Generation Z, Postmodern Generation, Challenges and Issues for Human Ressources Management

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Abstract: *The objective of this article is therefore to seek out some key values of postmodernism, to find "traces" of them within Generation Z in order to help managers prepare for the integration of members of this generation within of their businesses. While Generation Y is well established in the labor market and is making its mark by overturning management methods, Generation Z is entering the language of economic players, with new skills and innovative ideas. This generation was born in 1995 and brought a new worldview and different expectations as customers, employees and citizens. On the other hand, the management of the new generations has its own peculiarities, the Z have another relationship to time, organization and authority, There will be no effective integration of young Z without real consideration of the strategic issues that it offers, namely an adaptation of the management system and an ambitious human resources policy.*

Keywords: postmodernism ;generation Z ; integration, labor market ; skills; management methods ; strategic issues ; human ressources

1. Study Context

The study will provide valuable information on the changing needs and expectations of a large part of the current workfroce. This will help understand how contractors, senior managers or even middle managers should consider hiring, managing and retaining Generation Z. The answer lies in understanding the mindset of Generation Z and how their career attitude will be different from that of their predecessors.

2. Aims of the Item

The aims of this article is therefore to research some key values of postmodernism, to find "the trace" within Generation Z in order to help managers prepare for the integration of members of this generation within their companies. Basically, the question is whether this generation carries postmodern preferences, which would ultimately allow us to anticipate the emergence of new professional attitudes in the years to come.

This article is structured in three parts: in the first part, the values of the generation z in relation to the Schwartz model (1990) are discussed, in the second part, the existence of postmodern values as well as the points of intersection with the new generation. Finally, the third part, is devoted to a reminder of the methodology as well as the analysis and discussion of the results.

3. Introduction

While the socialization practices of juniors in business have already been the subject of exploratory investigations (Lacaze, 2007; Dufour and Lacaze, 2010; Dalmas et al.,

2006; Fabre et al., 2013), however, one of the implicit questions relating to this theme is the preferences of the younger generations in terms of Organizational culture; and this, in a context of resurgent questioning of managerial practices.

Whenever a new generation enters the labour market, it attracts a lot of attention from academics and practitioners to understand the new group (Gelbart and Komninos 2012).

A "generation" is "an identifiable group that shares years of birth, age, place and important events of life at a critical stage of development" (Kupperschmidt 2000: p66). Members of the same generational cohort are presumed to adopt similar mindsets as a result of unique cultural, political, and economic experiences (Parry and Urwin 2011; Mc Crindle 2014), which leads to different beliefs, attitudes, behaviours and values of each generation (Xander ;al 2012).

As Generation Z enters the labour market just after Generation Y, it brings with it new skills and innovative ideas, but this is accompanied by new expectations and new ways of working.

To prepare for the arrival of this generation in the job market, the ideal manager must adapt thanks to a flexibility of mind and a great sense of benchmarks. They must be able to listen and interact with this generation, be critical and realize their impact on the community, their responsibilities and their duties (Pougnet, 2010).

The management of this new employee poses a problem for the company. By adopting a new relationship with information technology and a new position towards knowledge, this employee is upsetting the traditional hierarchical organization.

In this context, it seems legitimate to note the similarity with some aspects describing the new working organizations that describe the emergence of postmodernity in business, including technological changes, a new knowledge relationship, hierarchy and new perceived attitudes in the professional context. Affinities with the profile and values of Generation Z seem to be emerging and the purpose of this research is to try to define possible contours. Better knowledge of the values and attitudes of the z generation is becoming a major challenge for HR management for years to come, given that more and more young people are taking up strategic positions in contemporary organizations.

1) Generation Z and Related Values

Pauget and Dammak (2015) state that "Generation Z has many traits of Generation Y, including the appetite for information and communication technologies that is an inescapable part of their daily lives."

Wood (2013) also admits that Generation Z shares several characteristics with Generation Y, primarily their ability to adapt to a global world and the use of new technologies (Maria-Cristina Iorgulescu, 2016).

Berkup (2014) mentions that the most distinctive features of Generation Z are "trust, freedom, individualism and addiction to technology and speed."

