# MASTER'S DEGREE FINAL PROJECT

*FACULTY OF ECONOMICS AND BUSINESS*

*Master´s Degree in Business Administration*

The optimal employee journey to retain Gen Z and Millennial young professionals in the Netherlands

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Supervisor:

Mª Dolores Aledo Ruiz

*Murcia, June 2023*

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Julia Rebel & Faye Willekes MacDonald

Murcia, 12 May 2023

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1.  INTRODUCTION

Gen Z and Millennials are becoming a bigger part of the workforce in the coming years. Gen Z and Millennials will become 75% of the workforce by 2025 (Buganim, 2023). Gen Z refers to the generation of people born between 1997 and 2012 (Merrian Webster, 2023) and the Millennial generation is considered anyone born between 1981 and 1996 (Dimock, 2019). Millennials and Gen Z make a significant impact on the company culture, with their fluency in technology, together with their willingness to speak up to persuade their employers to have a purpose beyond profit, to prioritise actions such as climate change and creating a more diverse, equal, and inclusive work environment (Deloitte, 2022).

When the manager understands the behaviour and needs of these generations in the workplace, it will lead to a higher engagement of employees and a lower turnover. Research shows that Gen Z employees may be struggling with engagement at work. According to a 2022 Gallup Poll, 54% of Gen Z employees are ambivalent or not engaged at work (Fernandez, 2023). A meta-analysis of data from 30 case studies over 15 years found that for employees earning less than €75.000, - annually, the cost of turnover is 20% of the salary. Investing in managing these employees and keeping them satisfied will not only result in a higher productivity and engagement, but also result in less costs replacing the employees (Schroth, 2019).

In this report, there is research provided on how to retain young Gen Z and Millennial professionals in companies in the Netherlands. Young professionals are young highly qualified (bachelor degree or higher) employees, who are starters or in the process of taking the second step in their career. These employees are already working in the profession in which they want to advance (Your talent, 2019). The choice for young professionals was made, because they are working in an area they want to stay in, and therefore will be more likely to stay for a longer term within a company. It is profitable for these companies to invest in an optimal employee journey to retain their employees. The Netherlands has been chosen because this country is in a labour crisis. From a period of too little work for many people due to the Corona crisis, the market is now flipping to

the other extreme: there is now too much work for too few people. This means that there is a shortage of staff. Therefore, it is even more important for companies in this country to engage their employees, to continue their operations effectively (NOS, 2021). The general question of this research report is: *How can companies in the Netherlands optimise the engagement and satisfaction of young professionals to retain the Gen Z and Millennial generation?* To answer the research question, qualitative and quantitative data analysis was conducted. For this purpose, literature research was conducted, and quantitative data has been collected through a survey. In the literature review, the researchers wanted to better understand the generations by examining the generations and displaying the characteristics. They then investigated which employee journey works most effectively per generation and tested this through a survey. The literature research concluded the three following objectives to be able to answer the general question of the research report:

- Which employee journey should a company in the Netherlands provide to retain and engage young Gen Z professionals?
- Which employee journey should a company in the Netherlands provide to retain and engage young professionals in the Millennial generation?
- What differences in employee journeys between young professionals in Gen Z and Millennial generations are visible and have to be taken into account by companies in the Netherlands?

These objectives lead to the conceptual framework, displayed in figure 1.

**Figure 1. Conceptual framework**
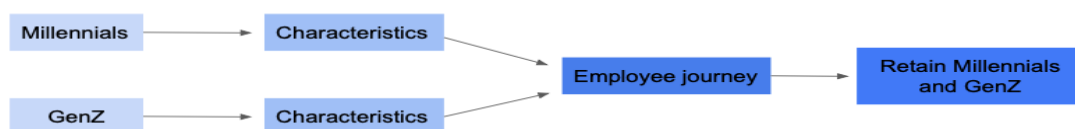


Source: Own elaboration

The next chapter of this report provides a review of the literature on the characteristics of the Gen Z and Millennial generations and the employee journeys they prefer. Chapter 3 discusses the methodology of this research. Then, chapter 4 describes the quantitative data analysis and its results. Finally, chapter 5 presents the discussion and the conclusion.

## 2. THEORETICAL FRAMEWORK

In this chapter, there will be information provided about the characteristics of Gen Z and Millennials and about their preferred employee journey based on these characteristics.

### 2.1. THE GENERATIONS

The cut-off points of generations are not an exact science, and the boundaries are not arbitrary. The only generation officially designated are the baby boomers with birth years from 1946 till 1964. For other generations there are no comparably definitive thresholds for cut-off between later generations (Dimock, 2019). Dimock (2019) states that for analytical purposes they believe 1996 is a meaningful cut-off between Millennials and Gen Z. Their reasons include political, economic, and social factors determining the generation of the Millennials.

### 2.2. CHARACTERISTICS OF GEN Z

Gen Z is just entering the labour market. For managers to know how to engage Gen Z young professionals, it is important to understand the unique formative events of this generation and how it shaped them as future employees. Young professionals that belong to Gen Z are born between 1997 and 2012, where they are known to be raised as digital natives and this generation gives great importance to social justice. Gen Z is characterised as career-focused, hardworking, and realistic (Jancourt, 2022). In this paragraph, the most prominent characteristics of Gen Z in relation to the workplace will be displayed.

Digital natives: Gen Z is the first generation that did not experience a world without the Internet. Since these young professionals are born and raised in the digital age, eight out of ten already have intermediate or above tech skills, before they get any training. They learned on computers, read from digital textbooks and the younger part of this generation did much of their learning online during the pandemic. Gen Z sees the potential in technology, and they want to use it to solve problems and make the world a better place (McGregor, 2022). Because of the Internet, Gen Z became a global generation, aware of the injustice and inequity

around the world. Gen Z is determined to make a difference by holding employers accountable for their value positioning and workplace culture (McIntosh, 2022).

The use of smartphones has a significant impact on the social interaction among Gen Z. The number of face-to-face interactions between teens has reduced since the introduction of the smart phones. Technology plays a central role in Gen Z' lives, which can impair their ability to effectively communicate and interact with others, including the older generations in the workplace (Schroth, 2019).

Diversity, equality, and inclusion: 91% Of Gen Z believe that everyone is equal and should be treated that way. Issues surrounding diversity, equality, and inclusion are more important than in any other generation. Gen Z has played a crucial role in the movements that fight racism, discrimination, sexual harassment, and worsening climate change. The macro social movements and systemic issues have shaped who they are and what they stand for in the workplace and society (Fernandez, 2023).

Lack of work experience: Gen Z young professionals are growing up in households with a higher median, where they do not have to work to help the family. Research has shown that Gen Z has less experience in the labour market than prior generations. Only 19% of the 15- to 17-year-olds in 2018 report having worked at all during the prior calendar year, compared with 30% of Millennial 15- to 17-year-olds in 2002. The lack of early work experience can result in unrealistic expectations of work, which leads to lower levels of commitment and higher turnover (Fernandez, 2023).

Anxiety and depression: Gen Z are significantly more likely to report their mental health as fair or poor as compared with all other generations. They have the highest rate of diagnosed depression followed by anxiety. Considering these statistics, companies may consider putting more resources into their health and wellness programs (Schroth, 2019).

Fostering autonomy: Gen Z grew up with a culture of safety and overprotective parenting, which took away their opportunity to learn life skills, like social, emotional, and intellectual development. Also, because of the overprotective parenting, Gen Z employees have a fixed mindset and are unwilling to take on more challenging work, they blame others for mistakes and avoid asking

questions to not appear unknowledgeable. They can see feedback as unfair criticism and are threatened by others' success (Fernandez, 2023).

## 2.3. CHARACTEREISTICS OF MILLENNIALS

The Millennial generation is considered anyone born between 1981 and 1996 (Dimock, 2019). Millennials were first referred to as Generation Y, but the term Millennial became more popular since this generation was born near the end of the millennium (Indeed, 2022). Every generation has had its own positive and negative attention, but Dheeraj Sharma (2019) points out that the Millennials are the most criticised generation. To understand the generation better the background and characteristics will be described. Currently Millennials have reached adulthood and are in their (late) thirties. Millennials are brought up in blossoming times with highly involved parents. They received lots of care, love, and encouragement from their family. This family friendly environment shaped their mindset to be more accepting because they are nurtured to try things on their own. Millennials are considered more progressive, creative, and far thinking than earlier generations due to the technological growth and development they have seen in their earlier years (Indeed, 2022). Pew Research Center considers Millennials more concerned with intrinsic and moral values over extrinsic and material ideologies (Bialik and Fry, 2019).

Major political events (9/11, war in Iraq and Afghanistan) and the economic environment had a big impact on forming the generation of the Millennials. During their childhood, Millennials grew up with terrorism, wars, globalisation, recession, and technological developments. Globalisation made the world connected, leading to exchanges of financial, economic, political, technological, and cultural resources. Businesses were expanding to (developing) countries and invested in foreign trade. These developments created work opportunities (Dheeraj Sharma, 2019). Most Millennials entered the workforce during the economic crisis, which influenced many life choices of this generation (Dimock, 2019). Technology also played a big part in determining the generations. Where television expansion took place for Baby Boomers and the evolution of the computer for Generation X, for Millennials it was the introduction to the internet. For Millennials the internet has not always been there as they experienced the evolution of these new inventions.

Millennials had to adapt to unlimited connection, social media, television, and communication growing up on contrary to Gen Z (Dimock, 2019).

According to PricewaterhouseCoopers, PwC, (2011) the attitude and expectations of Millennials have changed due to the economic downturn in the world. However, characteristics of Millennials according to research by PwC (2011) are that they are Loyalty-lite and compromiser. The economic impact has decreased the loyalty of Millennials towards their employers. Where they previously were likely to have two-to-five employers in their career they now expect to have six or more employers. Due to the economic situation of the past decade, Millennials were forced to make compromises when it came to getting a job. This could be a lower salary than expected, fewer benefits or working further away than their ideal location.

**Work values for Millennial**

Work-life balance: Millennials value work-life balance as a priority in their job, they want to keep the balance between work and pleasure. Rebecca Overdijk (2017) found that 82% of the Millennial participants in the Mercer Human Resource Consulting research find their work-life balance by working flexible hours. This also positively affected the commitment and motivation of the participants towards the organisation. According to Alch (2000) the work-life balance gives that Millennials need more time for themselves. Millennials grew up with the encouragement to make independent choices and they are used to a certain way of freedom. The flexibility in their work is a way to maintain this freedom (Overdijk, 2017). Work-life balance is the most important factor for Millennials when they are looking for a job. Millennials are committed to their own development and learning path and development is the most important benefit for them. The second most important is the possibility to work flexible hours. After the flexibility, salary and bonuses are the third most important for Millennials (PwC, 2011).

Technology: Millennials expect technology to drive communication and innovation in their work. Millennials prefer to communicate electronically at work and would rather avoid face-to-face or phone conversations. The Millennial generation is used to working with technology and believe that the access to technology makes them more effective in their job. However, technology can also

be a reason for conflicts. Some Millennials feel that their use of technology is not always understood, and they tend to hold back for rigid outdated working styles (PwC, 2011).

Work style: Millennials are known for multitasking. According to Dheeraj Sharma (2019) Millennial workers have a great ability to switch tasks within seconds. They demand a work environment filled with fun where they can work with others on a creative level. Workplaces should be happy places where they can learn and grow. Their drive to learn and develop themselves makes them more likely to switch jobs when they face stagnation at work. Dheeraj Sharma (2019) says: *'Their perception of organisational support is rather low and likewise is their organisational commitment. They do not seem to give importance to valuing trust in organisations'.*

Expectations: The Millennial generation want to know what is expected from them. Moreover, they prefer clear instructions on their responsibilities. They have developed themselves within an environment where they were guided and directed by (Overdijk 2017). Clarity on how to do their job results from Millennials not being able to cope with ambiguity and can be a factor that causes stress, anxiety and burn-out (Fisher, 2011).

Career progression: Career opportunities are a principal motivator for Millennials (Dheeraj Sharma, 2019). They are highly educated and have great ambitions. They might be referred to as unpredictable, self-centred, and transitory, but they do have a great ambition. Millennials consider a bright future regarding factors such as promotion, salary and raises (Overdijk, 2017). They can be impatient as they actively seek for growth within their career. However, this makes them pursue their goals faster than other generations. Their individualism and self-absorbed orientation make them prioritise their personal interests over the organisation's interests (Dheeraj Sharma, 2019). Therefore, not salary has the highest importance for Millennials but the possibility to grow within the organisation and the opportunity to develop themselves, while maintaining their work-life balance (Heizman, 2019).

Feedback: Millennials need autonomy within structure, they want to know what is expected from them, but they want to do it in their own way and pace. To support the Millennial employee, Tuff (2019) suggests replacing the question '*How can I get this person fall in line'* to '*How can I understand this person so that I'm able*

*to equip him to succeed'.* Millennials work best when they receive constant feedback, but for the feedback to be effective they need to know what is expected from them. Hershatter and Epstein (2010) found Millennials wanting organisations to adjust to their needs and desires and request immediate feedback on their performance continuously. For Millennials to succeed they need to get feedback as soon as possible so they can adjust and improve themselves. If you wait too long with the feedback, it can not only blindsight the Millennial it will also take away the moment for them to improve themselves. When Millennials feel valued, seen, and appreciated the work they deliver will increase too (Tuff, 2019).

Development: Training and development opportunities are very important for Millennials. They recognise it to develop their skills and keep an attractive profile for the labour market. They expect this as a benefit in the organisation. However, they expect custom opportunities for their individual goals instead of a general program. They also see the mentoring relationship with their manager a way to develop (Heizman, 2019).

Relationship with manager: The relationship with their manager, is very important for the Millennials. Support and guidance to provide a mentoring relationship are common for the Millennial generation (Dheeraj Sharma, 2019). If the relationship between the manager and the Millennial has a high-quality, the need and work value of the Millennial is met. One of the biggest motivational factors is a high-quality relationship with their manager for a Millennial (Overdijk, 2017).

Generation tension: Millennials are comfortable working together with older generations and value mentors (PwC, 2011). However, if there are signs of tension such as older management who do not relate to the younger workforce or their personal drive being intimidating to other generations, this will negatively impact their personal drive (PwC, 2011).

Reputation: Millennials want to be proud of their employer, have a purpose in their work and contribute to the world. The organisations who stress their record on environment and social contributions are more appealing to Millennials. They are looking for employers with Corporate Sustainability Resource (CSR) values that complement their own values. If an organisation does not match their values this can be a reason for leaving for Millennials. However, if the economic

conditions negatively affect the labour market, they are willing to compromise their principles.

#### 2.4.    EMPLOYEE JOURNEY

Employee journey mapping can help organisations to better understand the various stages of their employment lifecycle. By using this tool, employers can improve employee satisfaction and engagement. This research is focused on the onboarding, development and offboarding stages in the employee journey.

Onboarding is defined by Holly Schroth (2019) as "*all formal and informal practices, programs, and policies enacted or engaged in by an organization to facilitate newcomer adjustment*". During the onboarding the new employee will be embraced physically, emotionally, and psychologically to the organisation. The employee will be up and running and contributing when the onboarding is done properly (HR onboard, 2022). The second phase in the employee journey is development. The company has managed the expectations of young professionals and they know how they contribute to the achievement of objectives and the organisation. The last stage is the offboarding Sturt (2019) mentions that it is as important to put energy in the offboarding as the onboarding of employees.

### 2.4.1. Employee journey Gen Z

In this paragraph, the important aspects of improving the onboarding, development and offboarding for Gen Z young professionals will be described.

