Generation Z's Expectations of Adaptation to Work/Military Service

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Abstract:

Purpose: The purpose of this paper was to identify, analyze, and diagnose Generation Z's expectations of adaptation to work/military service and their relationship to education, place of residence, and military service experience.

Design/Methodology/Approach: The study used the method of literature analysis and criticism, the method of diagnostic survey and statistical methods. The quantitative-qualitative research was conducted in Poland based on a questionnaire survey, among 2234 people of generation Z, randomly selected. The research was conducted with sampling taking into account three criteria, education, place of residence, and experience in military service. Generation Z respondents were those born between 1990 and 1999 and consisted of two groups. The first in the number of 2084 were civilians (potential candidates for professional military service. The second group of respondents consisted of 150 soldiers (cadets), performing candidate military service at the military academy, who are first year students in the field of Command.

Findings: Conducted empirical research showed that generation Z has numerous and diverse expectations towards adaptation to work/service in the military, such as, defining expectations on a given job position, activities to check the fulfillment of their expectations towards work/service, applicable procedures, appointment of a mentor who will provide all support at the stage of adaptation, applicable organizational culture, internal training (team and individual), regarding the organization, values important to the organization/Armed Forces, ways of work organization and work/service evaluation. The cadets had, in each of the cases, expectations of adaptation significantly higher than civilians. It was also found that the more experience people of generation Z have in candidate military service, the more information and activities they expect during adaptation to military work/service, such as, defining the expectations for a given position, ways of evaluating work/service, presentation of procedures and values important to the Armed Forces, the current organizational culture, activities to check the fulfillment of their expectations for service, internal training about the organization, and the appointment of a mentor who will provide them with all kinds of support during the adaptation. Education, place of residence, and experience in military

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service significantly differentiate the expectations of generation Z regarding adaptation to work/military service.

Practical Implications: *The practical implications focus on the potential for using the research findings to improve the job/military service adaptation of Generation Z individuals, thereby retaining them in business and military organizations.*

Originality/value: *This paper diagnoses Generation Z's expectations of adaptation to work/military service and their relationship to education, place of residence, and military service experience.*

1. Introduction

In light of the tremendous shortages in the labor market (Bersin, 2021; ManpowerGroup 2021), particularly for young people, it has become an important issue to analyze Generation Z's expectations of adaptation to work/military service. Generation Z are individuals, born after 1990 and before 2000 (Lain-Kennedy, 2007; Hardey, 2011; Berkup, 2014). They are especially valuable in the era of dynamic development of Economy 5.0 and Society 5.0 (Volini, Occean, Stephan, and Walsh, 2017; Gross-Gołacka, 2021; Gerber, 2021). Generation Z is an internally divided and diverse group in which a number of different attitudes, traits, values, and aspirations converge. They are characterized by great directness and the belief that the world belongs to the brave. They are wildly determined and have a realistic and materialistic attitude towards life. They have grown up influenced by all things "i": iTunes, iPhones, iPods, iPads. They are distinguished by their high mobility (Rosa, 2013).

They are more demanding than representatives of previous generations. They have no problem looking for new employment at home and abroad (Wawer, 2013). In the light of the literature, numerous expectations and requirements of the young generation towards work, including adaptation, have been identified, such as: providing good working conditions and office equipment (Aterima, 2017), challenging, inspiring and developing tasks (Czerska, 2016; Flato, 2016), job satisfaction (Kick, 2015), flexibility, mobility, remote working (Aterima, 2017), friendly atmosphere at work, lack of tension and stress (Gajda, 2017; Moczydłowska, 2016; Aterima, 2017), attention to work-life balance (Employer Brand Research, 2019), access to the latest technologies, especially IT (Fazlagić, 2008; Jennings, 2013; Emplocity, 2017).