Generation Z has a great ability to work on multiple tasks at the same time, while being more productive; it can also process a large amount of information (Addor, 2011).

Iorgulescu (2016) describes other characteristics such as: "Generation Z has extreme self-confidence, has an optimistic outlook on their future professional life and tends to have entrepreneurial initiatives, as it is very creative and innovative. Generation Z has a strong need for security and tends to be more realistic in terms of demands and expectations for their work. Generation Z could easily be integrated into organizations by developing mentoring programs, as members of this generation are in high need of learning and are asking for feedback on their activities."

Scholz (2016) writes that Generation Z is extremely realistic, and knows that employees represent "resources for companies to achieve revenue-generating goals."

Below is a non-exhaustive summary of the characteristics and values of Generation Z according to Allain (2014) and Iorgulescu (2016).

Generation Z Characteristics

According to the definition, Generation Z was born after 1995 and extended to 2010 (Bascha, 2011; Brue Tulgan - Rain maker Inc., 2013). According to the Institute for Emerging Issues (2012), Generation Z is the most ethnically diverse and technologically sophisticated generation. Generation Z has an informal, individual and direct way and straight way of communication and social networks are a vital part of their lives. They are a generation of Do-It-Yourself. In the study led by Dan Schawbel (2014), Generation Z tends to be more enterprising, trustworthy, tolerant and less money-motivated than Generation Y. They are more realistic about their work expectations and optimistic about the future. Also called "Generation C" (for communication, collaboration, connection and creativity) according to American theorists or the "new silent generation" or "digital natives", are the first to be born with digital, unlike Generation Y who saw it appear in adulthood. 60% of them they own a smartphone and spend several hours a day on their screens (Ales et al., 2013).

In the study led by Dan Schawbel (2014), Generation Z tends to be more enterprising, trustworthy, tolerant and less money-motivated than Generation Y. They are more realistic about their work expectations and optimistic about the future.

Based on the results of the generational white paper (2011), Generation Z tends to be impatient, instantaneous, without the ambitions of previous generations, has acquired a attention deficit disorder with a high dependence on technology and a low attention span, individualistic, self-directed generation, the most demanding, acquisitive, materialistic and authorized so far. Max Mihelich. (2013) describes that Generation Z is very concerned about environmental issues, very aware of impending shortages and water shortages, indicating that they have a high sense of responsibility for natural resources. The Z has a multiple identity, belongs to several circles, it combines several statuses and attributes at the same time, ranging from "hipster" to "geek" through "intello". It needs a steady pace where everything is quickly obtained (Sachot-Moirez - Urmès, 2015).

Amanda Slavin (2015) finds that Generation Z wants to be heard regardless of their young age. Technology is part of their identity and they are knowledgeable about technology but lack problem-solving skills and have not demonstrated their ability to look at a situation, contextualized it, analyze it and make a decision (Joseph Coombs, 2013). They also appear to be less likely to vote and participate in their communities than previous generations (Institute for Emerging Issues, 2015).

Although access to technology is part of his daily life (Hannar-Westerling, 2011), Generation Z is still in some continuity with Generation Y, they are not fundamentally different but have a greater demand and place much more importance on finding information, knowledge, than learning it themselves. Indeed, the Internet has allowed access to knowledge that has democratized and allows to question, the transmission of knowledge (Ales et al., 2013). These young people will therefore arrive in business with their tools, their habits, and the company will have to adapt so that they feel in an environment conducive to work, where they will be comfortable, as at home (Renouleau, 2014). Businesses will need this generation's digital skills to remain competitive in a global marketplace.

