the respondents' answers, employees under 30 perform better mainly in the field of IT and in activities which require creativity or innovation.

Table 3 | Correlation matrix for Hypotheses 1.1 and 1.2

	Reg 1	Reg 2	Reg 3	Reg 4	Reg 5	Reg 6	Reg 7	Reg 8	Reg 9
Q28	-0.034	0.041	-0.061	-0.142**	-0.093**	0.129**	-0.066	0.211**	0.108**
Q29	-0.072*	0.065	0.098**	0.093**	-0.024	0.094**	-0.10	0.006	0.099**
Q46	0.084*	-0.008	0.030	0.048	-0.065	-0.055	0.061	-0.047	-0.033
Q52	0.017	-0.023	-0.025	0.016	0.053	-0.055	0.103**	-0.050	-0.030
Q53	-0.017	-0.008	-0.104**	-0.035	0.018	-0.041	-0.054	-0.095**	-0.054
Q55	0.011	-0.058	0.067	-0.017	0.084*	-0.094**	-0.027	0.168**	0.043

Source: Data analysed by the authors using SPSS software; Pearson correlation; N = 804; * correlation is significant at the 0.05 level (2-tailed); ** correlation is significant at the 0.01 level (2-tailed)

Hypothesis 2: Life and work values and their importance vary across different regions of Czechia.

Differences in the value system can be identified when comparing the importance of life values between secondary school students in each region of Czechia. The hypothesis was tested based on the correlation between every value in the life values inventory questionnaire together with the distinction of students according to Question 3 (place of study/region).

The results indicate the independence between the variables (we reject the null hypothesis). We measure the intensity of the correlation, which is significant at the 0.01 level (2-tailed). The Pearson correlation coefficient for the value “interdependence” is -0.054 at the 0.01

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significance level, indicating very weak negative dependence. The Pearson correlation coefficient for the value “scientific understanding” is 0.066 at the 0.01 significance level, indicating very weak positive dependence. Hypothesis 2 is not supported. Table 4 presents the results of the correlation analysis for Hypothesis 2.

Table 4 | Correlation matrix for Hypothesis 2

Value	Place of study/region
Achievement	-0.024
Belonging	-0.048
Concern for the environment	0.004
Concern for others	-0.029
Creativity	-0.046
Financial prosperity	-0.017
Humility	0.029
Health and activity	-0.002
Independence	-0.007
Interdependence	-0.054
Privacy	-0.023
Responsibility	-0.022
Scientific understanding	0.066
Spirituality	0.036
Prestige	-0.002

Source: Data analysed by the authors using SPSS software; Pearson correlation; N = 804; * correlation is significant at the 0.05 level (2-tailed); ** correlation is significant at the 0.01 level (2-tailed)

Hypothesis 3: Career adaptability and resilience are related to value orientation and career expectations.

The hypothesis assumes that the high degree of career adaptability/resilience is related to value orientation. The hypothesis was tested using the results of the correlation between individual values from the questionnaire (LVI) and 9 factors that arose after the exploratory factor analysis for career resilience and career adaptability.

The evaluation of the values was part of the career development questions. The reliability of the life values inventory was tested using Cronbach's alpha for each life value. In all the cases, the values exceed 0.5. The coefficient is equal to or higher than 0.7 in 11 out of 15 cases. The lowest results are for the values “spirituality” and “scientific understanding”. The

ranking of the life values shows the importance of life values among young students. The value “financial prosperity” is the most important value for grammar school students in the last year of their studies, followed by the value “creativity”. The value “independence” is the third most important for the students in Generation Z. The value “prestige” is number 4 for Generation Z, while “achievement” was marked as the fifth most important value. The life values inventory and the correlation matrix are in Tables 5 and 6.