However, there is a lack of research indicating precisely what Generation Z expects in terms of adaptation to work, particularly military service. This is a very important period that has a key impact on whether an employee or candidate for military service will remain with an organization whether business or military. A lot of money, time and staff commitment is invested in candidates during this period, so their resignation (in larger numbers) is a big problem. Therefore, a study was undertaken to identify,

analyze, and diagnose the expectations of Generation Z regarding adaptation to work/military service. The research conducted served to verify T1's thesis which is that education, place of residence, and experience in candidate military service significantly differentiate Generation Z's expectations regarding adaptation to work/military service.

2. How Work Adaptation is Defined and What it Means

Job adaptation is the final stage of personnel selection, occurring after the selection stage. This critical process of hiring, training, and welcoming new employees into an organization is one of the most important functions of HR (Harden, 2021). It begins the moment a new employee enters the organization. As companies involve a very large amount of resources in the process of finding and recruiting employees, the implementation stage becomes one of the key and necessary to retain employees in the organization (Kupczyk and Kubicka, 2018; Graybill *et al.,* 2013).

Authors agree on the importance of the adaptation process in modern organizations, while often defining it in different ways. Most authors understand the process of adaptation of a new employee as the process of his adaptation to a new workplace, based on new tasks and responsibilities with the assumption of his smooth entry into the work environment. It includes activities aimed at:

> ➢ introducing the new employee to the organization as quickly and effectively as possible (e.g., familiarizing him or her with the mission, operating strategy, company history, health and safety regulations, division of labor, scope of responsibilities),
> ➢ introducing the employee to their duties, achieving the required quality and efficiency of work,
> ➢ achieving independence at work as soon as possible,
> ➢ to interest the new employee in the organisation and to present him/her with opportunities for further personal development,
> ➢ to make the new employee familiar with the applicable internal and external regulations,
> ➢ assimilating ways of behaving and reacting in non-standard, crisis or dangerous situations (Oleksynt, 2017).

The process of adaptation, in many contemporary organizations is also called onboarding. It has become an important part of human resource management and is given increasing importance (Huselid *et al.,* 2009; Bauer 2010; Hirsch 2017; Caldwell and Peters 2018). Some authors consider onboarding and adaptation as the same, but some of them recognize some differences between these concepts. Onboarding is defined as a process during which a new employee is helped to adapt quickly and smoothly to community aspects as well as performance standards (Bauer, 2010). Tiainen (2009) believes that onboarding is a broader concept than introducing an employee to an organization, and its goal is to get the new employee to start doing productive work as quickly as possible (Tiainen 2019, p. 80).

The literature offers a definition of onboarding stating that it is a strategic necessity (Karambelkar and Bhattacharya, 2018). Klein and colleagues offered a definition of onboarding saying that it is the process of transforming new employees into team members that fit the culture of the organization (Klein *et al.,* 2015). Frear takes an even broader approach to onboarding, recognizing it as a kind of holistic approach that combines people, process, and technology. The goal of the combination is to optimize the impact the new employee has on the organization-with an emphasis on efficiency and effectiveness (Frear, 2007). Another definition of onboarding states that it is a broad process of preparation, orientation, integration, and other follow-up activities (Ellice, 2013).

Snell, like Karambelkar and Bhattacharya, argues that onboarding is a strategic process that consists of multiple stages (Snell, 2006; Karambelkar and Bhattacharya 2018). Other authors consider onboarding as a bridge between the promises made by new employees and the actual achievements of their productivity (Snell, 2006). Summarizing the above analysis of ways of defining onboarding, a conclusion emerges, indicating that the common element is the preparation of the employee to perform new functions. Another element that unites the views of authors is that in most definitions the goal of onboarding is to increase the productivity of employees, but also to introduce a state of balance between human needs and the requirements of the environment.

It is evident from the above discussion that defining adaptation to work/vocational service is not clearly understood. Therefore, in the described research, adaptation to work was defined as the process of adaptation of the employee to the work environment, aimed at ensuring its efficient functioning in the professional and social area. The idea is that the employee adapts to the working conditions and requirements in this environment in the shortest possible time, learns his place in the structure of the organization, accepts the existing norms and rules, and has the right attitude to the duties and friendly atmosphere.