Table 1: Some Characteristics of Generation Z Proposed by the Author

| Characteristics of the generation Z	References/authors
Generation Z will be more aware of their individual needs, eventually choosing to work fewer hours, wanting more flexibility in their work and training, and with more opportunities to undergo career reinvention.	Mitchell, D.A. (2008)
Management is important primarily in doing the work efficiently and effectively to achieve the goals.	Robbins, S. P., DeCenzo, D.A. (2008)
Z-Generation also prefers to build links through network principles rather than hierarchy; its employment preferences are related to information technology, economics and humanities	Chumakov, A.N., Mazour, I., Gay, W.C. (2014.)
this generation is realistic and optimistic about life and the future and aware of the opportunities offered by new technologies	16. Kemp, N. Generation Z:A Tech Time-bomb. Accepted and Posted withNumber 2014.
Generation Z is the most ethnically diverse and technologically sophisticated generation	According to the Institute for Emerging Issues (2012
Generation Z tends to be more enterprising, trustworthy, tolerant and less motivated by money than Generation Y	Study led by Dan Schawbel (2014),
They are more realistic about their expectations of work and more positive about the future.	Generational White Paper (2011),
describes that Generation Z is very concerned about environmental issues, very aware of impending shortages and water shortages, indicating that they have a high sense of responsibility for natural resources.	Max Mihelich (2013)
finds that Generation Z wants to be heard regardless of their young age.	Amanda Slavin (2015)
Technology is part of their identity and they are knowledgeable about technology but lack problem-solving skills and have not demonstrated their ability to look at a situation, put it into context, analyze it and make a decision.	(Joseph Coombs, 2013).
Technology is part of their identity and they are knowledgeable about technology but lack problem-solving skills and have not demonstrated their ability to look at a situation, put it into context, analyze it and make a decision. Among peers, a decline in productivity, low morale and a lack of employee commitment.	Bascha's study (2011)
stated that they must have sufficient freedom to asstain their identity and obtain immediate recognition	Max Mihelich (2013)
they prefer face-to-face communication and want to take them seriously.	Dan Schawbel's study (2014),
they prefer a work environment that fosters opportunities for mentoring, learning and professional development because they have confidence in their education and have not given the skills to deal with real-life problems.	Teresa Bridges (2015),
They prefer to work for a leader with honesty and integrity	(Robert Half, 2015).
Generation Z is the most ethnically diverse and technologically sophisticated generation	According to the Institute for Emerging Issues (2012)
Generation Z tends to be more enterprising, trustworthy, tolerant and less money-motivated than Generation Y. They are more realistic about their work expectations and optimistic about the future.	Dan Schawbel (2014)
Generation Z tends to be impatient, instantaneous, without the ambitions of previous generations, has acquired a attention deficit disorder with a heavy dependence on technology and a low attention span, individualistic, self-directed generation, the most demanding, acquisitive, materialistic and authorized until now.	Generational white paper (2011
Technology is part of their identity and they are knowledgeable about technology but lack problem-solving skills and have not demonstrated their ability to look at a situation, contextualized it, analyze it and make a decision.	(Joseph Coombs, 2013)

2) Professional values

In order to effectively attract the new generation of people, organizations need to understand their professional values and how they will differ from the previous generation (Twenge et al., 2010). Ye (2015) explains that professional values are the goals of what individuals pursue in their work and that this directly influences the choice and abilities of individuals. Smola and Sutton (2002) rank work values standards for the individual's assessment. Ye (2015) further states that professional values predict the type of attitudes of individuals towards different jobs and professional values differ from generation to generation and from individual to individual (Kowske et al. 2010; Ye, 2015; Jaskyte, 2014). Several researchers have emphasized how work values differ from generation to generation (Dries, Pepermans and De Kerpel; 2008; Kowske et al, 2010; Ye, 2015). However, it is important to understand that work values may differ between individuals within the generation itself (Jaskyte, 2014).

In order to characterize the values and needs of Generation Z, Schwartz's conceptual approach (2012, cf. Figure1) was used in this article, which is indexed to the existence of universal human needs, regardless of the cultural contexts explored. Based on an analysis of the smallest spaces (SSA) on samples from 20 countries, Schwartz [1992] postulates that the basic values of individuals form an organized system corresponding to ten major types of motivations present in all cultures: (a) autonomy, (b) stimulation, (c) hedonism, (d) fulfilment, (e) power, (f) security,(g) conformism, (h) tradition, (i) universalism (d) and benevolence (Table 1). The universality of these values reflects three necessities for humans: to satisfy the biological needs of individuals, to enable social interaction, and finally, to ensure the proper functioning and survival of the groups [Schwartz and Bilsky, 1987].