Table 5 | Life values inventory

Value	LV ranking	Value	LV ranking
Financial prosperity	1	**Humility**	9
Creativity	2	**Privacy**	10
Independence	3	**Concern for others**	11
Prestige	4	**Interdependence**	12
Achievement	5	**Concern for the environment**	13
Belonging	6	**Scientific understanding**	14
Health and activity	7	**Spirituality**	15
Responsibility	8		

Note: Values sorted according to research results.
Source: Data analysed by the authors using SPSS software

The results indicate independence among the variables (we reject the null hypothesis). We measure the intensity of the correlation, which is significant at the 0.01 level (2-tailed). The Pearson correlation coefficient takes the value of 0.385 at the 0.01 significance level, indicating weak to moderately strong positive dependence. That is why Hypothesis 3 is partially supported.

Table 6 | Correlation matrix for Hypothesis 3

Value	Reg 1	Reg 2	Reg 3	Reg 4	Reg 5	Reg 6	Reg 7	Reg 8	Reg 9
Achievement	0.210**	0.271**	0.054	0.117**	0.082*	0.110**	-0.033	0.181**	0.187**
Belonging	0.174**	0.055	0.194**	-0.244**	-0.065	0.088*	-0.046	0.212**	0.174**
Concern for the environment	0.184**	0.253**	0.151**	-0.070*	0.158**	0.062	0.212**	0.176**	-0.186**
Concern for others	-0.211	0.102**	0.150**	-0.109**	-0.051	0.385**	-0.140**	-0.033	-0.015
Creativity	0.088*	0.063	0.114**	-0.107**	-0.035	0.113**	-0.032	0.160**	0.192**
Financial prosperity	0.050	0.163**	0.058	-0.050	0.173**	0.096**	0.031	0.090*	0.196**
Humanity	-0.032	0.016	0.037	0.163**	0.157**	0.014	-0.004	-0.095**	-0.026
Health and activity	-0.147**	0.170**	0.010	0.071*	-0.032	0.038	0.161**	-0.108**	-0.065
Independence	-0:009	0.357**	0.277**	-0.068	-0.009	-0.034	0.143**	0.056	0.088
Interdependence	-0.014	0.277**	0.056	-0.049	-0.184**	0.337**	-0.202**	0.080*	0.069*
Privacy	0.140**	0.214**	0.325**	-0.146**	-0.054	0.091**	0.046	-0.033	0.028
Responsibility	0.161**	0.148**	0.174**	-0.058	-0.025	0.231**	0.133**	-0.088*	-0.030
Scientific understanding	0.083*	0.060	-0.013	0.123**	0.134**	-0.096**	0.227**	-0.120**	-0.041
Spirituality	-0.070	0.068	-0.103**	0.024	-0.024	0.046	0.017	-0.090*	-0.199**
Prestige	-0.022	-0.133**	-0.176**	-0.013	-0.023	-0.227**	-0.011	0.118**	0.100**

Source: Data analysed by the authors using SPSS software; Pearson correlation; N =804; * correlation is significant at the 0.05 level (2-tailed); ** correlation is significant at the 0.01 level (2-tailed)

On the career adaptability scale, students chose the ability to look into the future (not cling to the past) and the control of personal success factors as the most common strengths (competencies) that reflect their work potential. Representatives of Generation Z believe that they are largely able to manage their careers and influence their direction by overcoming obstacles. Furthermore, high school students perceive the ability to take responsibility for their own decisions and to be effective in completing assigned tasks as a strong point.

6 Discussion

As Generation Z starts entering the labour market, the need to better understand its characteristics becomes stronger. As a result, the present study aimed at creating a profile of the Czech representatives of Generation Z, by presenting their perception of their future career, their expectations and values. Companies will thus have to align the environment and

working culture towards young professionals who may differ significantly from previous generations.