- *2.4.1.1. Onboarding*

When employees are successfully onboarded, it will result in better performance, engagement, satisfaction, commitment, and efficiency. Especially for Gen Z, a successful onboarding is important, because they have a higher level of fear and uncertainty. The onboarding starts when the offer is accepted and continues to track and report the progress of new hires. Only 12% of new employees say their company does a good job onboarding them and 87% say they do not have the optimum level of knowledge and tools necessary to do their job. Lack of proper onboarding is cited as the reason that 25% of new employees report that they want to quit their jobs within the first six months. Therefore, onboarding is a crucial part for employee engagement (McIntosh, 2022).

Since Gen Z has less experience in the labour market compared to other generations, it can result in unrealistic expectations of work. Gen Z often has an idealistic picture of the workplace. As a manager it is important to talk to each new employee to understand that person's expectations about the job responsibilities, hours worked, travel, working conditions, culture, growth, and career path and to manage these expectations. If these expectations are not discussed or acted upon it will lead to poor performance and productivity, low satisfaction, and high turnover (McGregor, 2022).

Practices for an effective onboarding of new entry-level employees are the following:

**Provide a checklist**: A checklist with a specific timeline, goals, responsibilities, and resources available for the first day, first week, first month and three months will be a tool for managers and employees to have a shared expectation. Having high role clarity results in 75% of Gen Z feeling more passionate about their jobs and reporting higher levels of job satisfaction. Using onboarding to clarify employees' roles and explain how their jobs contribute to the organisation meets Gen Z's need for purpose in their jobs and encourages them to work harder (McIntosh, 2022).

**Facilitate communication**: It is important for Gen Z to have an orientation program. Make sure the new employees can ask questions to their co-workers, seniors, and HR. Use technology such as videos and a variety of communication media to introduce information about the company and demonstrate any communication. The top learning method for Gen Z is YouTube (59% of Gen Z prefers this method).

**Reinforce existing culture and sense of purpose**: Explain the significance of their new role and how their presence makes a difference for the team. This is very important, since a study from Monster states that 74% of Gen Z thinks purpose is more important than a pay check (McIntosh, 2022). Reaffirm their decision to join the company. Reinforce the existing culture using success stories, especially stories that communicate effort and persistence, learning from mistakes, and growth and achievement.

**Provide feedback channels:** As a manager, it is important to set aside time to spend with the new employee to answer questions and address concerns. Make sure feedback goes in both directions (Schroth, 2019).

- *2.4.1.2. Development*

As described earlier, diversity and equality are very important for Gen Z young professionals. Workshops can encourage personal valuing of diversity and equality by analysing the benefits to both the employee as well as the organisation of having a diverse and fair workplace. Gen Z young professionals need to be aware that the company pays attention to these values, which will increase positive feelings toward the company, organisational commitment, and job satisfaction. In addition, since Gen Z is known for having less communication skills due to their upbringing in a digital environment, a training in negotiation and conflict resolution skills will teach Gen Z young professionals how to manage emotions, engage in a positive dialogue, build trust, develop relationships, and manage conflict to create value and work toward mutually satisfying agreements (Schroth, 2019).

Because of the overprotective parenting of Gen Z, a large part of this generation has a fixed mindset. This mindset will keep the young professionals from taking on more challenging work and it is difficult for them to own their mistakes. Therefore, it is important as a manager to advocate for a growth mindset. A manager can do this by presenting skills as being learnable and put emphasis on the fact that everyone is learning on the job. Convey that mistakes are inevitable but can and should be learned from. A manager needs to praise effort, perseverance, and initiative, not just results. There needs to be a culture where feedback is seen as valuable. Acting on feedback is seen as helping them to achieve their goals and will be met with greater opportunities to move up in the company. Research has shown that 63% of Gen Z young professionals will be more motivated to work hard on an assignment if their manager explains why, it is important, especially to their future growth and achievement (McGregor, 2022). A manager needs to coach employees to seek positive and constructive feedback from their peers. A manager can achieve this by sharing their own mistakes as well and explain what they have learned from this (Schroth, 2019).

Furthermore, Gen Z says they prefer collaborative learning rather than a telling approach. To efficiently achieve the professional outcomes, a manager is expected to coach the Gen Z young professional one-on-one. The manager helps the employee by facilitating goal attainment. The manager will help identify desired outcomes, establish specific goals, enhance motivation by identifying strengths and building self-efficacy, identify resources and formulate action plans, monitor, and evaluate progress and modify action plans where necessary (McGregor, 2022).

In the development stage of the employee journey, the Gen Z young professionals are fully settled in. To retain the employees, keep them engaged and willing to work hard for a promotion, there are different strategies. Hereafter the most important strategies will be described. To attract and retain Gen Z young professionals, they are looking for a flexible working environment. Gen Z likes to spend some days working from home. They want to have the ability to make a schedule around the heavy commuting hours or family commitments. Since they are used to working with digital resources, they can work from any place. Work-life balance is very important for them, and by being able to have more flexibility to work, they feel like they can obtain this goal (Jancourt, 2022).

A manager needs to foster autonomy for Gen Z to stay engaged. Managers must act upon this by supporting employees to make decisions, allowing them to take ownership over projects, have greater control over their time management and how they complete tasks. The manager needs to explain what good processes look like and give the tools and resources needed for the employee to succeed. Gen Z has grown up with unfettered access to information, where they seek to make informed decisions on their own. Gen Z needs room for experimentation to prove themselves. Create opportunities for these employees to lean-in on their strengths such as leveraging technology, social media, and their desire for connection (Fernandez, 2023).

Gen Z young professionals are very eager to learn. Therefore, it is important that the company offers education to these employees. 76% Of Gen Z young professionals connect learning to career progress. Gen Z generally understands that they are starting at the beginning, but they do not want to stay there. To

motivate and engage Gen Z in the workplace, the company needs to offer continuing education opportunities, preferably in an independent learning format, where the young professionals can guide the course of study at their own pace. To keep Gen Z employees on track, consider incentives for learning and professional development opportunities. Connect certifications and other continuing education to bonuses, as well as to performance reviews to ensure they are completed on time (McIntosh, 2022).

Mental health struggles, like anxiety and depression, are a crucial factor impacting the work performance of Gen Z. Having experienced economic uncertainty driven by a global health pandemic, Gen Z had to contend with a youth mental health crisis. Support groups and some interventions that focus on teaching general psychosocial skills have been found to increase overall well-being; 73% of Gen Z feel that they could have used more emotional support in the workplace in the past year (Schroth, 2019). To start, a manager needs to ask their employees how they are doing and share their own emotional state, worries and coping mechanisms. It is important to create a team culture that allows for vulnerability, open communication and makes time for mental recovery. Furthermore, a company can implement benefits that help the mental help of Gen Z. Examples are offering employees mental health days off and/or mental health-related employee resource groups (ERGs) (Fernandez, 2023).

Lastly, pay equity is also a priority for Gen Z. A manager can conduct group discussions about salaries so this hypercognitive generation sees the organisation's commitment to equity. Having conversations about salary and career progression in the open will have a lot of positive effect on Gen Z young professionals (Fernandez, 2023).

- *2.4.1.3. Offboarding*

As important as onboarding and retaining employees is, a manager needs to devote similar energy when employees leave. There are many reasons to appreciate and support them when they want to leave. First, it is possible that the employee comes back. Rehiring is a real and often a smart option since the former employee benefits from their deep familiarity with the culture and processes of the organisation. The rehire also brings with them the experience, expertise, and contacts they have gained while away. But also, if a former

employee is not rehired, there are other advantages to giving them a positive and meaningful offboarding experience. These employees can be valuable resources during the transition, who will be more likely to help when they leave on a positive note. Also, the employees that remain will see that the company cares about its workers as people. Lastly, employees that have been sent out on a supportive note might recommend your organisation to talented workers they meet in the future, creating a new network of talent (Sturt, 2019).

A few ways to better offboard employees are to listen, show appreciation and stay in touch. It is important for a manager to listen since the employee may be sharing reasons for leaving the job. It is possible that issues that a manager is unaware of are discovered. The conversation may not keep this employee from leaving, but the manager may be able to improve the workplace and the retention for remaining employees. It is also important to show appreciation. The appreciative conversation with a departing employee is the opportunity for the manager to say how this person has contributed to the team and the company's success. Also, to point out talents and abilities that they might not have noticed themselves but will serve them for their new job. Lastly, it is important to stay in touch. By keeping in touch occasionally with valued employees, a manager shows them that even when they are off payroll, they are still a valued member of the company's extended community. It is another chance to show genuine caring. When a company gives offboarding the same care and consideration as onboarding, the team and organisation are better positioned to thrive (Sturt, 2019).

### 2.4.2. Employee journey Millennials

In this paragraph, the important aspects of improving the onboarding, development and offboarding for Millennial young professionals will be described.

- *2.4.2.1. Onboarding*

The onboarding process has become a greater asset to a company over the last few decades. Where thirty years ago the onboarding contained filling a few forms for HR and attending a safety training, nowadays the onboarding has a greater impact and role within an organisation. Specifically, the onboarding for Millennials

has a great impact on the rest of their career within a company. Jeannine Kuntz in Putre (2015) says: "*Millennials tend to decide whether to stay with a company long-term by the end of their first day*". The Millennials might be a demanding generation, but once you have won them over, they are very loyal to you (Putre, 2015). Millennials prefer to communicate with the one in charge instead of with HR. McGrath in Putre (2015) advises to assign two mentors to the employee during the onboarding. One mentor with a high ranking in the company and a 'peer mentor' for day-to-day and hands-on questions. An addition to mentoring is self-directed learning, according to a Society for Human Resources survey, 52% of Millennials are 'very interested' in self-directed learning (Putre, 2015). McGrath (Putre, 2015) also advises creating a structured onboarding program. During onboarding it is also important to make an impression on Millennial employees to establish a strong and positive impression of not only the organisation, business, and the leadership, but also their career opportunities within the organisation. If organisations want Millennial employees to stand in line for a job at their organisation, they will need to create an internal marketing process to establish an impressive onboarding. To maintain the wow-factor for new employees, ownership and accountability must be shared between talent acquisition, development, IT, and a supporting cast. To integrate new employees in the business and organisation culture an executive welcome and overview of the business should be included in the onboarding (Graber, 2016).

- *2.4.2.2. Development*

Employees are settled in the company and know how to do their tasks to perform their job.

Feedback: As described in the characteristics, Millennials are very fond of feedback. They want to receive the feedback as soon as possible, frequently and in a practical way. Millennials want to know what they can improve and what is expected from them. When Millennials receive constructive feedback, they can use to improve their capabilities, they will feel more valued and have a better performance (Tuff, 2019). Companies who understand the importance of providing Millennials with regular and structured feedback and are setting clear targets are more successful are managing Millennials (PwC, 2011).

Learning and development: The Millennials generation wants to get as much training as possible to develop themselves. The desire of Millennials to progress will influence them on choosing a job. The benefit that is most important for Millennials is being able to develop themselves through training and development (PwC, 2011). This is an addition to the feedback they receive to develop themselves in their job. Millennials will be learning from collaborative and accustomed learning in teams and by doing. However, a one-way lecture will not be as effective for them. The best way to train Millennials is by a mix of classroom instruction, coaching, group learning and self-directed study. Yet they want to be independent and flexible and want structure and clear objectives which define the expectations (PwC, 2011).

Fast advancement: Previously, career opportunities were given on seniority and time of service. Millennials do not agree with that as they are focused on results and progress. They can get frustrated by the time it takes to make steps in their career. They seek career advancement much quicker than the previous generations succeeded them. To retain the talents organisations should rise the ranks up quicker. This can be done by adding extra levels (PwC, 2011).

Relationship with manager: For Millennial employees the relationship with their manager is very important. A leader should ask Millennials individually how they want to develop their skills and what they want to develop, this way they will engage and empower new talent (Garber, 2016).

Mentoring: To contribute to the Millennials needs and expectations of learning and development the organisation could appoint a mentor. Millennials respond well to being mentored by older employees, in the best scenario Millennials would like a boss who supports them in their personal development. Millennials value the change they get to engage, interact, and learn from senior management. They also prefer learning by doing over being told what to do (PwC, 2011).

Recognition: The Millennial employee wants to be recognised with customised and personalised approaches. As they grew up being cheered on by their parents, Millennials are used to encouragement and validation. The recognition does not always need to be a long conversation but a simple 'well done' or 'good work' will go a long way (Sheridan, 2020). If a manager asks a Millennial regularly how they are and provide them with frequent recognition and visibility they seek to stretch the growth and capabilities of their employees (Garber, 2016).

Purpose: A sense of purpose is one of the reasons why Millennials choose a job. However, the lack of real, or perceived opportunities to grow in an organisation is one of the top reasons to leave an organisation. Therefore, a clear job description and career path are of great importance for the Millennial employees (Sheridan, 2020). But also, the purpose of the organisation is important for Millennials. They are looking for more than just a job, they want to feel worthwhile themselves but also take the organisation's values into account when considering a job (PwC, 2011).

- *2.4.2.3. Off-boarding*

Nowadays the offboarding has a greater impact than ever before, since the social effects are getting bigger and bigger. Millennials have a great network with tight connections, with Millennials you never deal with one person due to the technology and networking connections. Impressing or offending one Millennial means you impress or offend many (Graber, 2016). Therefore, it is important to leave on good terms because employees will be more likely to recommend the organisation to talented workers, this creates a new network from which the organisation can hire (Sturt, 2019). The employee will always remember the way the organisation said farewell. The organisation has the branding this (former) employee will do for you in its own hands. When they leave on a positive note, and someone inquiries about their time at the organisation they are likely to be positive. The organisation will benefit as their employer brand and ability to attract new hires both benefit from this (HRnews, 2023). The offboarding process is very important to make sure the leaving employee will stay a devoted customer. When a former employee keeps using the service or products of the company this is the best marketing an organisation can have (HRnews, 2023). A proper offboarding process will also make the transition better for the leaving employee and for the team and organisation. The leaving employee can be a resource for the organisation on the work and knowledge he or she has until they leave. It is also a sign for remaining employees that everyone is valued and cared for. Finally, the return ticket for the employee, if the employee leaves the organisation on good terms and the new job is not exceeding the expectations a return to the organisation and team they know and are comfortable with is an easy solution. To make sure the employee leaves on good terms it is therefore important to really listen, show appreciation and stay in touch with the employee (Sturt, 2019).

3. METHODOLOGY

This chapter will explain which research methods were applied, why they were applied and how they were carried out. This research has been conducted to answer the main question: *'How can companies in the Netherlands optimise the engagement and satisfaction of young professionals in Gen Z and Millennial generation?'*

### 3.1. LITERATURE RESEARCH

To answer the main question different research methods were used. During the research, the characteristics of Gen Z and Millennial Young Professionals in the workplace were analysed followed by an investigation into how these characteristics translate into an effective employee journey. This research is important to make clear why this generation has certain preferences in the way they want to work and how companies can respond to this to establish a sustainable relationship.

During the research, both qualitative and quantitative research was conducted. First, information was acquired through literature research. This research method was used, because it is more efficient if secondary data is already available on the subtopics (Dingemanse, 2020). The literature research has been done to define concepts and terms in the research and to describe theory (Baarda, Bakker, Fischer, Juising, Peters, van der Velden and de Goede, 2013). The aim of the literature review was to obtain theoretical knowledge about the concepts related to the issue and to answer the questions (Krul, 2014). During the literature search, the reliability of the literature was considered by checking whether references were given and whether other sources had the same information. Attention was also paid to where it was published. The sources that were used were found through EBSCO search bank via Catholic University of Murcia, Google Scholar, Google, and the Dutch HBO knowledge base, among others. Scientific articles have been used for the literature research to increase the reliability, when using an article, the expertise of the author or organisation have been considered to maintain the quality (Baarda et al., 2013). To ensure the

validity of the literature review, multiple sources were used to obtain the same information, thus creating triangulation.