The basic values of individuals are arranged according to a circular structure (a circumplex) that organizes them according to their degree of compatibility and antagonism

and not according to their relative importance (Figure 1). Two adjacent types on the diagram correspond to compatible values (e.g. compliance and security), while two diametrically opposed types correspond to antagonistic values (e.g. benevolence opposes power). At a global level, two perpendicular axes divide the circumplex into four distinct quadrants. The first axis corresponds to the opposition between openness to change (independence of action, thought and sensations; search for new experiences) and continuity (self-restriction, order and resistance to change). The second axis contrasts self-transcendence (well-being and the interest of others and nature) with self-assertion (own self-interest, even if it can have a negative impact on others.
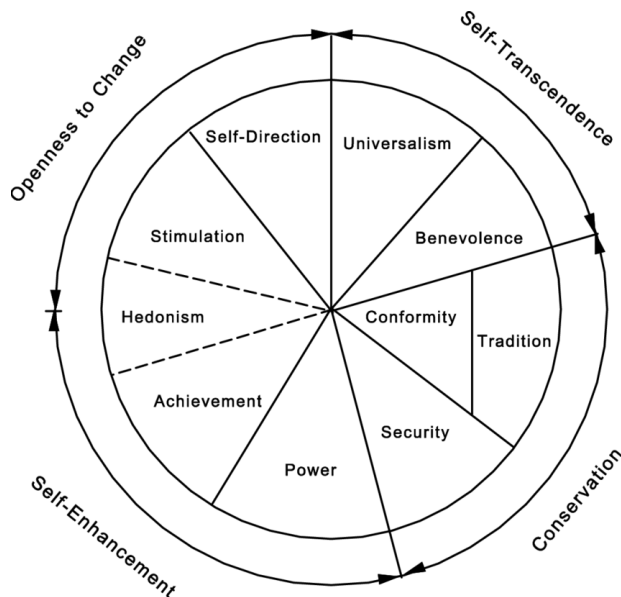
Figure 1: Theoretical model depicting the relationships between the motivational types of values, the types of higher-order values, and the bipolar dimensions of values (Ros et al. 1999; p53)

According to the literature (see Table 1), Generation Z seems to favour the values of "openness to change" and "personal development" in opposition to the "conservative" and "altruism" attitude. It would seem, therefore, that Generation Z would favour the values of the left-wing semicircle proposed by Schwartz, in référencer to Figure 1.Generations X and that of baby boomers, for their part, seemed much more attached to the search for power, i.e. to fulfillment, while Generation Y prefers change.

3) Postmodernism and the basic needs of Generation Z
Postmodernity refers to a structural change in the individual and society linked to the end of the industrial era that created modernity and the advent of the information age that we know today. According to sociologists such as Baudrillard (1970), Lyotard (1979) or Maffesoli (1988), the postmodern individual was born of the crumbling. Progressive institutional, social and spiritual structures within society and a desire to liberate traditional dogmas, norms and values.

All this against the background of the socio-economic crisis in the 1970s and 1980s which created disenchantment among many people. According to Hetzel (2002), "the

postmodern conception of society is ideologically at odds with modern values of progress, evolution towards a better world or collective utopias. It is characterized by a lack of unique thought that would allow us to perceive a globalisions truth" (p. 16). In other words, relativism prevails in judgments, values and behaviours: the postmodern individual frees himself from everything and from all; he is self-sufficient, sets his own standards and no longer feels responsible for society and its classical groups of belonging (family, school, parish, etc.).

Most modern organizations seem quite far removed from this free, collaborative and flexible mode of sociability. They remain committed to the modern principles of ubiquitous hierarchical structures, the existence of bureaucratic procedures and systems of control and monitoring of work (Silva, 2015).Three organizational models would nevertheless seem to be approaching the postmodern ideal:

Freed companies: This term "liberated" refers to "various companies that, for decades, have succeeded in establishing a radically different organizational form in which employees are entirely free to act for the good of the company" (Getz, 2012b, p. 27). The liberated enterprise thus seems to respond to certain challenges of postmodernity (Bauman, 2003; Maffesoli and Perrier, 2012).