3. Research Methodology

The research used the method of literature analysis and criticism, the method of diagnostic survey and statistical methods. Quantitative and qualitative research was conducted in Poland on the basis of a survey questionnaire, among 2234 people from generation Z. It was assumed that the process of identifying the expectations of generation Z towards adaptation to work/military service will be carried out by recognizing the respondents' opinions. They were asked to rate their expectations regarding adaptation to work on a seven-point Likert scale (Gamst, Meyers, and Guarino, 2008), where 1 meant definitely do not expect, 2 - do not expect, 3 - rather do not expect, 4 - neither expect nor expect, 5 - rather expect, 6 - expect, 7 - definitely expect. A random selection of the research sample was used.

Twenty-three of the 28 authorities (counties) were drawn using statistical software and, as part of the 2019 military qualification, questionnaires were distributed for completion through the Military Complementary Headquarters to representatives of Generation Z who showed up to fulfill their legal obligation. The surveys were conducted with a sample selection that took into account three criteria, education, place of residence and experience in military service. Generation Z respondents are those born between 1990 and 1999 and are primarily high school students (81%) and college students (8%). The structure of the respondents in terms of education was as follows. 5% had basic education, 5% had secondary education, and 1% had higher education. 91% are non-employed.

Some of them already had work experience, although 64% had never worked before. 60% of respondents lived in medium-sized cities (20-100,000), 22% in rural areas, 11% in small towns (under 20,000), and 6% in large cities (over 200,000). The respondents came from two groups. The first, in the number of 2084, were civilians, (potential candidates for professional military service), i.e., people who were obliged to appear in 2019 for military qualification before the head of the village or mayor (city president), the district medical commission and the military complement commander, in accordance with the Decree of the Minister of Internal Affairs and Administration and the Minister of National Defense.

The purpose of military qualification is to determine the physical and mental capacity for active military service of men and women who are subject to this obligation and those who volunteer to serve who are over 18 years of age. The second group of respondents consisted of 150 soldiers (cadets) performing candidate military service at the Military Academy, who were first-year students of the Command course. The participants in this group were randomly selected from a group of 306 individuals. Among the research procedures used in the nomothetic approach, the correlational procedure was used. The calculation of correlation was undertaken, which shows the strength of the relationship between the analyzed characteristics expressed in the form of the absolute value of the correlation coefficient.

The purpose of the correlations conducted was to look for relationships in terms of co-variation between two or more quantitative variables. It should be emphasized that at the core of a correlational study is the determination of whether, as the value of one variable (military service experience) increases or decreases, the value of another variable (e.g., expectations regarding job adaptation/military service) increases or decreases. Statistically significant relationships between variables were tested using the chi-square test. In order to determine that the variable, e.g., "expectations and requirements for adaptation to work/military service" and the variable "place of residence" are not independent, it was checked which rows and columns cause such a relationship.

In the column ratio test table, each category of variable in a column was assigned a letter key of A, B, C, or D. A value of 0.05 was used as the significance level (denoted * p<0.05). The reliability of the scales in the questions from the survey questionnaire, which describe the consistency, reliability and repeatability of the measurement results, was undertaken. As a result of the analyses, the reliability of the scales, in the questions from the survey questionnaire, was found to be high (reliable scales are those above 0.7). Calculations were performed in the statistical program R ver. 3.6.0, and IBM SPSS Statistics version 21.

4. Generation Z's Expectations of Adaptation to Work/Military Service

Respondents were asked to rate their expectations of adaptation to military work/service on a scale of 1-7, where 1 - meant definitely not expect, 2 - not expect, 3 - rather not expect, 4 - neither expect nor expect, 5 - rather expect, 6 - expect, 7 - definitely expect. The responses are presented in Table 1.