### 3.2. SURVEY

After doing qualitative literature research, the quantitative research was done among a group of young professionals belonging to Generation Z and the Millennial generation by using a survey. In Annex 1, the survey questions can be found. The population of the survey is divided into two different groups: Millennials and Gen Z. The respondents completed the survey anonymously.

The survey is a quantitative, structured data collection method in which both open and closed questions are asked in the same order for each respondent. The fixed order ensures reliability (Benders, 2020). The answers to the open-ended questions are coded to analyse them. The closed questions have multiple choice options as answers and are asked in the form of a statement. Here, the extent to which a concept is measured (concept validity) is important. The closed questions are measured using a Likert-scale and have five response options: completely disagree, disagree, neutral, agree or completely agree. Because the statements have answer options, you already know which answers can be given. This ensures that the outcomes from the closed answers can be recorded, structured, and analysed quickly and efficiently.

When making the survey questions, prior knowledge from the literature review was used. The survey can be divided into different parts: personal information and the employee journey with onboarding, development and offboarding. The first part of the survey starts with objective questions to gather demographic information of the respondents. These questions are related to their circumstances such as: age (and generation), gender, years participating in the workforce and professional background. The second part is created to generate more specific information about the respondents on their experience.  This gives a clear picture on what the generations look for in their employee journey.

The survey is written in accessible language so that it can be easily understood by all respondents. This was confirmed by sending the survey to five people from the target group beforehand and asking for feedback. In this short pilot, it became

clear which questions were easy to understand and which were not. Research shows that if the population is larger than 100,000, with a 5% margin of error, 383 people should be contacted for the survey (Surveymonkey, sd). Because this research has 101 respondents the results are not valid. The survey is made in Google Forms and distributed via the LinkedIn and the social network of the researchers. Google Forms was chosen because it is user friendly for not only creating the survey, distributing the survey, and completing the survey by the respondents, but also for generating the results after the survey has been completed. Google Forms automatically generates the answers given in a document that can be transferred into an Excel document. This reduces the chance of errors when converting. The results from the survey were processed in the SPSS programme. The data generated during the survey process was visualised using graphs and tables. From these, connections were made that help answer the research questions. A digital survey is more convenient for these generations as they can fill it in immediately, are used to using technology and do not have to think about returning the survey because it is automatically done by submitting it. In Google forms the option to make questions mandatory is used. This means that all mandatory questions must be completed for the respondent to complete the survey. As there is no possibility for respondents to ask questions about the survey, the statements are formulated as concretely, clearly, and neutrally as possible.

### 3.3.    VALIDATION AND RELIABILITY

When the same answer is obtained repeatedly, reliability is high (Baarda et al. 2013). In addition, the researcher assumed an objective and neutral role to maintain a critical eye and prevent preferences or one's own opinion from influencing the study. In this study, reliability is ensured by minimising coincidences. Concept validity is overcome by explaining concepts before respondents answer the question and by defining the concepts in the theoretical framework. Finally, the validity of the study was increased by triangulation, which according to Baarda et al. (2013) means that the study collected data through multiple interventions. As a result, the results do not depend on one data collection method but are substantiated in multiple ways.

# 4. RESULTS

In this chapter, the results are described and analysed, to answer the research questions.

## 4.1. DISTRIBUTION OF RESEARCH RESULTS

The survey was started by 114 respondents, from whom 13 were sent to the end of the survey immediately, because these respondents did not belong in the age category or did not work in the Netherlands. This group of respondents has been filtered out, because they are not part of the target group of the research, and this would otherwise give a different result in this research. All the respondents who started the survey also completed it, therefore, the chance is high that they spent time on filling in the survey seriously. Before the results were analysed and compared, insight was gained by looking at the individual variables. This was done by checking the descriptive statistics to have an overview of the distribution of male/female, education level and year of birth. All the single variables were checked, and the errors were removed. In the survey, respondents had an option to answer 'other, namely' for some questions. The answers that were given that fell under an existing answer option were changed to the existing variable in SPSS. After checking the 'other, namely' answers, the actual open answers were coded in an Excel file, to see at a glance what the open answers were and draw additional conclusions from them.

**Table 1. Distribution research results**

| Total number of respondents | 101 |
|---|---|
| Gender distribution | Female: 61.4%<br>Male: 38.6% |
| Distribution year of birth | 1997-2012: 38.6%<br>1989-1996: 57.4%<br>1981-1988: 4% |
| Level of education | Bachelor's degree HBO: 32.7%<br>Bachelor's degree WO: 10%<br>Master's degree: 56.4%<br>Doctorate degree (PhD) or higher: 1% |

Source: Own elaboration

In table 1 the general data from the respondents from the survey is displayed. An elaborated description of the total sample can be found in Appendix II Table 3.

### 4.1.1. Research groups

For the results and analysis, the data from the survey was checked and new variables were created to compare groups. New variables were chosen to be created for the response options on generation and education level to check whether significant differences could be found. In the survey, there has been made a difference between 'old' Millennials (1981-1988) and 'young' Millennials (1989-1996) based on their birthyear, to see if there would be differences between these groups. These variables were aggregated, because the number of respondents being part of the 'old' Millennials group were too small to draw conclusions. The education level was split in two levels instead of four levels, Bachelor's degree or Master's degree. The Bachelor's degree HBO and Bachelor's degree WO are combined and are 42.7% of the respondents. The Master's degree and the Doctorate degree (PhD) or higher are also combined and are 57.4%. This distribution has been made, so there could be analysed if education level has influence on the optimal employee journey of both Gen Z and Millennials. After doing this analysis by using a two-tailed Pearson correlation and a one-way ANOVA, no significant results could be found. Table 2 shows the new distribution. In Appendix III a more elaborate table of these results can be found.

**Table 2. New distribution research results**

| Questions | | Millennial | N = 62 | GenZ | N = 39 |
|---|---|---|---|---|---|
| | | *Number of responses* | *Percentage of generation* | *Number of responses* | *Percentage of generation* |
| **Gender** | **Male** | 25 | 40.32% | 14 | 35.90% |
| | **Female** | 37 | 59.68% | 25 | 64.10% |
| **Educational level** | **Bachelor** | 22 | 35.48% | 21 | 53.85% |
| | **Master** | 40 | 64.52% | 18 | 46.15% |

Source: Own elaboration

### 4.1.2. Descriptive statistics

Several questions were asked during the survey. Here, respondents were given a statement and could indicate how important they thought the statement was by giving a number from 1 (very unimportant) to 5 (very important) using a Likert scale. To create the different descriptive statistics, first crosstabs were made of all the variables tested using SPSS, distinguishing between Gen Z and Millennials. Here, the number of answers the different generations gave in which they indicated important or very important were aggregated in Excel and percentages compared to the total amount of respondents in the generation group were made. Graphs were made from this data to gain more insight into the results. The choice was made to pay attention to the results, where at least 80% of a generation group indicated they considered the matter important or very important.

In this chapter, some variables are explained with percentages based the number of respondents in the different generation groups Gen Z and Millennials, who completed the survey and are part of the population that is being researched. The percentages that are stated are the number of respondents of Gen Z or of Millennials that give the matter a 4 and a 5 out of 5 on the Likert scale regarding importance.

### 4.1.3. Statistically testing

The results were analysed by testing them statistically. For each figure, where different variables were compared, the results that are statistically significant have been described. With the results, the p-value will be named. When the results are statistically significant, it means that the result found is not based on chance and these results may apply to the entire population. Significance testing assumes a null hypothesis that a found association or difference rests on chance, in other words, that no association or difference exists (Minerva, sd).

- *4.1.3.1: Two-tailed Pearson Correlation*

A two-tailed Pearson correlation is used to determine the strength and direction of the relationship between two variables. This type of correlation measures the extent to which changes in one variable are related to changes in the other

variable, and whether this relationship is positive or negative (-1 ≤ r ≤ 1). A positive correlation means that higher scores on one variable are related to higher scores on the other variable, while a negative correlation means that higher scores on one variable are related to lower scores on the other variable. Because this study compares two groups, Gen Z and Millennials, the two-tailed Pearson correlation can help determine whether a significant correlation exists. When there is a significant correlation, the results are used to understand how one variable affects the other. Even though many relationships are found, the two-tailed Pearson correlation analysis will focus only on statistically significant relationships that are directly related to the objectives of this study (Edens, 2016).

- *4.1.3.2: One-way ANOVA*

A one-way ANOVA (analysis of variance) is a statistical technique used to determine whether there is a significant difference between the mean scores of three or more groups on a dependent variable. This technique is used to determine whether there are significant differences between different groups, such as between the generations and education level. Even though there were no significant results between generation, education level and the other variables, the information about the mean and standard deviation scores per generations on the different important dependent variables are displayed in the following sections (McCormick, 2017). These mean scores give information about how important the generations rate the different variables, besides how many rates them important.

Appendix IV Table 5 shows the descriptive analysis of most of the variables of the questionnaire for the study groups (Millennials and Gen Z), as well as the ANOVA analysis with a comparison of means. As can be seen, there are significant differences between the groups in the following items: Company values, onboarding, development and offboarding, in which it is superior for Gen Z. In paragraph 4.4, there will be elaborated on this figure.

## 4.2.    SUB-QUESTION 1

*Which employee journey should a company in the Netherlands provide to retain and engage young Gen Z professionals?*

### 4.2.1. Onboarding

In figure 2 the opinions on different practises during the onboarding stage of the employee journey of Gen Z are displayed. Eight practises score higher than 80% and therefore there will be elaboration on these in this paragraph.

**Figure 2. Onboarding practises Gen Z**



Onboarding practises Gen Z

| Practice | Percentage |
|---|---|
| Clear guidelines | 77,0% |
| Career opportunities within the organisation | 71,8% |
| Structured onboarding program | 76,9% |
| Self-directed learning | 69,2% |
| Expectations on job responsibilities and conditions | 84,7% |
| Optimum level of knowledge to do the job | 82,1% |
| Responsibility | 69,2% |
| Flexibility in the program | 66,6% |
| Coaching | 79,5% |
| Planned activities | 74,3% |
| Receive information in advance | 87,1% |
| A checklist with specific information | 69,2% |
| Having a buddy | 61,6% |
| Having a mentor | 69,3% |
| Trainings on organisation's systems and use of tools | 84,6% |
| Explanation why I make a difference to the company | 69,2% |
| Explanation of the significance of my new role | 82,1% |
| Being able to ask questions to HR | 79,5% |
| Being able to ask questions to senior management | 82,1% |
| Being able to ask questions to my co-workers | 89,7% |
| Knowing the company culture, structure and purpose | 87,2% |

Source: Own elaboration

89.7% Of Gen Z finds it important to be able to ask questions to co-workers (M=4.33, SD=1.034) and 82.1% to ask questions to senior management (M=4.13, SD=0.864) during the onboarding stage of the employee journey.

87.2% Of Gen Z finds it important to get explanation about the company culture, structure, and purpose (M=4.21, SD=0.978), 84.7% wants to know what to expect on job responsibilities and conditions (M= 4.13, SD = 0.978) and 82.1% wants explanation of the significance of their new role (M=3.97, SD=1.038). This is in line with the literature research, where 74% of Gen Z states that purpose is more important than salary.

84,6% Of Gen Z want to get training on organisation's systems and tools (M=4.23, SD=0.986), 82.1% wants to have the optimum level of knowledge to do the job (M= 4.05, SD= 0.887) and 87.1% wants to receive information in advance

(M=4.08, SD= 0.984). This is in line with the literature research, where is stated that Gen Z wants to have high role clarity.

The results found are in line with the theoretical framework. One difference that has been found is that the literature research states that Gen Z wants a checklist with activities, but in the quantitative research only 69.2% of Gen Z gives importance to this matter.

### 4.2.2. Development

In this section, there will be information stated regarding the development stage of the employee journey.

- *4.2.2.1: Training practises*

In figure 13, Appendix V, the opinions of Gen Z on different practises during the training stage of the employee journey are provided. The training practises that Gen Z give most importance to are with 94.9% learning on the job (M= 4.51, SD = 0.942) and with 92.3% personal development (M= 4.23, SD = 0.931). These results correspond to the literature research. One big difference between the literature research and this study is that different sources stated that an independent learning format is important for Gen Z, whereas in this study, only 61.5% rate this matter as important.

- *4.2.2.2: Training topics*

In figure 14, Appendix V different training topics are rated by Gen Z young professionals. The study shows that 84.6% of Gen Z wants to get job related trainings (M= 4.26, SD= 1.019) and 87.2% want to get trainings on conflict resolution skills (M= 4.05, SD= 0.972). These results correspond with the literature research, where is stated that Gen Z connect learning job related skills to career progress.

- *4.2.2.3: Communication*

In figure 3 are the communication methods displayed. 92.3% Of Gen Z prefers face-to-face communication (M= 4.49, SD= 0.721). This is a different result than was expected, since the literature research states that Gen Z has been brought up in a digital environment and is used to online meetings.

**Figure 3. Communication methods Gen Z**



Communication methods Gen Z
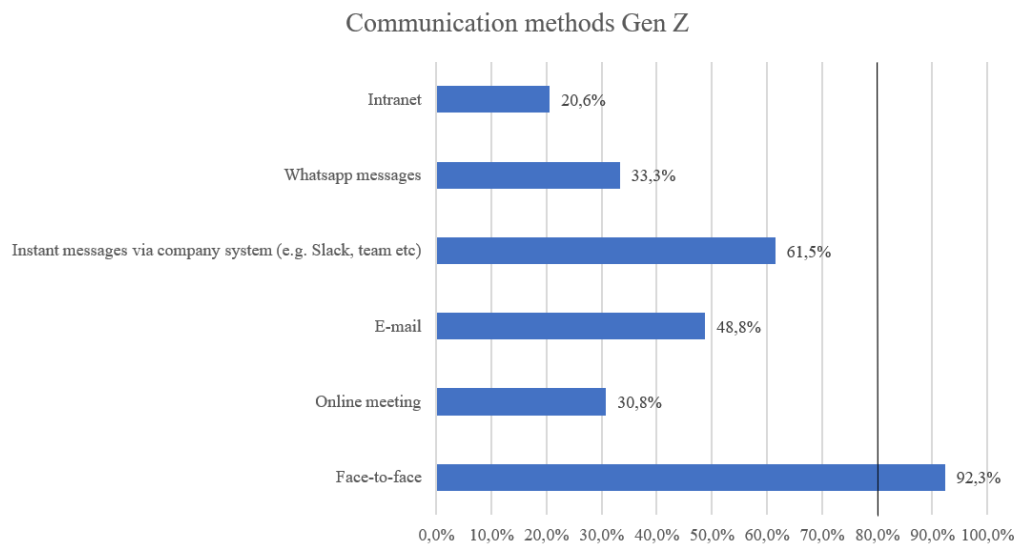
Source: Own elaboration

- *4.2.2.4: Management Behaviour*

In figure 15, Appendix V, different manager behaviours are stated, and the opinion of Gen Z is displayed. The most important factors regarding management behaviour are: 89.8% coach the employee to reach the employee goals (M= 4.33, SD= 0.662), 87.2% offer positive and constructive feedback frequently (M=4.38, SD=0.711) and 84.6% offer education (M= 4.18, SD= 0.756) These results are in line with the literature research. Since Gen Z grew up with overprotective parenting, which results in most of them having a fixed mindset, the result where 82.1% of Gen Z wanting to have a manager that offers room for experimentation to prove yourself (M=4.26, SD= 0.751), is surprising.

- *4.2.2.5: Motivation*

In figure 16, Appendix V, the motivational factor for Gen Z is displayed. The most important variables that motivate Gen Z are: 92.3% Having a good relationship with colleagues (M=4.36, SD=1.088), 87.2% appreciation for their work (M=4.33, SD= 1.177), 87.2% personal development opportunities (M=4,23, SD= 1.111), 87.1% salary (M= 4.05, SD=1.050) and 79.5% career opportunities (M=3.87, SD= 1.128).