(Getz, 2009; Carney and Getz, 2012).The liberated companies are based on trust and total transparency, and these organizations personify "the human side of the company," advocated by McGregor (1957). Every employee knows the company's vision and missions; he is able to determine how his skills can be used, every day, to achieve them. Well-being and happiness at work are the drivers of productivity, creativity and innovation.

Agile organizations: It was not until the early 2000s that definitions began to be stabilized, although there is still no consensus on the concept of agility (Sherehiy, Karwowski-Layer, 2007; Qumer - Henderson-Sellers 2008). Without entering the debate, the agile organization can be seen as "an organizational model that allows not only to accelerate its reaction time (observation-decision sequence), but also to be flexible, and, even more so, to constantly anticipate and innovate (...)" (Barrand, 2006, p.42).

Organizational agility is then promoted as a solution capable of maintaining competitive leadership [Goldman et al., 1991; 1995], by enabling companies to respond quickly to varied customer expectations [Katayama and Bennett, 1999], to the internationalization of competition [Kasarda and Rondinelle, 1998], to the fragmentation of markets and the expansion of external cooperation relationships [Yusuf et al., 1999].

Enterprise 2.0 Enterprise 2.0 (or Enterprise Social Software) is a new culture of technology use. As originally defined (but having evolved significantly since) by Andrew McAfee (McAfee 2006), it refers to the use of Web 2.0 technologies, emerging social platforms in or between companies, and their partners or customers.

"Company 2.0 is the company of tomorrow," according to Richard COLLIN, director of the Enterprise Institute 2.0 at the Grenoble Management School. He adds that "We will be less and less involved in process-based management approaches in the future. The old vision, based mainly on authoritarian leadership, is beginning to disappear. Tomorrow, the role of leader will be above all to enable individuals to connect with each other and to trust each other. In this sense, tomorrow's leaders will be trusted farmers. Technology is just the beginning."

However, a hybrid type of business would be able to combine the culture of trust and transparency of liberated companies, with the structural flexibility of agile organizations and the collaborative information systems of companies 2.0. They would also be able to respond to much of the postmodern criticism of the industrial heritage of the Siberian bureaucracies. Such a working environment would seem to perfectly match the expectations of freedom, creativity and sociability of Generation Z (see Table 1)

In order to contextualize the values of the new generation within the framework of postmodern organizational environments, this article proposes a model of conceptual analysis, using the typological analysis of Schwartz's values (1994). This theoretical approximation makes it possible to formulate three research proposals concerning motivational factors according to Schwartz's model.

4) Motivational Factors according to Schwartz's Model

Proposition A: Generation Z favours Hedonism and stimulation over conformity and tradition

While modern relations were based on respect for rules and traditions, the irruption of new means of communication seems to contribute to the emergence of a "utopian" reality based on the search for permanent openness to change, and thus to the rejection of the rules and collective norms of modernism, considered too small and not compatible with the aspirations of freedom and in accordance with the principle of pleasure. , for the individual (Silva, 2012; Maffesoli, 1988). The individual could immediately access hedonism, benevolence and the sharing of emotions, in search of change, as a means of personal fulfillment. These values are described as predominant in the logic of "happiness at work" within free-to-work companies, other models recognize development as a basic principle essential to creativity and innovation, even if the "pleasure of working" is not seem to be the driving force of 2.0 companies or Agile organizations. On the other hand, the authors who describe these models often talk about the importance of "gamifying" projects (i.e. creating a game logic) to make them more stimulating and playful, and especially for Generation Z

Proposition B: Generation Z prioritaires autonomy over safety

The search for meaning and fulfillment at work would seem to represent a consensus for authors describing the new generation. However, to make sense, it is necessary to create the conditions for autonomy at work (Dalmas, 2016). Autonomy presupposes a great deal of trust and real freedom, a weak hierarchy and a certain ability to decide its

role within the organization. These characteristics form the basis of the liberated enterprise. Nevertheless, from a certain size, autonomy presupposes effective coordination systems, such as those of agile organizations and high-performance information systems such as those of companies 2.0.