Table 1. *Information/activities that respondents from generation Z would expect during adaptation to military work/service as part of selection to the organization/Armed Forces, taking into account the criterion of experience in military service: cadet/civilian (N=2234).*

What information/actions would you expect to receive during your adaptation to military work/service?		All	Cadet (performing candidate military service)	Civilian
		% z N	% z N	% z N
Determine the expectations of the job	I definitely don't expect	14,5	0,0	15,5
	I don't expect	1,2	1,3	1,2
	I rather not expect	1,4	0,7	1,5
	I have no opinion	17,5	10,7	18,0
	I rather expect	12,8	15,3	12,6
	Looking forward to	22,6	34,7	21,7
	I definitely expect	30,0	37,3	29,5
	Total	100,0	100,0	100,0
Methods of performance/service evaluation	I definitely don't expect	10,5	1,3	11,1
	I don't expect	4,4	0,7	4,7
	I rather not expect	3,1	3,3	3,1
	I have no opinion	20,5	12,7	21,0
	I rather expect	20,2	22,7	20,0
	Looking forward to	28,3	34,7	27,9
	I definitely expect	13,0	24,7	12,1
	Total	100,0	100,0	100,0
Presentation of procedures in force	I definitely don't expect	11,8	0,7	12,6
	I don't expect	3,0	0,0	3,3
	I rather not expect	4,7	2,0	4,9
	I have no opinion	17,5	10,7	18,0
	I rather expect	17,0	20,0	16,8
	Looking forward to	23,9	36,7	22,9
	I definitely expect	22,0	30,0	21,4
	Total	100,0	100,0	100,0
Ways of organizing	I definitely don't expect	9,4	0,0	10,1

work/service	I don't expect	10,7	0,7	11,4
	I rather not expect	2,5	1,3	2,5
	I have no opinion	14,8	10,0	15,1
	I rather expect	23,9	20,7	24,1
	Looking forward to	23,8	39,3	22,7
	I definitely expect	15,0	28,0	14,0
	Total	100,0	100,0	100,0
Values Important to the Armed Forces	I definitely don't expect	19,5	0,0	20,9
	I don't expect	1,6	2,0	1,6
	I rather not expect	5,7	0,7	6,1
	I have no opinion	14,5	10,7	14,7
	I rather expect	23,7	20,7	23,9
	Looking forward to	18,8	28,7	18,1
	I definitely expect	16,2	37,3	14,7
	Total	100,0	100,0	100,0
The prevailing organizational culture	I definitely don't expect	8,9	0,0	9,5
	I don't expect	7,5	0,7	8,0
	I rather not expect	6,8	0,7	7,2
	I have no opinion	14,8	13,3	14,9
	I rather expect	14,9	20,0	14,5
	Looking forward to	28,7	38,0	28,0
	I definitely expect	18,4	27,3	17,7
	Total	100,0	100,0	100,0
To check that my job/service expectations are being met	I definitely don't expect	11,7	2,0	12,4
	I don't expect	7,7	1,3	8,2
	I rather not expect	2,0	3,3	1,9
	I have no opinion	18,6	12,0	19,0
	I rather expect	22,5	22,0	22,6
	Looking forward to	20,3	29,3	19,7
	I definitely expect	17,1	30,0	16,2
	Total	100,0	100,0	100,0
Internal, team and individual training on the organization	I definitely don't expect	14,8	1,3	15,7
	I don't expect	1,3	2,0	1,2
	I rather not expect	2,5	0,7	2,6
	I have no opinion	17,1	11,3	17,5
	I rather expect	21,9	23,3	21,8
	Looking forward to	18,4	28,7	17,7
	I definitely expect	24,0	32,7	23,4
	Total	100,0	100,0	100,0
Appointment of a mentor who will give me all the support I need during the adaptation phase	I definitely don't expect	11,4	2,7	12,0
	I don't expect	4,7	0,0	5,0
	I rather not expect	8,0	4,7	8,2
	I have no opinion	24,8	21,3	25,0
	I rather expect	18,9	26,7	18,4
	Looking forward to	14,9	23,3	14,3
	I definitely expect	17,4	21,3	17,1
	Total	100,0	100,0	100,0

Source: *Own research.*

An analysis of respondents' responses (expect, strongly expect), in Table 1 indicates that Generation Z expects information/activities during their adaptation to work/military service such as:

- expectations of the job (53%),
- activities to check my expectations of the service (47%),
- procedures in force (46%),
- appointment of a mentor who will provide any support at the stage of adaptation (42%),
- current organizational culture (41%),
- internal, team and individual training concerning the organization (39%),
- values important for the Armed Forces (37%),
- ways of organizing work/service (35%),
- ways of evaluating work/service (15%).