- *4.2.2.6: Company values*

In figure 4 the opinion of Gen Z on company values are provided. The most important company values for Gen Z are with 84.6% personal development

possibilities (M=4.23, SD= 1.245), 87.2% indicate that work-life balance (M= 4.18, SD= 1.135) is important to them and 82.1% want that there is attention for mental health (M= 4.08, SD= 1.326). It is interesting that diversity, equality, and inclusion does not score the highest, since different researchers agree that these values are the most important for Gen Z.

**Figure 4. Company values Gen Z**

Company values Gen Z

| Category | Percentage |
|---|---|
| Innovation | 64,1% |
| Personal development possibilities | 84,6% |
| Pay equality | 71,8% |
| Team culture that allows vulnerability | 69,2% |
| Work-life balance | 87,2% |
| Attention for mental health | 82,1% |
| Sustainability | 61,5% |
| The company has the vision to make the world a better place | 66,7% |
| Diversity, equality and inclusivity | 71,8% |

0,0%  10,0%  20,0%  30,0%  40,0%  50,0%  60,0%  70,0%  80,0%  90,0%  100,0%

Source: Own elaboration

### 4.2.3. Offboarding

In figure 5 are the opinion of Gen Z on different offboarding practises displayed. Only 12.8% of Gen Z states that they do not need an offboarding. Therefore, it is important for companies in the Netherlands to give attention to offboarding. The most effective ways for offboarding of Gen Z are to give appreciation for the work that they have done (M=4.59, SD= 0.637) and to have a manager that listens to the reasons for leaving (M=4.36, SD=0.811).

**Figure 5. Offboarding practises Gen Z**



Offboarding practises Gen Z

| Practice | Percentage |
|---|---|
| I don't need offboarding | 12,8% |
| Keeping occasionally in contact with the manager | 46,2% |
| Presents | 38,4% |
| A goodbye party | 38,5% |
| Appreciation for the work you have done | 92,3% |
| A manager that listens to the reasons for leaving | 84,6% |
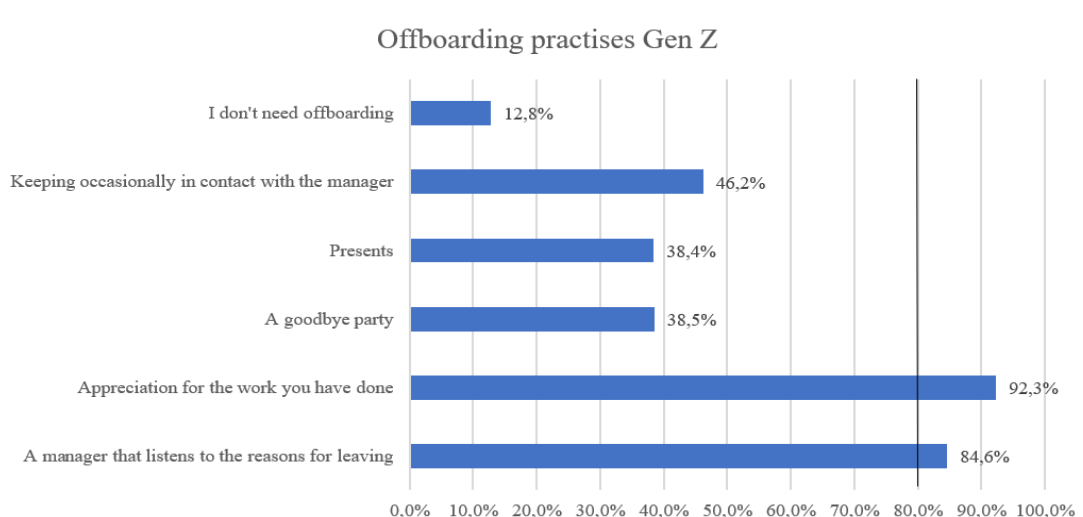
Source: Own elaboration

To conclude the information given in this section, the optimal employee journey to engage and retain Gen Z young professionals in the Netherlands have some recurring practises. Personal development, appreciation for the work they do and coaching are important practises to take into account when a company in the Netherlands hires a Gen Z young professional.

### 4.3.    SUB-QUESTION 2

*Which employee journey should a company in the Netherlands provide to retain and engage young professionals in the Millennial generation?*

#### 4.3.1. Onboarding

In figure 6 the opinion from Millennials on onboarding practises are displayed. In general Millennials give less importance to all the onboarding practises than Gen Z. Only one variable score higher than 80%, which is the variable: being able to ask questions to co-workers (M=4.13, SD=1.048), with 82.2%. Noticing that Millennials do not give great importance to the onboarding practises, is unexpected when reviewing the literature research. There, it states that during the onboarding, Millennials decide whether they are staying with a company long term.

**Figure 6. Onboarding practises Millennial**
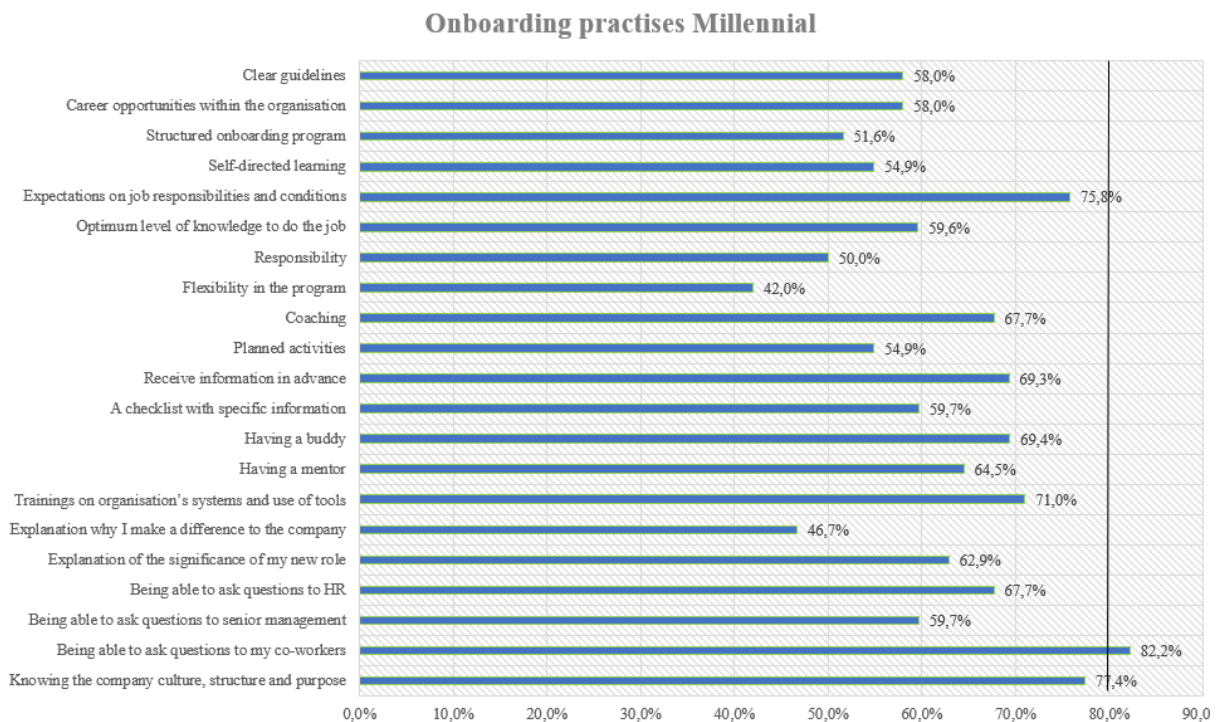


Source: Own elaboration

### 4.3.2. Development

In this paragraph, the optimal development stage of the employee journey for Millennials will be discussed using various variables.

- *4.3.2.1: Training practises*

In figure 17, Appendix V, the opinion of Millennials on different training practises are provided. For Millennials learning on the job is the most important training practise (M=4.00, SD=1.040), where 85.4% states they think this is important. The second most important training practise for Millennials with 77.4% is personal development (M=3.90, SD=1.036).

- *4.3.2.2: Training topics*

In figure 18, Appendix V, the opinion of Millennials on different training topics is provided. Even though none of the topics score higher than 80%, Millennials give the most importance to the training topics: 77.4% states job related training (M= 3.89, SD= 1.103) and 77.4% states custom opportunities for their individual goals (M=3.90, SD=1.020). This is in line with the literature research, where is stated that Millennials are committed to their own development and learning path.

- *4.3.2.3: Communication*

In figure 7 the communication methods for Millennials are displayed. Millennials prefer face-to-face communication (M=4.19, SD=0.865) the most. This is contrary to the literature research, which states that Millennials prefer to avoid face-to-face communication and rather communicate electronically.

**Figure 7. Communication methods Millennial**
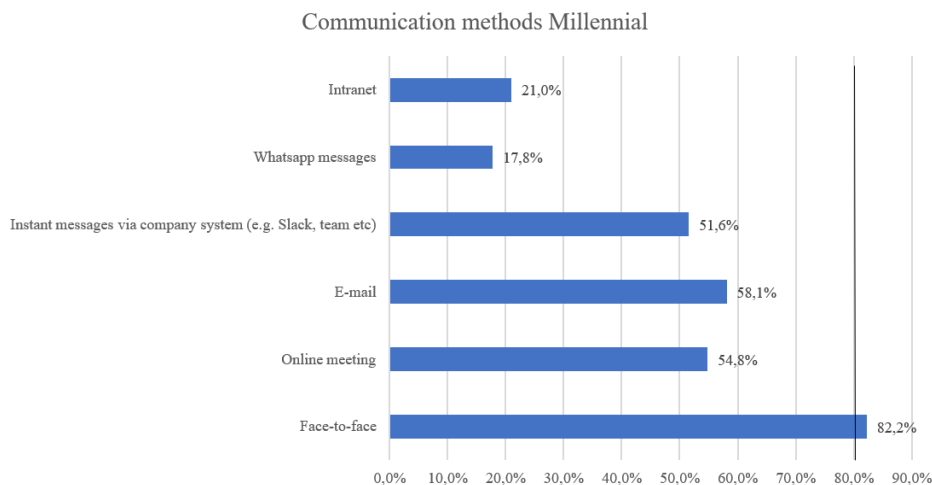


Source: Own elaboration

- *4.3.2.4: Management Behaviour*

In figure 19, Appendix V, the opinion of Millennials regarding management behaviour is provided. The most important practises for a manager include the following: 80.6% of the Millennials want their manager to offer positive and constructive feedback frequently (M=4.03, 0.711), 83.9% wants the manager to provide autonomy (M= 4.10, SD=0.987), and 87.1% want their manager to coach them to reach their employee goals (M=4.05, SD= 0.895). This is in line with the literature research, which states that career opportunities are a principal motivator for Millennials and feedback is a very important method for them to stay motivated.

- *4.3.2.5: Motivation*

In figure 20, Appendix V, the opinion of Millennials on how their motivation could be increased during work is displayed. Millennials find with 88.7% appreciation for their work (M= 4.16, SD= 1.011) the most important motivator. 87.1% Of the Millennials get motivated when there are personal development opportunities (M= 4.06, SD= 0.990) and 87.1% also gets motivation from a good salary (M=3.97,

SD=0.868). Lastly, 83.8% of the Millennials want a good relationship with colleagues (M=4.02, SD=1.000). This is in line with the literature research, where personal development is named as the most important benefit for them.

- *4.3.2.6: Company values*

In figure 8 the opinion of Millennials on company values are provided. The most important company value for Millennials with 87.1% is that there are possibilities for personal development (M=4.23, SD=1.245). Other values that Millennials give importance to are, with 83.9% a good work-life balance (M=4.23, SD= 1.078), with 80.7% Millennials give importance to pay equality (M=4.15, SD=1.069) and 80.6% is looking for a company that gives attention to mental health (M=4.05, SD=1.108).

Something interesting that can be seen in this figure is that the most popular trends, like sustainability (66.1%) and innovation (64.6%) of a company are not as important as would have been expected.

**Figure 8. Company values Millennial**
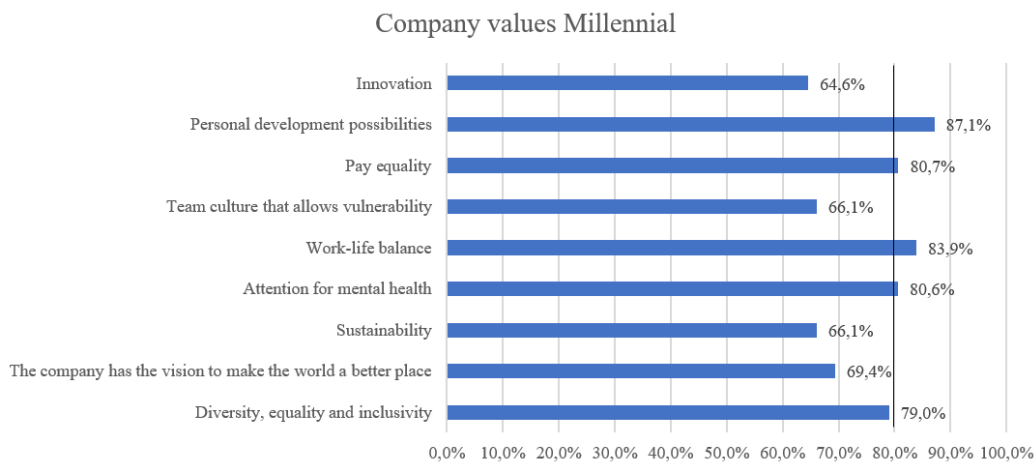


Source: Own elaboration

### 4.3.3. Offboarding

In figure 21, Appendix V, the opinion of Millennials on different offboarding practises are provided. Millennials, as well as Gen Z want to have an offboarding, since only 14.5% of the Millennials state they do not need one. Millennials give the most importance to getting appreciation for the work they have done (M= 4.26, SD=0.788) with 87.1%. The Millennials would also appreciate it a lot with

80.6% if their manager listens to the reasons for leaving (M=4.24, SD=0.761). This is in line with the literature research, which states that Millennials want to be recognised with customised and personalised approaches.

To conclude the information given in this section, the optimal employee journey to engage and retain Millennial young professionals in the Netherlands has to include personal development opportunities, work-life balance, feedback and career opportunities.

### 4.4.    SUB-QUESTION 3

*What differences in employee journeys between young professionals in Gen Z and Millennial generations are visible and have to be taken into account by companies in the Netherlands?*

This section will only provide statistically significant results of the differences between Gen Z and Millennials regarding their opinions on different variables of the optimal employee journey. These results will be based on findings through two-tailed Pearson correlation tests or one-way ANOVA tests or a combination of both, when both tests give significant results (see Appendix IV). Also, graphs are displayed with the percent difference between Gen Z and Millennials. When the percentage is positive, Gen Z gives the matter more importance than Millennials. When the percentage is negative, Millennials give the matter more importance than Gen Z.

#### 4.4.1. Onboarding

In the onboarding stage of the employee journey, the most statistically significant differences between Gen Z and Millennials can be found, compared to the other stages of the employee journey. In figure 9 the percent differences of the opinions of the generations are displayed. One thing that can be noted is that Gen Z gives more importance to onboarding practises than Millennials on almost all categories. Therefore, in this section, only negative correlations are displayed.