Proposition C: Generation Z favours altruism over personal development

young people seem, according to the literature, to be much more concerned with sustainable development and global warming issues than previous generations; they would seem committed to equality and group spirit; and therefore more collectivist, however, the need for individual achievement and opportunism, allied to an institutional loyalty, could also push young people to have individualistic attitudes. If altruism is opposed to personal development, as Advocated by Schwartz's model, freed companies would seem more suited to the expectations of Generation Z. If this proposal is not validated, Agiles organisations and 2.0 companies would be better able to attract young people in a strong need to assert themselves, as part of their personal development.

4. Methodology

The study is initially exploratory as it explores the literature review. It is to investigate whether there is a correspondence between the values of Generation Z and the attitudes and values associated in general with postmodernism. It is descriptive at a later stage of the research. Thus, does Generation Z share values that are supposed to be carried by our postmodern societies or has it built an identity apart, far from the images and representations often evoked in the media? To answer this question, we interviewed 3,498 individuals, in university training, in vocational training institutions (OFPPT) and business and engineering schools.

The data was collected via a structured questionnaire sent via Google docs.

4.1 Scales used and samples tested

In order to test the attitudes of Generation Z towards the values defined above, the scale of 56 universal values defined by Schwartz (1994,2001) was used in the questionnaire. For this purpose, a scale of relative importance was submitted to respondents in relation to these values (1 not important; 2 important chair; 3st important; 4 important; 5th important).

4.2 Data collection

As Roussel (2005) points out, data collection raises questions about the choice of survey technique, sample size, and the field of investigation.

This method was chosen because it made it easy to reach the entire population of young people aged 18 to 25, in a university and vocational training situation.

Sample size is also part of the pre-thinking approach to choosing an investigative technique (Evrard et al. 1993). Igalens and Roussel (1998) show that there is room for

manoeuvre depending on the rigour required by the investigator.

The sample size should include 5 to 10 times more individuals than there are items subject to the same factoral analysis. As far as we are concerned, we are well beyond that goal.

The descriptive characteristics of the sample.

The sample is composed according to the characteristics presented in the following Table:

Table 2: Socio-demographic characteristics of the sample

	Staff	Percentage
Men	1644	46.99%
women	1854	53.01%
Total	3498	100%
Under 18	103	2.94%
18 to 21 years old	1453	41.54%
22 to 25 years old	1942	55.52%
Total	3498	100%
Professional bac and bac	985	28.16%
Technician	252	7.20%
Bac+2	1243	35.53%
License and license Professional	650	18.58
Baccalaureate+5 university	153	4.38%
Bac+5 School of Engineering	53	1.52%
Bac +5 Business School	162	4.63%
Total	3498	100%
3-month experience at least	2351	67.21%
No work experience	1147	32.79%
Total	3498	100%

4.3 Factor analysis

First, it is necessary to determine whether the correlation matrix for the variables collected is acceptable for the Barlett sphericity test and whether the K.M.O (Kaiser-Meyer-Olkin) is above the 0.5 threshold. The correlation matrix for the scale used is used to calculate these two indices. The Barlett test is significant, and the KMO calculated for the factor solution chosen is 0.782 for the value scale. It is therefore possible to continue the analysis. The Oblimin factor analysis was performed. In exploratory research, the authors suggest retaining the Oblimin projection, as this solution best describes reality.

With regard to factor analyses, a possible significance of the factors was ultimately retained. For this, the Kaiser Guttman criterion (Pohlmann, 2004) was selected. The latter suggests keeping factors that have a clean value greater than one. This method is consistent with the implementation of the Main Component Analysis carried out here.

5. Results and Discussion

The results are presented by analysing the responses to values according to the Schwartz model.