It is evident from the literature review that members of each Generation (X, Y, Z) have different approaches to their career development, flexibility and online information sharing. Generations X and Y are still accenting careers, not their personal life. They focus on career growth rather than flexibility at work and do not think that their online lives are as important as their real lives. Generation Z emphasise flexibility, personal development, personal life and having a chance to share everything online. Brown and Crage (1996) stressed the fact that different life roles (our work, free time, family time, etc.) affect overall life satisfaction and satisfy important life values. Our results did not confirm the hypothesis that students from different regions of Czechia have different sets of values and value orders connected with work as well as with non-working environments. The groups of values for Czech grammar school students are very similar, and the reason might be that the students were from the same type of school (educational culture, school environment, etc.) regardless whether they study grammar school, for example, in Prague or in Zlín. The set of values might differ in a higher level of education because of the field of study at universities (Fischerová & Půbalová, 2018). That is why companies should have a different approach towards their future employees in order to be able to understand and satisfy their needs, values and working expectations as they come from different school and family environments. Our results suggest that the youngest employees appreciate it when their employer provides them with the possibility of online communication as an important part of their work expectations. Online resources help young people be more career-flexible (e.g., ways of communication, relationship building, sources of information and working opportunities, etc.). Various studies show how employee values vary from one generation to another (Schullery, 2013; Twenge et al., 2010; Twenge, 2010). The ranking of the life values shows the importance of the value "prestige" among grammar school students. It indicates how important for young people the possibility to share success and experiences online is. Online sharing is one of the biggest differences from previous generations currently operating on the labour market. Our study results also indicate that the value "financial prosperity" is very important for young people who represent Generation Z. The salary and work in general are considered a means of living in order to obtain sources for their ideal way of life (Twenge et al., 2010). More than the value of money, young professionals are interested in where they earn it. They choose their employers based on social responsibility and behaviour matching their own values (Hershatter & Epstein, 2010). The second most important value is "creativity", which was confirmed by Half (2016). The importance of another value, "independence", was supported by Bejtkovský (2016). These values are followed by "prestige". The latter value is the newly added value typical of Generation Z in the Czech context based on the pilot study. This value represents the results among Czech grammar school students, and further research is needed to confirm the significant change in the life values inventory.

In addition, the study confirmed that grammar school students in the last year of their studies are already interested in their future careers. They pay attention to their career planning and also take specific steps to achieve the career they want. The positive thing is that most of the representatives of Generation Z start their careers at a relatively young age. Also, the study confirmed that the representatives of Generation Z have career management skills, which indicates results similar to those mentioned by Bencsik & Machova (2016) and Bejtkovský (2016).

Further research will be necessary to verify whether frequent online connections increase the career adaptability and career resilience of young people (not only students of grammar schools). Furthermore, it will have to be studied whether the developed career skills are related to work-oriented value orientation (follows from the literature review and the main study). In general, the situation on the Czech labour market is not as favourable now (between 2021 and 2022) for the entry of young people as it used to be. It is because the Czech fiscal and monetary authorities expect recession, high inflation and other factors that will be reflected on the labour market.

The general unemployment rate of people aged 15–64 years, seasonally adjusted, reached 3.4% in May 2022 and had increased by 0.8 p.p. year-on-year. The male unemployment rate, seasonally adjusted, attained 2.8%; the female unemployment rate reached 4.0%. In 2019, the 2% unemployment rate was the lowest in the last 20 years. Now (2021/2022), it is affected by the COVID-19 crisis, and it is not as good a time for Generation Z to enter the labour market as it used to be before the pandemic. Further decreases in the unemployment rate are not expected; rather, it will stagnate or grow (Czech Statistical Office, 2022a).

There are several limitations to the study due to its design and the nature of the data. Firstly, the study was administered to a student sample and a cross-sectional design was used, both influencing its generalizability. Future research should employ a longitudinal design in order to study causes and effects. Secondly, all data were based on self-report questionnaires, which can raise concerns about common method bias. Several steps were taken to minimise this limitation ex-ante (e.g., an introductory note about anonymisation of data, balancing the order of questions) (Chang et al., 2010). The next limitation might be the values of Cronbach's alpha. For high reliability, it is recommended to have values higher than 0.75, which was not met for all our values. Thirdly, the sample cannot be considered representative of Czech high school students, as the data were only from 19 grammar schools. The respondent sample size and composition were limited, so the results cannot be generalised. The inventory was distributed only among students from one type of high school during study, so findings might not be transferable to other types of high schools (field of study, e.g., secondary vocational schools) or organisations (e.g., career advisors) that work with young people. The results may be influenced by the school environment, too.