**Figure 9. Onboarding percent difference**
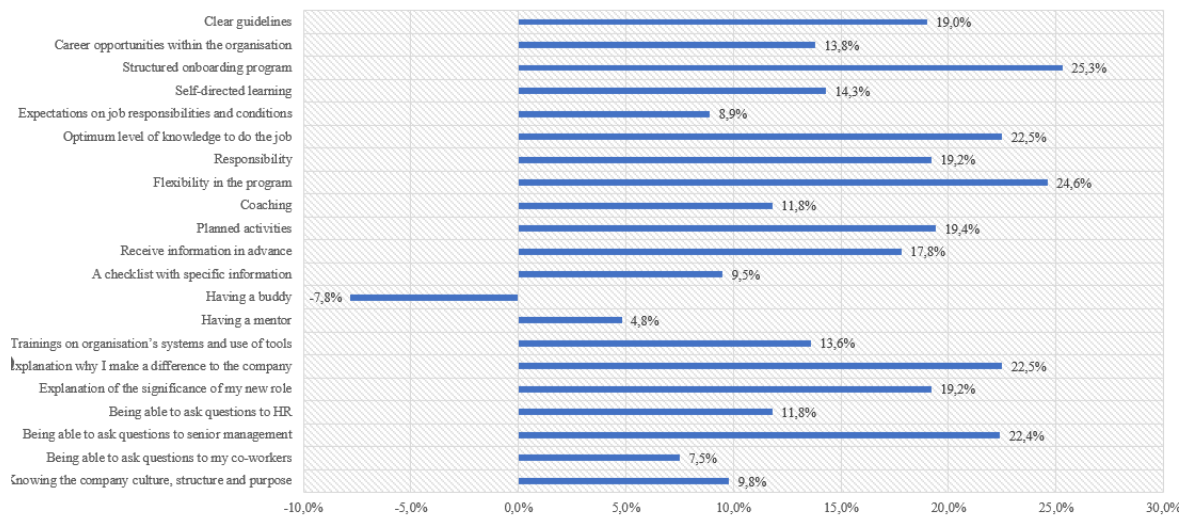
**1. Being able to ask questions to senior management:** There is a negative correlation (-.230) between the generations and being able to ask questions to senior management (P= .021). This means that Gen Z (M=4.13, SD=0.864) gives more importance to being able to ask questions to senior management than Millennials (M=3.63, SD=1.134). The one-way ANOVA gives the same information regarding this matter (F=5.528*, *p<0.05).

**2. Being able to ask questions to HR:** There is a negative correlation (-.197) between the generations and being able to ask questions to HR (P= .048). This means Gen Z (M=4.10, SD= 0.99) that gives more importance to be able to ask questions to HR than Millennials (M=3.69, SD=1.00). The one-way ANOVA gives the same information regarding this matter (F=4.015*, *p<0.05).

**3. Explanation of the significance of my new role:** There is a negative correlation (-.209) between the generations and the explanation of the significance of their role (P= .036). This means that Gen Z (M=3.97, SD=1.04) give more importance to getting explained the significance of their role compared to Millennials (M=3.52, SD=1.07). The one-way ANOVA gives the same information regarding this matter (F=4.505*, *p<0.05).

**4. Explanation of how my presence makes a difference for the team and company:** There is a negative correlation (-.236) between the generations and

the explanation of how their presences makes a difference for the team and company (P= .018). This means that Gen Z (M=3.72, SD= 0.999) gives more importance to getting explained how their presence makes a difference of the team and company compared to Millennials (M=3.23, SD= 0.999). The one-way ANOVA gives the same information regarding this matter (F=5.814*, *p<0.05).

**5. Training on organisation's systems and use of tools:** There is a negative correlation (-.199) between the generations and training on organisation's systems and use of tools (P= .046). This means that Gen Z (M=4.23, SD= 0.99) gives more importance to training on organisation's systems and use of tools compared to Millennials (M=3.81, SD= 1.05). The one-way ANOVA gives the same information regarding this matter (F=4.08*, *p<0.05).

**6. Receive information in advance:** There is a negative correlation (-.197) between the generations and receiving information in advance (P= .024). This means that Gen Z (M=4.08, SD= 0.98) gives more importance to receiving information in advance than Millennials (M=3.66, SD= 1.04). The one-way ANOVA gives the same information regarding this matter (F=3.988*,*p<0.05).

**7. Flexibility in the program:** There is a negative correlation (-.201) between the generations and getting flexibility during the onboarding stage (P= .044). This means that Gen Z (M=3.74, SD=1.093) gives more importance to getting flexibility than Millennials (M=3.32, SD= 0.954). The one-way ANOVA gives the same information regarding this matter (F=4.160*, *p<0.05).

**8. Responsibility:** There is a negative correlation (-.224) between the generations and getting responsibility during the onboarding stage (P= .024). This means that Gen Z (M=3.90, SD=1.12) gives more importance to getting responsibility than Millennials (M= 3.40, SD= 1.02). The one-way ANOVA gives the same information regarding this matter (F=5.238*, *p<0.05).

**9. Optimum level of knowledge and tools necessary to do the job:** There is a negative correlation (-.225) between the generations and getting the optimum level of knowledge and tools necessary to do the job during the onboarding stage (P= .024). This means that Gen Z (M= 4.05, SD= 0.887) gives more importance to getting the optimum level of knowledge and tools necessary to do the job than

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Millennials (M=3.60, SD= 1.016). The one-way ANOVA gives the same information regarding this matter (F=5.275*, *p<0.05).

**10. Self-directed learning:** There is a negative correlation (-.210) between the generations and self-directed learning (P= .035). This means that Gen Z (M= 3.79, SD=0.86) gives more importance to self-directed learning than Millennials (M=3.40, SD= 0.91). The one-way ANOVA gives the same information regarding this matter (F=4.586*, *p<0.05).

**11. Structured onboarding program:** There is a negative correlation (-.228) between the generations and a structured onboarding program (P= .022). This means that Gen Z (M=3.90, SD=0.940) gives more importance to getting a structured program than (M=3.44, SD=0.985). The one-way ANOVA gives the same information regarding this matter (F=5.488*, *p<0.05).

**12. Career opportunities within in the organisation:** There is a negative correlation (-.227) between the generations and career opportunities within the organisation (P= .023). This means that Gen Z (M=3.97, SD=1.06) gives more importance to career opportunities within the organisation compared to Millennials (M=3.42, SD= 1.24). The one-way ANOVA gives the same information regarding this matter (F=5.365*, *p<0.05).

**13. Clear guidelines:** A one-way ANOVA was performed to compare the effect of generations on the importance the respondents give on getting clear guidelines during the onboarding stage of the employee journey.

A one-way ANOVA revealed that there was a statistically significant difference in getting clear guidelines between the two groups (F = 4,138*, p-value <0.05). Gen Z (M=3.97, SD=0.99) gives more importance on getting clear guidelines than Millennials (M=3.56, SD=0.99).

### 4.4.2. Development

In this section about the development phase of the employee journey, the statistically significant differences are provided.

● *4.4.2.1: Training practises*

In figure 10 the difference in opinions of the generations on training practises is displayed. The first difference that can be seen in the figure is the difference in opinion of the generations on the training practise: telling approach, with 25.5% difference in opinions. There is a negative correlation (-.255) between the generations and a telling approach (P= .010). This means that Gen Z (M=3.51, SD= 0,91) gives more importance to a telling approach than Millennials (M= 3.03, SD= 0.89). The one-way ANOVA gives the same information regarding this matter (F= 6.870*, *p<0.05).

A more unexpected statistically significant difference is found in the training practise: Learning on the job, with only a 9.5% difference in opinion between the two groups. There is a negative correlation (-.244) between the generations and learning on the job (P= .014). This means that Gen Z (M=4.51, SD= 0.94) gives more importance to learning on the job than Millennials (M= 4.00, SD= 1.04). The one-way ANOVA gives the same information regarding this matter (F=6.249*, *p<0.05).

**Figure 10. Training practises percent difference**
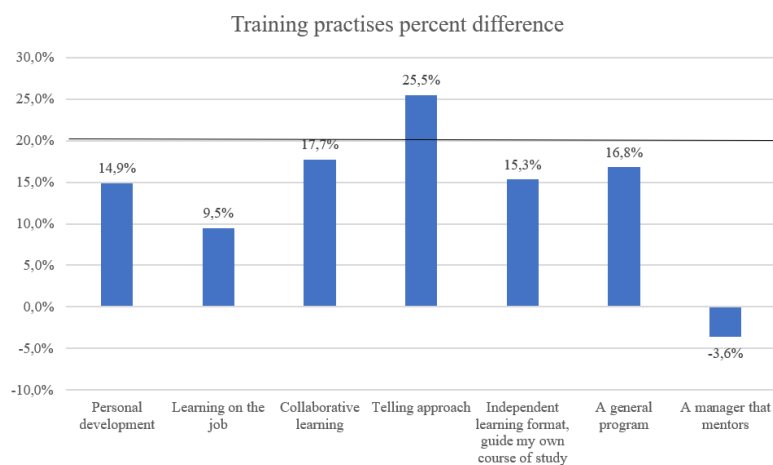


Source: Own elaboration

● *4.4.2.2: Training topics*

In figure 22, Appendix V, the percent difference of the opinion of the generations on training topics are displayed. The biggest percent difference in generations can be found at 23.4%, where there is also a negative correlation (-.206) between the generations and going from a fixed mindset to a growth mindset (P= .039).

This means that Gen Z (M=3.69, SD= 0.95) gives more importance to going from a fixed mindset to a growth mindset than Millennials (M= 3.24, SD= 1.11).

- *4.4.2.3: Training rewards*

In figure 11 the percent difference in opinions about training rewards is provided.

**Figure 11. Training reward percent difference**
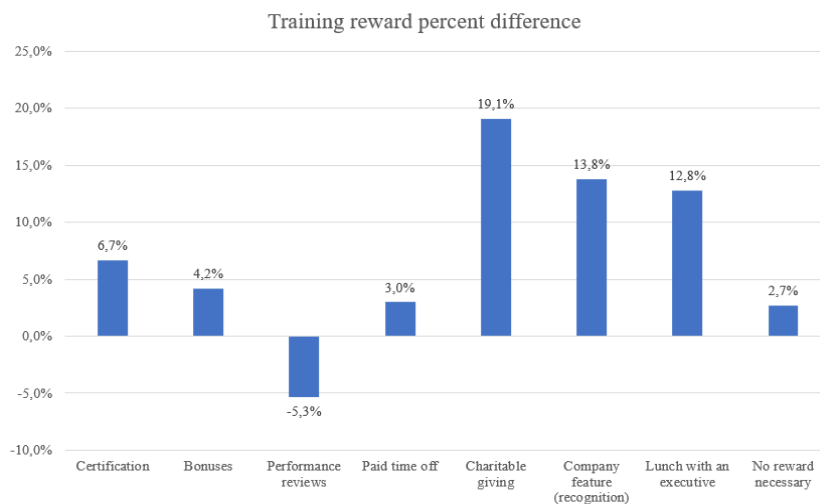


Source: Own elaboration

The percent difference in opinion between Gen Z and Millennials about lunch with an executive as a training reward is 12.8%. There is a negative correlation (-.205) between the generations and lunch with an executive (P= .040). This means that Gen Z (M=2.69, SD= 1.26) gives more importance to lunch with an executive than Millennials (M= 2.23, SD=0.98). Looking at both of their means, it is still not a preferable training reward for both groups.

- *4.4.2.4: Company benefits*

In the opinions of Gen Z and Millennials about the company benefits they are looking for; two statistically significant differences can be found. The first difference that is found, is the opinion about health insurance. A one-way ANOVA was performed to compare the effect of generations on the importance the respondents give on getting health insurance as a benefit.

A one-way ANOVA revealed that there was a statistically significant difference in getting health insurance between the two groups (F = 9.791*, *p < 0.05). Gen Z (M=3.77, SD=0.93) gives more importance on getting health insurance than

Millennials (M=3.05, SD=1.23). Furthermore, a difference was found in the opinions on getting free lunch and snacks. A one-way ANOVA was performed to compare the effect of generations on the importance the respondents give on getting free lunch and snacks at work as a benefit.

A one-way ANOVA revealed that there was a statistically significant difference in getting free lunch and snacks at work between the two groups (F = 5.957*, *p < 0.05). Gen Z (M=3.26, SD=0.99) gives more importance on getting free lunch and snacks than Millennials (M=2.76, SD=1.00). When looking at the means of the two generations about their opinion on getting free food and snacks at work, it is not a desirable benefit for either of the groups.

- *4.4.2.5: Management behaviour*

In figure 12, the percent differences in opinions on management behaviour is provided.

**Figure 12. Management behaviour percent difference**
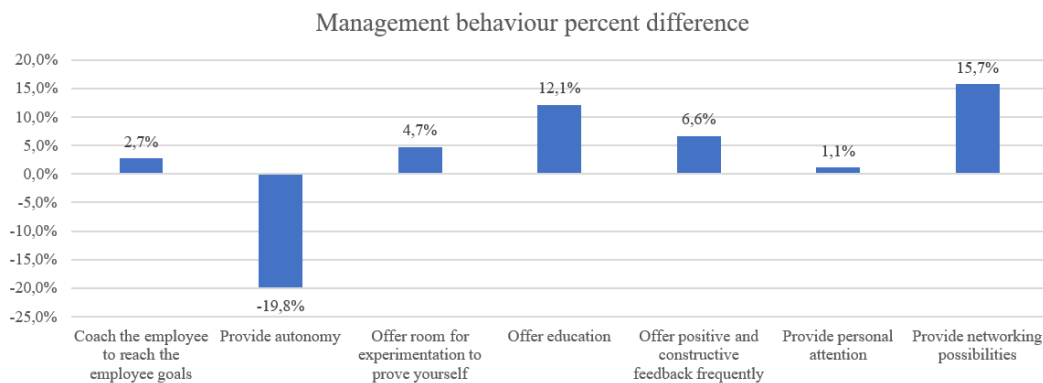


Source: Own elaboration

There is a 15.7% difference in opinion between the generations on providing networking opportunities. There is a negative correlation (-.268) between the generations and a manager that provides networking opportunities (P= .007). This means that Gen Z (M=3.85, SD=0.812) gives more importance to a manager that provides networking opportunities than Millennials (M=3.31, SD=1.034). The one-way ANOVA gives the same information regarding this matter (F=7.649*, *p<0.01).

With a 12.1% difference in opinions, there is also found a negative correlation (-.214) between the generations and a manager that offers education (P= .032).

This means that Gen Z (M= 4.18, SD= 0.76) gives more importance to a manager that offers education than Millennials (M= 3.81, SD=0.88). The one-way ANOVA gives the same information regarding this matter (F=4.751*, *p<0.05).

With 6.6% difference in opinions about feedback, there is also a negative correlation (-.203) between the generations and a manager that offers positive and constructive feedback frequently (P= .042). This means that Gen Z (M=3.85, SD= 0.81) gives more importance to a manager that offers positive and constructive feedback frequently than Millennials (M= 3.31, SD=1.03). The one-way ANOVA gives the same information regarding this matter (F=4.254*, *p<0.05).

### 4.4.3. Offboarding

In figure 23, Appendix V, the percent difference in opinions between the generations are displayed. A one-way ANOVA was performed to compare the effect of generations on the importance the respondents give on getting appreciation for the work they have done during the offboarding stage of the employee journey.

A one-way ANOVA revealed that there was a statistically significant difference in appreciation for the work they have done between the two groups (F = 4,891*, *p= 0.029) Gen Z (M=4.59, SD=0.637) gives more importance on getting appreciation for the work they have done than Millennials (M=4.26, SD=0.788). Also, the two-tailed Pearson correlation indicates that this variable has a statistically significant negative correlation (-.217). Looking at the means of both groups, this is an important variable in the offboarding stage for both generations.

To summarise this section, it can be noted that the biggest percent differences in opinions do not always mean it is statistically significant. Also, that results are statistically significant does not mean they are very important for either one of the research groups. For example, lunch with an executive is a statistically significant training reward, but it is still not a reward that both groups are looking for.