According to the Cattell test, four factors were ultimately selected out of a total of 12 factors, for a total contribution of 45.78% of the total variance expressed for the Schwartz

(1994) value scale. Factors are presented below in the decreasing order of their factor contribution (see Table 4).
F(1): fun, enjoying life, genuine friendship and health.
F(2): social power, authority, sense of belonging.
F(3): wanting a varied life, wanting an exciting life.
F(4): harmony with the environment, environmental protection, personal harmony.

We propose to name factor F(1): personal quality of life; Factor F(2): compliance with the rules; Factor F(3): search for novelty; and factor F(4): general benevolence.

The averages calculated for each of the factors (Table 4) seem to show a very high emphasis on quality of life (F1) and to a lesser extent on benevolence (F4), a real emphasis placed on the search for novelty (F3), a rather low emphasis on compliance with the rules (F2).

Table 3: Factor contribution of the four factors selected after FACTOR analysis of the ACP type (Oblimin) and average of the important scores

Values	F1	Values	F2
Factor contribution	25.5	Factor contribution	8.6
Pleasure	4 .20	Social power	3.13
Enjoying life	4.62	Authority	3.08
Friendship	4.34	Sense of belonging	3.14
helth	4.58	Collective Individualism	3.20
Total average	4.43	Total average	3.13
Values	F 3	Values	F4
Factor contribution	8.11	Factor contribution	4.7
Wanting a life varies	4.45	Communication quality	3.67
Wanting an exciting life	4.45	Adaptive capacity	4.13
Exemplary	3,9	Personal harmony	4.45
Total average	4,26	Total average	4.08

Factors 1, 2 seems to confirm Proposition A: "Generation Z favours Hedonism and Stimulation over Conformity and Tradition."

In addition, the factor 4 analysis seems to confirm Proposition B: "Generation Z favours autonomy over safety"because the factors that represented the attitudes of autonomy and security for the Z generation interviewed were retained.

Proposition C could not be overturned or confirmed "Generation Z favours universalism over personal fulfillment." For the factors representing altruism and individualism were not retained.

6. Conclusion: An Organizational Perspective

If we want to attract, develop and retain the talents of Generation Z, it would seem that the HR practices of so-called "modern" organizations are no longer entirely adapted. It would therefore be desirable to draw on the best practices of organizations already identified previously at the frontier of hypermodern and postmodern paradigms. Thus, each of the organizational models could offer a dimension particularly suited to the expectations of Generation Z, such as:
- Competitive leadership and anticipation of "Agile Organizations";

- The use of social networks, creativity and collaborative information systems of "Companies 2.0";
- The values of transparency, trust, freedom and accountability of "Liberated Enterprises."

Based on the empirical results presented, the validation of Proposition A (hedonism) and Proposition C (altruism) suggests that, in order to attract and retain the new generation Z, companies could be inspired by a mix of managerial practices relating to the "Liberated Enterprise", that is to say:

- Develop a management style that promotes autonomy, not undermining it;
- Adopt a laissez-faire managerial style based on trust, transparency, results culture and the right to error;
- Develop a culture of social responsibility that could echo the altruistic spirit of young talent.
- Encourage a management style based on flexibility, equity and performance research.

Drawing inspiration from the practices of Agile Organizations, including innovation, the culture of change and constant adaptation, by implementing:

- Digital natives to create social connections, including the e-RH concept.
- Information systems that would make it easier to work remotely.

Thus, analysis of our data would indicate that a hybrid-type approach, using the best practices of each of the models described, could be an axis of the professional success of Generation Z youth. Several theoretical frameworks used in a concomitant manner constitute a rich contribution of teaching and future academic developments such as the analysis of values according to the universalist approach of Schwartz (1994), the identification of a possible typology of contemporary organizations (i.e. "Agile Organizations," "Freed Enterprises," "Enterprises 2.0") and the postmodern ideal, which seems to echo some of the concerns of Generation Z.

Faced with the ongoing professional environment of innovation, human resource management is facing more than ever a "war of talent" against young recruits. Thus, in order to attract and retain the talents of Generation Z, it becomes necessary to understand their expectations, attitudes at work and values. This article basically suggests that traditional modern organizations, with their rigid structures and bureaucratic processes, may be able to recruit young talent, but in return they will find it difficult to retain them.

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