The pandemic situation changed employee needs and expectations, and jobs require new skills (Shtembari et al., 2022). Weritz (2022) discussed that, on the one hand, there is a lack of comprehensive understanding of critical skills; on the other hand, there is a lack of understanding regarding the relevant literature on how to train and adapt employees for the digital workplace. The ability to use online technologies can be a competitive advantage for Gen Z in terms of their employability, but on the other hand, it can widen the generation gap in the workplace. All of the above leads to the need to understand how to equip students with the life skills sufficient to prepare them for future employment in their careers (Marinas et al., 2021). Further work needs to be done to establish whether variations in values, sources of motivation and career expectations may also be caused by the respective groups' age or status. Future investigations can expand the authors' local theme to include additional organisational outcomes, alternative geographical settings and/or include the country's economic development as an additional variable. Moreover, further research can address the

implications of national culture on shaping generational differences in employees' career adaptability and career resilience as well as aiding companies to redesign work tasks considering today's uncertainty as well as the increasingly competitive, global environment (rise of artificial intelligence) (Mahmoud et al., 2020; Shtembari & Elgün, 2023).

The results of the study supported an investigation of Generation Z employability in the Czech context and provided an insight into the nature of expectations and values of young people in Czechia. For future research, it is recommended to continue with a wider respondent sample to compare the findings in different types of high schools in Czechia (not grammar schools only). At the moment, it is confirmed that career adaptability and resilience are related to value orientation and career expectations of young people. However, it is not only important for their future employers (HR departments) but for career advisors, too. Taking the findings into account will make entering the Czech labour market for Generation Z more efficient.

Conclusion

Taken as a whole, the paper contributes to the investigation of the employability of young people in Czechia. The main factors important for a successful labour market entry of Generation Z were defined as their work and life values, career adaptability and career resilience. The study explored work expectations and relevant characteristics of Czech last-year grammar school students. It was intended to investigate how the expectations and values of young people correspond with their expected competencies on the labour market. A correlation analysis showed a significant relationship between career adaptability/career resilience and both variables of the model, value orientation and career expectations. The employability concept of Generation Z was framed against theory in order to show how to build on previous theoretical knowledge and research results. First of all, the mapping of Generation Z's approach to work helped provide an overview of the expectations and values of Czech Generation Z. The ranking of the life values showed the importance of the value "prestige" among students, which indicates the importance to share success and experiences online. The hypothesis that life and work values and their importance vary across different regions of Czechia was not supported. Regional differences are not the key factor affecting the value system of grammar school students. Secondly, we verified that chosen scales and measures (career resilience, career adaptability and life values inventory) can be used in Czechia for future research. Thirdly, the paper examined how the quantity and quality of online communication, life and work values and career expectations of grammar school students relate to career adaptability and resilience. The results suggest that Generation Z appreciate it when their employer provides them with the possibility of online communication as a necessary part of their work expectations. In addition, this study extends the findings of research conducted by Fischerová and Půbalová (2018) and Motlová and Honsová (2021) on work expectations and career values and aspirations of young people.

Examining factors of Generation Z's labour market entry can make the employability process more efficient as it can provide recommendations for the HR departments of companies operating on the Czech market on how they should attract young people and retain them as loyal and engaged employees. The target is not retaining employment but employability by supporting young people in lifelong learning and development. Maintaining employability is crucial for young people because it helps them be more flexible and efficiently manage their careers within or even outside organisations (Kirovová, 2006).

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The modified successful labour market entry model for Generation Z was supported in the Czech context, and it provides a base for future research. The model might offer a convenient roadmap to accommodate work values and labour expectations of Generation Z from Czechia, e.g., career adaptability, career resilience and factors determining the entry of Generation Z onto the labour market.

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