## 5. DISCUSSION AND CONCLUSION

In this chapter, the discussion, conclusion, limitations and advice for future research is described.

### 5.1. DISCUSSION

For this study, a questionnaire was used to analyse the opinions of Gen Z and Millennial young professionals on the importance of various practices during the employee journey in the onboarding, development and offboarding phases. This questionnaire was then distributed and completed by 101 people in a sample representative of the target population. Based on this, it can be argued that the number of respondents is too low and if this study were repeated, the results would not be the same and thus the results of this study are not completely valid.

The questionnaire responses showed that Millennials give less importance to almost all practices in the onboarding phase of the employee journey compared to Gen Z. This result is inconsistent with the expectation that Millennials would give as much value to the onboarding phase of the employee journey as Gen Z.

A possible explanation for this result offers the research by Bialik and Fry (2019), that concludes that due to their upbringing with highly involved parents, Millennials are nurtured to try things on their own. Furthermore, the research from Tuff (2019) states that Millennials need autonomy within structure, where they do want to know what is expected from them, but they want to do it in their own way and pace.

Also, a possible underlying result is that Millennials already have more work experience than Gen Z and therefore they have less of an urge to be trained during the onboarding stage, as they may have already laid the groundwork and acquired the knowledge necessary at a previous employer.

The current research complements the existing literature on the characteristics of Gen Z and Millennials in the workplace, as previous studies have not provided conclusions on young professionals in these generational groups and did not have a clear focus on companies in the Netherlands facing labour market tightness. Based on this study, companies in the Netherlands could, as a result,

pay more attention to the different phases in the employee journey. One phase that receives less attention in practice, offboarding, is a phase that appears to be very important for both generations and should not be forgotten.

### 5.2.    CONCLUSION

This study sought to answer the research question: *''How can companies in the Netherlands optimise the engagement and satisfaction of young professionals to retain the Gen Z and Millennial generation?''* For this purpose, literature, and quantitative research has been conducted on the opinions of these generations on different stages of the employee journey.

Gen Z and Millennials share several similarities, but also differ from each other in the preferences indicated by the groups during the phases of the employee journey that have been studied: onboarding, development and offboarding.

In the onboarding phase of the employee journey, the generations differ in their opinions on different practices. Here, a two-tailed Pearson correlation and a one-way ANOVA test indicated 13 statistically significant differences between the generational groups. Gen Z values the following practises during the onboarding phase of the employee journey: Being able to ask questions to co-workers and to senior management, get explanation about the company culture, structure, and purpose, get explanation about the job responsibilities and conditions, get explanation about the significance of their new role, get training on organisation's systems and tools, have the optimum level of knowledge to do the job and receive information in advance. In contrast, Millennials only value: Being able to ask questions to co-workers, during the onboarding phase of the employee journey. This shows that Gen Z gives more importance to onboarding practices compared to Millennials.

In the development phase of the employee journey, many positive opinions on different practices correspond between Gen Z and Millennial young professionals. These generational groups both give high importance to the following practices: Learning on the job, personal development, job-related training, face-to-face communication, a manager that coaches the employee to reach employee goals, a manager that offers positive and constructive feedback

frequently, having a good relationship with colleagues, getting appreciation for their work, having a good work-life balance, and attention for mental health.

Yet the generations differ in their preferences during the development phase of the employee journey. In addition to the information mentioned above, Gen Z also gives importance to the following practises: Training on conflict resolution skills, a manager that offers room for experimentation to prove themselves, salary, and career opportunities. Millennials, in addition to the shared valued practises, also give importance to the following values: Custom opportunities for their individual goals, a manager that provides autonomy and pay equity.

In the offboarding phase of the employee journey, both generations indicate that it is very important for a company in the Netherlands to pay attention to offboarding of employees. Gen Z and Millennials give great importance to getting appreciation for the work they have done and a manager who listens to their reasons for leaving during the offboarding phase.

In conclusion, to effectively engage and retain Gen Z and Millennial young professionals in the Netherlands, companies should adapt their onboarding practices to address Gen Z's desire for comprehensive information and training, while recognizing Millennials' emphasis on interaction with peers. Furthermore, during the development phase, organizations should prioritize learning opportunities, personal growth, positive feedback, and address specific needs for the generational groups, such as conflict resolution training and career advancement for Gen Z, and autonomy and customized opportunities for Millennials, while ensuring a thoughtful offboarding experience that includes appreciation for employees' contributions and attentiveness to their reasons for leaving. In Appendix VI, a roadmap for the employee journey is provided.

## 5.3. LIMITATIONS AND FUTURE LINES OF RESEARCH

It should be taken into account that in this study the limited number of responses affects the ability to generalize the results for the whole population of the generations of young professional Gen Z and Millennials in the Netherlands. Also, the limited representation of the older Millennials in the current research may have affected the ability to generalise the outcomes to the total Millennial generation. This can lead to biased results, where the Millennial group mainly consisted of younger Millennials. Lastly, the respondents in the research were somehow linked to the researchers as they used their own network to set out the survey. This might have caused responses with certain specifications, which are not investigated in the current research. In a future study it should be considered to use a more diverse and reprehensive sample which include respondents from various sectors, geographical background and/or educational background.

Another advice for future research is to include a more comprehensive examination of all factors that influence the employee journey. Due to limitations in time, three phases of the employee journey have been chosen to be researched. In future research, there can be done thorough research in the phases that this research does not cover: Recruit & Hire, Engage and Process. Lastly, an advice for future research is that the outcomes and preferences should be continuously investigated to maintain the optimal employee journey. This is important because the population within the generations grow older and their preferences might change.

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APPENDICES

APPENDIX I: SURVEY QUESTIONS

<u>Invitation survey:</u>

**Are you a Gen Z and Millennial Young Professional?**

Then we need your input!

We see that companies still not understand our generations completely. Therefore, Faye and I are researching the optimal employee journey to retain Gen Z and Millennial Young Professionals in the Netherlands. Did you complete a Bachelor degree or higher and are you born between 1981 and 2012, than you can help us, help you.

The survey will take about 5 minutes of your time. Your data will be handled reliably, and the results will be processed completely anonymously.

Kind regards,

Faye Willekes MacDonald
Julia Rebel

<u>Introduction text:</u>

Dear Millennial or Gen Z (1981-2012),

First of all, we would like to thank you for participating in this survey. We are MBA students at the Universidad Católica San Antonio de Murcia. To complete the program, we are conducting research to determine the optimal employee journey to retain Gen Z and Millennials Young Professionals in the Netherlands.

The aim of my research is to understand the wants and needs of Gen Z and Millennials in the employee journey to provide an advice which will create a more satisfied and engaged workforce.

The survey will take about 5 minutes of your time. Your data will be handled reliably, and the results will be processed completely anonymously.

If you have any further questions or comments about the survey, please contact us at this email address: juliarebel99@gmail.com

Thank you again for participating in this survey.

Part 1: Demographics

1.    What is your birth year?
      ● 1981 – 1988
      ● 1989 – 1996
      ● 1997 – 2012
      ● None of the above                          *Send to end of survey*

2.    What is the highest level of education that you have completed?
      ● Bachelor's degree HBO
      ● Bachelor's degree WO
      ● Master's degree
      ● Doctorate degree (PhD) or higher
      ● Other

3.    Do you work in the Netherlands?
      ● Yes
      ● No                                          *Send to end of survey*

4.    What is your gender?
      ● Male
      ● Female
      ● Other
      ● Prefer not to say

5.    How many years of work experience do you have?
      *This question regards the job that you found after completing your bachelors degree or higher education?*
      ● 0 - 5
      ● 6 - 10
      ● 11 – 20
      ● 20+

6.    How many hours are you working in Full Time Equivalent (FTE)?
      *FTE is a unit of account used to denote the number of working hours of a given job, where 1 indicates full-time employment.*
      ● 0 - 0,5
      ● 0,51 - 0,65
      ● 0,66 - 0,8
      ● 0,81 - 0,95
      ● 0,96 – 1
      ● I am not working at the moment

7.    What is your monthly income?
      *The gross salary in euros*
      ● 0 -1999
      ● 2000 – 2999
      ● 3000 – 3999
      ● 3500 – 3999
      ● 4000 - 4999
      ● 5000 and greater
      ● Prefer not to answer

8.      What is your current employment status?
- Employed with a temporary employment
- Employed with a permanent employment
- Self-employed
- Unable to work
- Looking for work
- Unemployed and currently not looking for work
- Other

9.      What is your marital status?
- Single
- In a relationship
- Married or equivalent of marriage
- Divorced or separated
- Prefer not to say

Part 2: The company
In this part of the survey, some questions will be asked regarding important values of the company and motivators for you to work.

There will be a number of statements, after which you can fill in how important you rate each statement.

10.     How important would you rate the following company values?
*Very unimportant – unimportant – neutral – important – very important*
- Diversity, equality and inclusivity
- The company has the vision to make the world a better place
- Sustainability
- Attention for wellness and (mental) health
- Work life balance
- Team culture that allows for vulnerability
- Pay equality
- Personal development
- Innovation

- Another company value is important to me, namely ……

11.     What motivates you to work?
*Very unimportant – unimportant – neutral – important – very important*
- Career opportunities
- Salary
- Personal development opportunities
- Appreciation for the work that I do
- A mentor
- High-quality relationship with my manager
- Purpose of my job to make a difference in the world
- Knowing how my job contributes to the team and the organisation
- Good relationship with colleagues
- Possibility to work from home
- Flexible working hours

12.    Which work value is the most important to you?
- Achievement
- Authority
- Challenge
- Community
- Creativity
- Fairness
- Flexibility
- Innovation
- Learning
- Loyalty
- Recognition
- Stability
- Structure
- Transparency
- Teamwork

13.    How important are the following benefits to you?
*Very unimportant – unimportant – neutral – important – very important*
- Gym membership
- Mental health benefits
- Health insurance
- Free lunch and snacks at work
- Company-sponsored tickets to concerts and sporting events
- Additional compensation, like bonuses
- Budget for skills development
- Retirement planning
- Student loan repayment
- Extra paid time off
- Remote work flexibility
- Investment opportunities in companies shares
- Option to do voluntary work

14.    How long do you expect to stay with your current employer
- <1 year
- 1 to 2 years
- 3 to 5 years
- 6 to 10 years
- >10 years

Part 3: Employee Journey
In this part of the survey, there will be questions asked regarding the optimal employee journey. We are researching four phases of the employee journey: onboarding, development and offboarding.

There will be a number of statements, after which you can fill in whether you agree or disagree and to what extent.

Part 3.1: Onboarding

15. How important would you rate the following practices during an onboarding program?
    *Very unimportant – unimportant – neutral – important – very important*
    - Explanation of the company culture, structure and purpose
    - Being able to ask questions to my co-workers
    - Being able to ask questions to senior management
    - Being able to ask questions to HR
    - Explanation of the significance of my new role
    - Explanation of how my presence makes a difference for the team and company
    - Training on organisation's systems and use of tools
    - Having a mentor
    - Having a buddy
    - A checklist with a specific information for the first day, week and month

    Other practices are important to me, namely:

16. How important would you rate the following practices during the onboarding program?
    *Very unimportant – unimportant – neutral – important – very important*
    - Receive information in advance
    - Planned activities
    - Coaching
    - Flexibility in the program
    - Responsibility
    - Optimum level of knowledge and tools necessary to do the job
    - Expectations on job responsibilities and conditions
    - Self-directed learning
    - Structured onboarding program
    - Career opportunities within in the organisation
    - Clear guidelines

    Other practices are important to me, namely:

17. How would you like to receive information during the onboarding experience?
    1. Online
    2. Onsite
    3. Combination of online and onsite

Part 3.2: Development
In this part of the survey, there will be questions asked regarding the development stage of the employee journey.

18. How important would you rate the following practices regarding training?
    *Very unimportant – unimportant – neutral – important – very important*
    - Personal development
    - Learning on the job
    - Collaborative learning
    - Telling approach
    - Independent learning format, guide my own course of study
    - A general program
    - A manager that mentors

19. How interesting would you rate the following training topics?
   ● Mindfulness
   ● Negotiation
   ● Conflict resolution skills
   ● Workshops about personal valuing of diversity and equality
   ● Going from a fixed mindset to a growth mindset
   ● Soft skills
   ● Learning general psychosocial skills
   ● Custom opportunities for my individual goals
   ● Intervision
   ● Job related training

20. Which training method do you prefer?
   *Choose one answer*
   ● Online, individual
   ● Online, group
   ● Onsite, individual
   ● Onsite, group

21. How many subject related training programs do you want to do per year?
   *Choose one answer*
   ● Every week
   ● Every two weeks
   ● Every month
   ● Every quarter
   ● Every half a year
   ● Every year

22. How important would you rate the following rewards to motivate you to participate in trainings?
   *Very unimportant – unimportant – neutral – important – very important*
   ● Certification
   ● Bonuses
   ● Performance reviews
   ● Paid time off
   ● Charitable giving
   ● Company feature (recognition)
   ● Lunch with an executive
   ● No reward necessary

   Other rewards are important to me, namely..

23. What kind of company communication do you prefer?
   *Not at all – not – neutral – prefer – very much prefer*
   ● Face-to-face communication
   ● Online meetings
   ● E-mail communication
   ● Instant messages via company system (e.g. Slack, team etc)
   ● Whatsapp messages
   ● Communication via intranet

24. What kind of relationship do you want to have with your manager?
   *Not at all – not – neutral – prefer – very much prefer*
   ● Coaching
   ● Authoritative

- Results-based
- Strategic
- Proactive
- Democratic
- Visionary
- Transformational
- Charismatic

25. How often would you like to discuss your development with your manager?
- Every week
- Every two weeks
- Every month
- Every quarter
- Every half a year
- Every year

26. How important are the following statements with regard to manager behaviour?
   *Very unimportant – unimportant – neutral – important – very important*
- Coach the employee to reach the goals
- Support employees to make decisions
- Provide autonomy
- Offer room for experimentation to prove yourself
- Offer education
- Offer positive and constructive feedback frequently
- Provide personal attention
- Provide networking opportunities

Part 3.3: Offboarding

This part is about how you would like to be treated when you leave the company.

27. How would you like your offboarding to look like?
   *Strongly dislike – dislike – neutral – like – strongly like*

- A manager that listens to the reasons why you are leaving
- Appreciation for the work you have done
- A goodbye party
- Presents
- Keeping occasionally in contact with the manager
- I don't need an offboarding

   Other offboarding practices are important to me, namely:

End of the survey
This is the end of the survey, we would like to thank you for your time and effort contributing to our research.

APPENDIX II: DESCRIPTION OF THE TOTAL SAMPLE

**Table 3. Description of the total sample**

| Demographic variables | Answer options | Simple data | Percentage |
|---|---|---|---|
| **Generation** | Millennials | 62 | 61,39% |
| | Gen Z | 39 | 38,61% |
| **Education** | Bachelor's degree HBO | 33 | 32,67% |
| | Bachelor's degree WO | 5 | 4,95% |
| | Master's degree | 57 | 56,44% |
| | Doctorate degree (PhD) or higher | 1 | 0,99% |
| | Other | 5 | 4,95% |
| **Gender** | Male | 39 | 38,61% |
| | Female | 62 | 61,39% |
| | Other | 0 | 0,00% |
| | Prefer not to say | 0 | 0,00% |
| **Years of work experience** | 0-5 years | 74 | 73,27% |
| | 6-10 years | 20 | 19,80% |
| | 11-20 years | 7 | 6,93% |
| | More than 20 years | 0 | 0,00% |
| **Working Hours (FTE)** | 0-0.5 | 2 | 1,98% |
| | 0.51-0.65 | 3 | 2,97% |
| | 0.66-0.8 | 2 | 1,98% |
| | 0.81-0.95 | 13 | 12,87% |
| | 0.96-1 | 77 | 76,24% |
| | I am not working at the moment | 4 | 3,96% |
| **Monthly Income** | 0-1999 € | 11 | 11% |
| | 2000-2999 € | 32 | 32% |
| | 3000-3999 € | 27 | 27% |
| | 4000-4999 € | 15 | 15% |
| | 5000 and greater | 15 | 15% |
| | Prefer not to say | 1 | 1% |
| **Employment status** | Temporary | 41 | 40,59% |
| | Permanent | 54 | 53,47% |
| | Self-employed | 2 | 1,98% |
| | Unable to work | 0 | 0,00% |
| | Looking to work | 1 | 0,99% |
| | Unemployed and currently not looking for work | 3 | 2,97% |
| | Other | 0 | 0,00% |
| **Marital status** | Single | 31 | 30,69% |

| | | | |
|---|---|---|---|
| | In a relationship | 62 | 61,39% |
| | Married or equivalent | 8 | 7,92% |
| | Divorced or separated | 0 | 0,00% |
| | Prefer not to say | 0 | 0,00% |
| **TOTAL** | | **101** | **100,00%** |

Note: Millennials (born from 1981 to 1996) and Gen Z (born from 1997 to 2012)

Source: Own elaboration

APPENDIX III: DESCRIPTION OF THE SAMPLE OF GEN Z AND MILLENNIALS

**Table 4. Description of the sample of Gen Z and Millennial**

| Questions | | Millennial | N = 62 | Gen Z | N = 39 |
|---|---|---|---|---|---|
| | | *Number of responses* | *Percentage of generation* | *Number of responses* | *Percentage of generation* |
| **Gender** | Male | 25 | 40,32% | 14 | 35,90% |
| | Female | 37 | 59,68% | 25 | 64,10% |
| **Educational level** | Bachelor | 22 | 35,48% | 21 | 53,85% |
| | Master | 40 | 64,52% | 18 | 46,15% |
| **Salary** | Low | 17 | 27,42% | 26 | 66,67% |
| | Middle | 15 | 24,19% | 12 | 30,77% |
| | High | 29 | 46,77% | 1 | 2,56% |
| | Prefer not to answer | 1 | 1,61% | 0 | 0% |
| **Contract/work type** | Temporary | 27 | 43,55% | 14 | 35,90% |
| | Permanent | 33 | 53,23% | 21 | 53,85% |
| | Self employed | 1 | 1,61% | 1 | 2,56% |
| | Other | 1 | 1,61% | 3 | 7,69% |
| **Experience** | 0-5 | 38 | 61,29% | 36 | 92,31% |
| | 6-10 | 17 | 27,42% | 3 | 7,69% |
| | 11-20 | 7 | 11,29% | 0 | 0,00% |
| **How long expect to work at the company** | <1 year | 4 | 6,45% | 6 | 15,38% |
| | 1 to 2 years | 22 | 35,48% | 13 | 33,33% |
| | 3-5 years | 29 | 46,77% | 16 | 41,03% |
| | 6-10 years | 5 | 8,06% | 4 | 10,26% |
| | >10 years | 2 | 3,23% | 0 | 0% |
| **Marital status** | Single | 19 | 30,65% | 12 | 30,77% |
| | In a relationship | 35 | 56,45% | 27 | 69,23% |
| | Married or equivalent of marriage | 8 | 12,90% | 0 | 0% |

| | | | | | |
|---|---|---|---|---|---|
| | Divorced or separated | 0 | 0% | 0 | 0% |
| | Prefer not to say | 0 | 0% | 0 | 0% |

Source: Own development

APPENDIX IV: ANOVA BETWEEN GROUPS: GEN Z AND

**Table 5. Results ANOVA between groups: Gen Z and Millennials**

| | Questionnaire questions | GEN Z | | MILLENIALS | | F |
| --- | --- | --- | --- | --- | --- | --- |
| | | MEAN | S.DESV | MEAN | S.DESV | |
| | Q 10.1 | 3,72 | 1,15 | 3,69 | 1,10 | 0,011 |
| | Q 10.2 | 3,62 | 1,18 | 3,73 | 1,04 | 0,242 |
| | Q 10.3 | 3,64 | 1,25 | 3,65 | 1,04 | 0,000 |
| | Q 10.4 | 4,08 | 1,33 | 4,05 | 1,11 | 0,014 |
| | Q 10.5 | 4,18 | 1,32 | 4,23 | 1,08 | 0,037 |
| | Q 10.6 | 3,90 | 1,25 | 3,74 | 1,04 | 0,457 |
| | Q 10.7 | 3,97 | 1,25 | 4,15 | 1,07 | 0,537 |
| | Q 10.8 | 4,23 | 1,25 | 4,23 | 1,05 | 0,000 |
| | Q 10.9 | 3,64 | 1,04 | 3,68 | 1,02 | 0,030 |
| | Q 11.1 | 3,87 | 1,13 | 3,98 | 1,03 | 0,263 |
| | Q 11.2 | 4,05 | 1,05 | 3,97 | 0,87 | 0,188 |
| | Q 11.3 | 4,23 | 1,11 | 4,06 | 0,99 | 0,614 |
| | Q 11.4 | 4,33 | 1,18 | 4,16 | 1,01 | 0,610 |
| | Q 11.5 | 3,49 | 1,02 | 3,26 | 0,87 | 1,453 |
| | Q 11.6 | 3,38 | 1,02 | 3,53 | 0,92 | 0,570 |
| **Part 2. The company** | Q 11.7 | 3,56 | 1,12 | 3,40 | 1,02 | 0,555 |
| | Q 11.8 | 3,87 | 1,08 | 3,50 | 0,90 | 3,491 |
| | Q 11.9 | 4,36 | 1,09 | 4,02 | 1,00 | 2,629 |
| | Q 11.10 | 3,38 | 1,39 | 3,50 | 1,33 | 0,175 |
| | Q 11.11 | 3,67 | 1,36 | 3,58 | 1,18 | 0,113 |
| | Q13.1 | 2,62 | 1,04 | 2,31 | 1,17 | 1,818 |
| | Q13.2 | 3,46 | 1,21 | 3,19 | 0,96 | 1,528 |
| | Q13.3 | 3,77 | 0,93 | 3,05 | 1,23 | *9,791** |
| | Q13.4 | 3,26 | 0,99 | 2,76 | 1,00 | *5,957** |
| | Q13.5 | 2,38 | 1,09 | 2,15 | 0,83 | 1,563 |
| | Q13.6 | 3,51 | 1,00 | 3,34 | 1,05 | 0,680 |
| | Q13.7 | 4,18 | 1,00 | 3,79 | 1,16 | 2,991 |
| | Q13.8 | 3,90 | 1,05 | 3,47 | 1,08 | 3,872 |
| | Q13.9 | 3,05 | 1,07 | 2,94 | 1,13 | 0,261 |
| | Q13.10 | 3,59 | 1,07 | 3,55 | 1,10 | 0,035 |
| | Q13.11 | 3,77 | 1,09 | 3,79 | 1,18 | 0,008 |
| | Q13.12 | 2,82 | 1,14 | 2,56 | 1,11 | 1,243 |
| | Q13.13 | 2,38 | 0,94 | 2,47 | 0,92 | 0,193 |

| | | | | | |
|---|---|---|---|---|---|
| **Part 3.1. Employee Journey: Onboarding** | Q15.1 | 4,21 | 0,98 | 3,85 | 1,02 | 2,907 |
| | Q15.2 | 4,33 | 1,03 | 4,13 | 1,05 | 0,919 |
| | Q15.3 | 4,13 | 0,86 | 3,63 | 1,13 | *5,528** |
| | Q15.4 | 4,10 | 0,99 | 3,69 | 1,00 | *4,015** |
| | Q15.5 | 3,97 | 1,04 | 3,52 | 1,07 | *4,505** |
| | Q15.6 | 3,72 | 1,00 | 3,23 | 1,00 | *5,814** |
| | Q15.7 | 4,23 | 0,99 | 3,81 | 1,05 | *4,08** |
| | Q15.8 | 3,79 | 1,00 | 3,60 | 0,91 | 1,042 |
| | Q15.9 | 3,74 | 1,14 | 3,87 | 1,08 | 0,319 |
| | Q15.10 | 3,82 | 1,23 | 3,63 | 1,09 | 0,667 |
| | Q16.1 | 4,08 | 0,98 | 3,66 | 1,04 | *3,988** |
| | Q16.2 | 3,77 | 0,87 | 3,47 | 0,94 | 2,616 |
| | Q16.3 | 3,97 | 0,96 | 3,61 | 1,09 | 2,876 |
| | Q16.4 | 3,74 | 1,09 | 3,32 | 0,95 | *4,160** |
| | Q16.5 | 3,90 | 1,12 | 3,40 | 1,02 | 5,238* |
| | Q16.6 | 4,05 | 0,89 | 3,60 | 1,02 | 5,275* |
| | Q16.7 | 4,13 | 0,98 | 3,82 | 1,00 | 2,273 |
| | Q16.8 | 3,79 | 0,86 | 3,40 | 0,91 | *4,586** |
| | Q16.9 | 3,90 | 0,94 | 3,44 | 0,99 | *5,488** |
| | Q16.10 | 3,97 | 1,06 | 3,42 | 1,24 | *5,365** |
| | Q16.11 | 3,97 | 0,99 | 3,56 | 0,99 | *4,138** |
| **Part 3.2. Employee Journey: Development** | Q18.1 | 4,23 | 0,93 | 3,90 | 1,04 | 2,586 |
| | Q18.2 | 4,51 | 0,94 | 4,00 | 1,04 | *6,249** |
| | Q18.3 | 3,79 | 1,34 | 3,45 | 0,95 | 2,257 |
| | Q18.4 | 3,51 | 0,91 | 3,03 | 0,89 | *6,870** |
| | Q18.5 | 3,72 | 0,94 | 3,40 | 0,93 | 2,704 |
| | Q18.6 | 3,38 | 0,96 | 3,11 | 0,99 | 1,833 |
| | Q18.7 | 3,85 | 0,90 | 3,68 | 1,04 | 0,698 |
| | Q19.1 | 3,26 | 1,14 | 3,06 | 1,13 | 0,686 |
| | Q19.2 | 3,77 | 0,90 | 3,61 | 1,15 | 0,519 |
| | Q19.3 | 4,05 | 0,97 | 3,76 | 1,21 | 1,627 |
| | Q19.4 | 3,33 | 1,13 | 3,15 | 0,96 | 0,804 |
| | Q19.5 | 3,69 | 0,95 | 3,24 | 1,11 | 4,383 |
| | Q19.6 | 3,62 | 1,07 | 3,58 | 0,98 | 0,028 |
| | Q19.7 | 3,69 | 1,13 | 3,37 | 1,18 | 1,843 |
| | Q19.8 | 3,95 | 1,12 | 3,90 | 1,02 | 0,044 |
| | Q19.9 | 3,44 | 1,10 | 3,34 | 1,07 | 0,194 |
| | Q19.10 | 4,26 | 1,02 | 3,89 | 1,10 | 2,845 |
| | Q23.1 | 4,49 | 0,72 | 4,19 | 0,87 | 3,124 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | Q23.2 | 3,15 | 0,99 | 3,42 | 0,86 | 2,033 |
| | Q23.3 | 3,41 | 0,97 | 3,47 | 0,90 | 0,092 |
| | Q23.4 | 3,56 | 0,97 | 3,29 | 1,12 | 1,581 |
| | Q23.5 | 2,79 | 1,34 | 2,44 | 1,18 | 1,993 |
| | Q23.6 | 2,79 | 1,15 | 2,48 | 1,10 | 1,851 |
| **Part 3.2. Employee Journey: Development** | Q26.1 | 4,33 | 0,66 | 4,05 | 0,89 | 2,937 |
| | Q26.2 | 4,28 | 0,65 | 3,97 | 0,92 | 3,452 |
| | Q26.3 | 4,05 | 1,00 | 4,10 | 0,99 | 0,050 |
| | Q26.4 | 4,26 | 0,75 | 4,05 | 0,93 | 1,381 |
| | Q26.5 | 4,18 | 0,76 | 3,81 | 0,88 | *4,751\** |
| | Q26.6 | 4,38 | 0,71 | 4,03 | 0,90 | *4,254\** |
| | Q26.7 | 4,13 | 0,89 | 3,81 | 1,01 | 2,666 |
| | Q26.8 | 3,85 | 0,81 | 3,31 | 1,03 | *7,649\** |
| **Part 3.3. Employee Journey: Offboarding** | Q27.1 | 4,36 | 0,81 | 4,24 | 0,76 | 0,538 |
| | Q27.2 | 4,59 | 0,64 | 4,26 | 0,79 | *4,891\** |
| | Q27.3 | 3,31 | 1,08 | 3,37 | 0,91 | 0,100 |
| | Q27.4 | 3,26 | 0,88 | 3,11 | 0,98 | 0,557 |
| | Q27.5 | 3,36 | 0,96 | 3,15 | 0,90 | 1,280 |
| | Q27.6 | 2,36 | 1,14 | 2,55 | 1,04 | 0,744 |

Note: When a F-value is coloured grey with a star, the variable has a p-value <0.05.

Source: Own elaboration

APPENDIX V: RESULT FIGURES

**Figure 13. Training practises Gen Z**

| Training practise | % |
|---|---|
| A manager that mentors | 64,1% |
| A general program | 53,9% |
| Independent learning format, guide my own course of study | 61,5% |
| Telling approach | 51,3% |
| Collaborative learning | 69,3% |
| Learning on the job | 94,9% |
| Personal development | 92,3% |
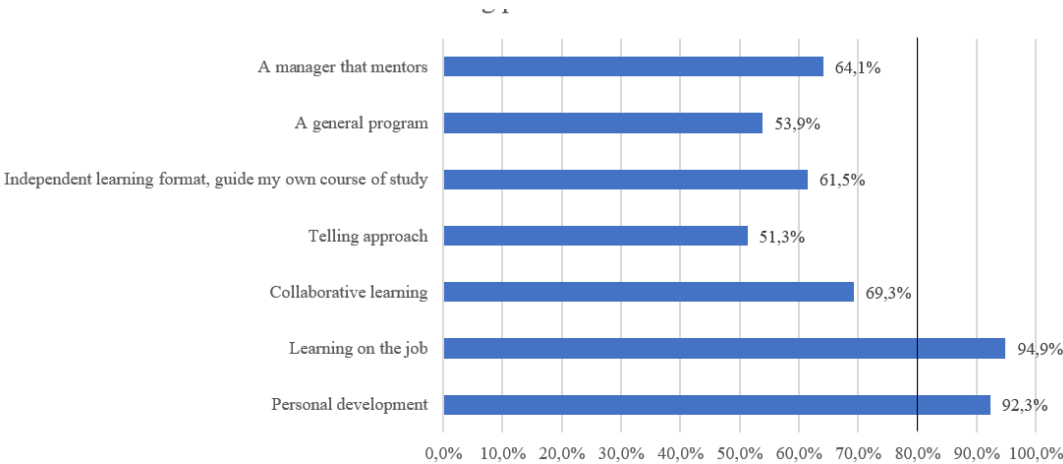
**Figure 14. Training topics Gen Z**

Training topics Gen Z

| Training topic | % |
|---|---|
| Job related training | 84,6% |
| Intervision | 48,7% |
| Custom opportunities for my individual goals | 76,9% |
| Learning general psychosocial skills | 69,3% |
| Soft skills | 69,2% |
| Going from a fixed mindset to a growth mindset | 71,8% |
| Workshops about personal valuing of diversity and equality | 46,2% |
| Conflict resolution skills | 87,2% |
| Negotiation | 71,7% |
| Mindfulness | 46,1% |
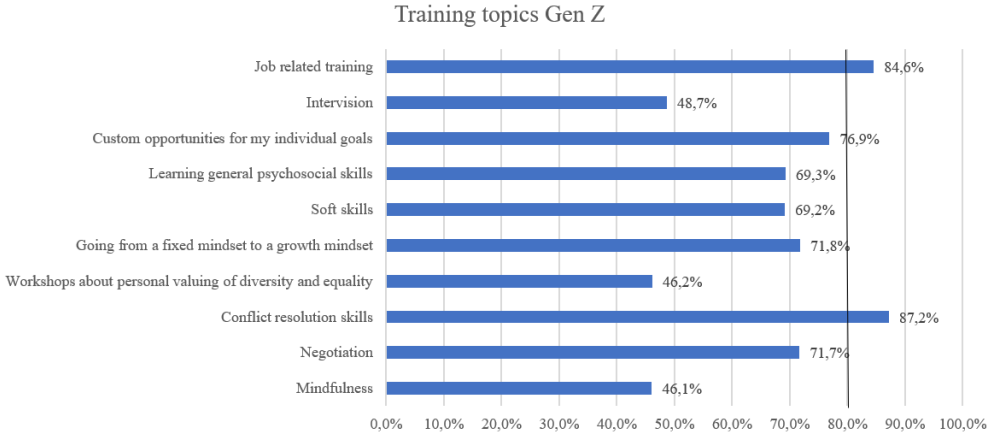
**Figure 15. Manager behaviour Gen Z**

## Manager behaviour Gen Z

| Category | Value |
|---|---|
| Provide networking possibilities | 64,1% |
| Provide personal attention | 76,9% |
| Offer positive and constructive feedback frequently | 87,2% |
| Offer education | 84,6% |
| Offer room for experimentation to prove yourself | 82,1% |
| Provide autonomy | 64,1% |
| Coach the employee to reach the employee goals | 89,8% |

Source: Own elaboration

**Figure 16. Motivation Gen Z**

## Motivation of Gen Z

| Category | Value |
|---|---|
| Flexibile working hours | 59,0% |
| Possibility to work from home | 48,7% |
| Good relationship with colleagues | 92,3% |
| Knowing how my job contributes to the team and the organisation | 74,4% |
| Purpose of my job to make a difference in the world | 59,0% |
| High-quality relationship with my manager | 51,3% |
| A mentor | 51,3% |
| Appreciation for my work | 87,2% |
| Personal development opportunities | 87,2% |
| Salary | 87,1% |
| Career opportunities | 79,5% |

Source: Own elaboration

**Figure 17. Training practises Millennial**

Training practises Millennial

| Category | Value |
|---|---|
| A manager that mentors | 67,7% |
| A general program | 37,1% |
| Independent learning format, guide my own course of study | 46,2% |
| Telling approach | 25,8% |
| Collaborative learning | 51,6% |
| Learning on the job | 85,4% |
| Personal development | 77,4% |

0,0% 10,0% 20,0% 30,0% 40,0% 50,0% 60,0% 70,0% 80,0% 90,0%

Source: Own elaboration

**Figure 18. Training topics Millennial**

Training topics Millennial

| Category | Value |
|---|---|
| Job related training | 77,4% |
| Intervision | 50,0% |
| Custom opportunities for my individual goals | 77,4% |
| Learning general psychosocial skills | 53,2% |
| Soft skills | 61,3% |
| Going from a fixed mindset to a growth mindset | 48,4% |
| Workshops about personal valuing of diversity and equality | 43,5% |
| Conflict resolution skills | 69,3% |
| Negotiation | 64,5% |
| Mindfulness | 38,7% |

0   0,1   0,2   0,3   0,4   0,5   0,6   0,7   0,8   0,9

Source: Own elaboration

**Figure 19. Manager behaviour Millennial**

Manager behaviour Millennial

| Category | Value |
|---|---|
| Provide networking possibilities | 48,4% |
| Provide personal attention | 75,8% |
| Offer positive and constructive feedback frequently | 80,6% |
| Offer education | 72,5% |
| Offer room for experimentation to prove yourself | 77,4% |
| Provide autonomy | 83,9% |
| Coach the employee to reach the employee goals | 87,1% |

0,0%  10,0%  20,0%  30,0%  40,0%  50,0%  60,0%  70,0%  80,0%  90,0%  100,0%

Source: Own elaboration

**Figure 20. Motivation of Millennial**

Motivation of Millennial

| Category | Value |
|---|---|
| Flexibile working hours | 58,1% |
| Possibility to work from home | 58,0% |
| Good relationship with colleagues | 83,8% |
| Knowing how my job contributes to the team and the… | 59,7% |
| Purpose of my job to make a difference in the world | 50,0% |
| High-quality relationship with my manager | 59,7% |
| A mentor | 35,5% |
| Appreciation for my work | 88,7% |
| Personal development opportunities | 87,1% |
| Salary | 87,1% |
| Career opportunities | 79,1% |

0,0%  10,0%  20,0%  30,0%  40,0%  50,0%  60,0%  70,0%  80,0%  90,0%  100,0%

Source: Own elaboration

**Figure 21. Offboarding practises Millennial**



Offboarding practises Millennial

- I don't need offboarding — 14,5%
- Keeping occasionally in contact with the manager — 37,1%
- Presents — 35,4%
- A goodbye party — 38,7%
- Appreciation for the work you have done — 87,1%
- A manager that listens to the reasons for leaving — 80,6%

(0,0% 10,0% 20,0% 30,0% 40,0% 50,0% 60,0% 70,0% 80,0% 90,0% 100,0%)

Source: Own elaboration

**Figure 22. Training topics percent difference**



Training topics percent difference

- Mindfulness — 7,4%
- Negotiation — 7,2%
- Conflict resolution skills — 17,9%
- Workshops about personal valuing of diversity and equality — 2,7%
- Going from a fixed mindset to a growth mindset — 23,4%
- Soft skills — 7,9%
- Learning general psychosocial skills — 16,1%
- Custom opportunities for my individual goals — -0,5%
- Intervision — -1,3%
- Job related training — 7,2%

Source: Own elaboration

**Figure 23. Offboarding percent difference**



Offboarding percent difference

Source: Own elaboration

APPENDIX VI: EMPLOYEE JOURNEY

**Appendix VI.I Onboarding**

| *Onboarding* | | | |
|---|---|---|---|
| **What** | **Action** | **Responsible** | **When** |
| *Contact with the employee before the first day* | - Link with the employee on LinkedIn and send a message to welcome them in the team | Manager | After employee signed the contract |
| | - Send postcard to the new employee to welcome them and inform them about the first day. | HR | Three weeks before the start date or as soon as contract is signed |
| | - Buddy contacts new employee to introduce him/herself | Buddy | Two weeks before start date |
| | - Send email with last information about the first day to the employee | HR | One week before start date |
| *Inform the team about the new employee* | - Let the team know who the new employee is and send the linked profile so the team can connect with them before the first day | Manager | Three weeks before start date or sooner |
| | - Choose a buddy | Manager | Three weeks before start date or sooner |

| | - Create a custom onboarding program with meeting the team and clients, learning activities and goals for the first week | Manager + Buddy | Two weeks before start date |
|---|---|---|---|
| *Behind the scenes* | - Inform IT department to start new hire process in their department (prepare laptop, create accounts etc) | HR | After contract is signed |
| | - Prepare postcard and send to new employee | | Three weeks before the start date or as soon as possible |
| *The first day* | - Executive welcome by Management | HR | First day |
| | - Introduce the employee to their buddy | Manager | |
| | - Pick up laptop and credentials at IT | Buddy | |
| | - Introduce employee to company values and culture | HR | |
| | - Training on tools and systems the employee will be using | HR/e-learning | |
| | - Lunch with Senior Management | HR | |
| | - Team meeting With explanation on the roles and responsibilities in the team | Manager | |

| | | | |
|---|---|---|---|
| | - Informal coffee break with the team to ask questions | Manager | |
| | - Meeting with buddy at the end of the day to review the first day | Buddy | |
| *First week evaluation* | - Plan an introduction meeting with every member of the team for new employee | Buddy | Plan before the first day so calendar is filled by the start |
| | - Meeting with the employee to ask how their first week is and if they miss any information or products to do their job | Manager | End of the first workweek |
| | - Check if employee has all the necessary tools, information, and accounts to do their job | Buddy | Before the end of the first workweek |
| *First month evaluation*<br><br>*\*This is most of the time also the end of the probation period in the Netherlands.* | - Evaluate the first month of the employee and ask if there are any unclarities or missing information, credentials or tools | Manager | End of the first month |

| Buddy | - Buddy should meet every two weeks or more frequent with the employee to check up | Buddy | Every two weeks |
|---|---|---|---|

**Appendix VI.II Development**

| Development | | | |
|---|---|---|---|
| **What** | **Action** | **Responsible** | **When** |
| *Create a personal learning path with the employee* | - Establish SMART goals for the coming year | Employee + manager | Beginning of the new year or soon after starting |
| | - Evaluate learning path, administrate progression, achievements, and improvements | Manager | Every quarter or more frequent |
| | - Look back on achievements of the last year | Employee + manager | Yearly |
| | - Celebrate achievements in development | Manager | When achieving a goal or step |
| *Learning on the job* | - Formulate SMART goals to learn via learning on the job | Employee + manager | Yearly |
| | - Plan activities to achieve goals | Employee | Quarterly |
| | - Go over a presentation with the employee before the meeting to explain choices | Manager | Ongoing |
| | - Involve employee in meetings and processes and update | Manager | Ongoing |

| | | | |
|---|---|---|---|
| | them about progress and changes | | |
| *Feedback* | - Ask feedback from the team | Employee | Weekly |
| | - Ask colleague for concrete feedback <u>before</u> a presentation so they can give adequate and concrete feedback afterward | Employee | Monthly |
| *Training* | - Provide a companywide training schedule for the coming year regarding soft skills and inhouse trainings on job related topics | HR | Yearly |
| | - Job related training for employees to upgrade knowledge | HR | Yearly |
| *Work anniversaries* | - Celebrate work anniversaries and next steps of the employee | Manager | Yearly |

Note: in this format the Manager is also a coach, if desirable the company can choose to appoint a coach to the employee to focus on personal development. The manager will stay responsible for accomplished work by the employee.
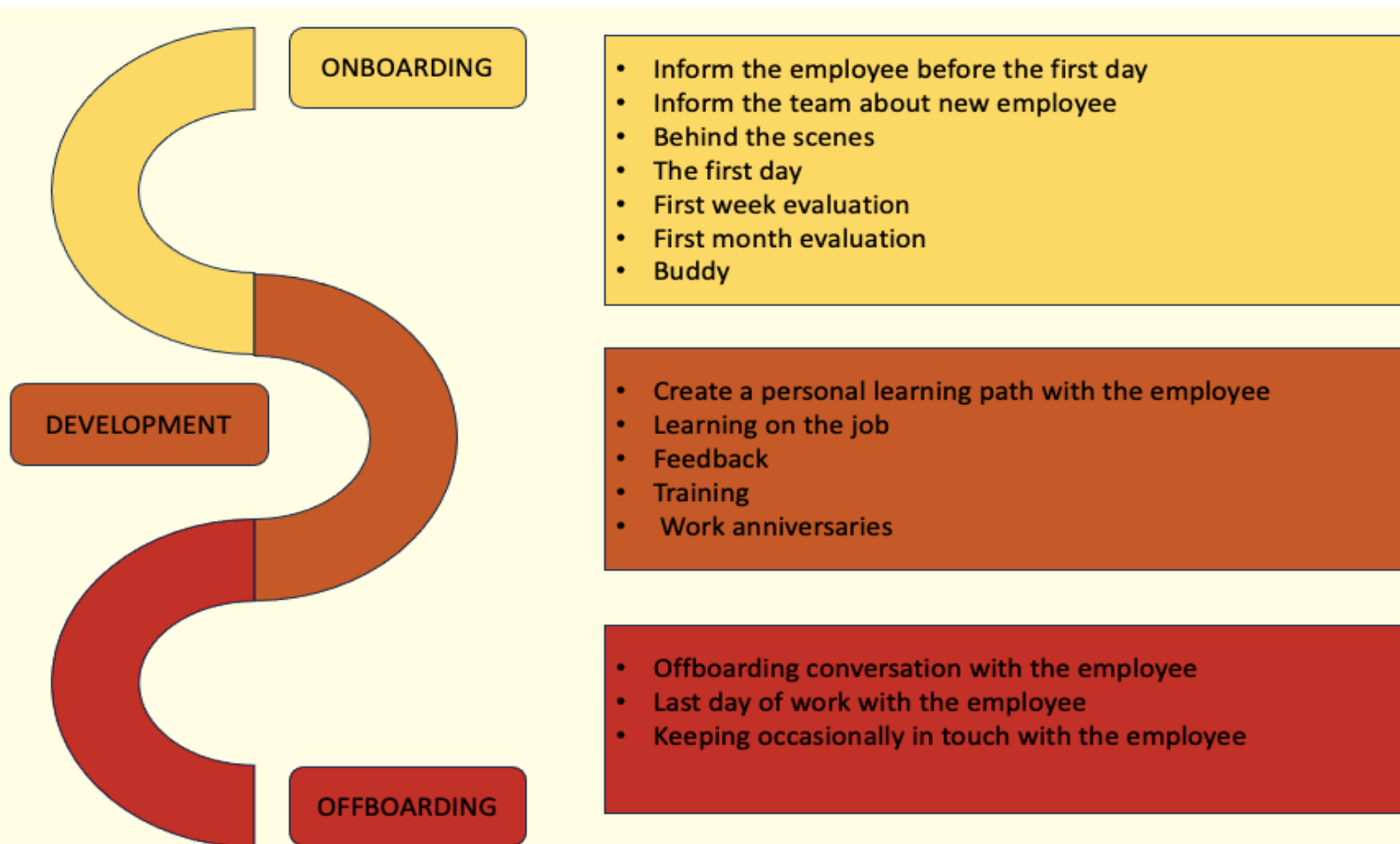
**Appendix VI.III Offboarding**

| Offboarding | | | |
|---|---|---|---|
| **What** | **Action** | **Responsible** | **When** |
| *Offboarding conversation* | - Plan an offboarding conversation with employee | Manager | After resignation is filed |
| | - Listen to the reasons for leaving | Manager | Offboarding conversation |
| | - Ask feedback for the company, management, HR, and the team | Manager | |
| | - Appreciate and value the work the employee has done | Manager | |
| | - Discuss feedback for the company with management and HR | Manager | |
| *Last day of work for the employee* | - Plan a meeting to go over last hand over actions | Manager | Last day of work of the employee |
| | - Take employee for an informal lunch or a coffee meeting and express gratitude and valuation to employee | Manager | |
| *Keeping occasionally in* | - In the first month after leaving send a | Manager | After leaving the |

| | | | |
|---|---|---|---|
| *touch with the employee* | message to the employee to ask how their new job is going | | company (first contact after 3 to 4 weeks of leaving) |
| | - Ask former employee for best practices in the new company | Manager | |
| | - Make former employee aware of vacancies in the company | Manager | Occasionally |

Source: Own elaboration

**Appendix VI.III Visual employee journey**

**Figure 24. Employee journey**



**ONBOARDING**

- Inform the employee before the first day
- Inform the team about new employee
- Behind the scenes
- The first day
- First week evaluation
- First month evaluation
- Buddy

**DEVELOPMENT**

- Create a personal learning path with the employee
- Learning on the job
- Feedback
- Training
- Work anniversaries

**OFFBOARDING**

- Offboarding conversation with the employee
- Last day of work with the employee
- Keeping occasionally in touch with the employee

Source: Own elaboration