Differences in responses concerning expectations during adaptation to military work/service were analyzed taking into account the criterion of experience in candidate military service. It turned out that cadets had, in each case, higher expectations from the adaptation than civilians (Table 1). Differences were also observed in the responses regarding the information/actions that generation Z respondents would expect during adaptation to military work/service depending on their place of residence and education (Table 2).

Table 2. *Information/activities that respondents from generation Z would expect (I expect, I definitely expect) during adaptation to work/military service within the framework of selection to the organization/Armed Forces, taking into account the criterion of place of residence, education, experience in military service (cadet/potential candidate for professional military service) (N=2234)*

What information/actions would you expect to receive during your adaptation to military work/service?		Village	Small town (less than 20,000)	Medium city (20-100 thousand)	Large city (over 200,000)	Student	College student	Basic education	Secondary education	Higher education
		% z N	% z N	% z N	% z N	% z N	% z N	% z N	% z N	% z N
Determine the expectations of the job	looking forward to	21	23	23	28	19	30	74	19	25
	I definitely expect	32	19	31	34	30	41	9	38	50
Methods of performance/service evaluation	looking forward to	22	16	33	27	24	34	77	27	54
	I definitely expect	23	15	8	16	12	28	4	14	13
Presentation of procedures in force	looking forward to	20	18	26	27	23	34	8	26	58
	I definitely expect	27	19	20	24	21	32	5	37	17
Ways of organizing	looking	19	14	27	21	18	36	80	34	46

work/service	forward to									
	I definitely expect	22	17	11	16	15	28	4	10	13
Values Important to the Armed Forces	looking forward to	20	12	19	19	18	26	8	30	54
	I definitely expect	22	23	13	16	15	36	3	17	8
The prevailing organizational culture	looking forward to	24	18	33	20	25	35	78	25	46
	I definitely expect	22	16	17	21	18	28	5	25	21
To check that my job/service expectations are being met	looking forward to	21	15	22	13	20	28	10	21	29
	I definitely expect	23	13	15	21	17	30	6	16	25
Internal, team and individual training on the organization	looking forward to	20	20	17	19	18	29	7	22	33
	I definitely expect	28	16	24	22	24	32	8	25	38
Appointment of a mentor who will give me all the support I need during the adaptation phase	looking forward to	18	15	13	20	14	23	11	19	25
	I definitely expect	22	13	16	16	17	23	4	25	13

Source: *Own research.*

It was decided to test whether these differences were statistically significant using chi square tests. These measures served to verify the thesis T1 which is that "education, place of residence, and experience in candidate military service significantly differentiate Generation Z's expectations of adaptation to work/military service. The variable "Generation Z's expectations of adaptation" and the variables "place of residence," "education," and "work experience in candidate military service" were found to be dependent (Table 3).

Table 3. *Statistically significant differences in responses about the information/activities Generation Z respondents would expect when adapting to military work/service depending on their residence, education, and military service experience (cadet/civilian) (N=2234).*

What information/actions would you expect to receive during your adaptation to military work/service?		Experience in candidate military service	Location	Education
Determine the expectations of the job	chi-quadrat	42,413	164,510	288,087
	df	6	18	24
	significance	,000*	,000*	,000*,b,c
Methods of performance/service evaluation	chi-quadrat	42,440	204,687	250,847
	df	6	18	24
	significance	,000*	,000*	,000*,b,c
Presentation of procedures in force	chi-quadrat	45,206	161,344	390,922
	df	6	18	24
	significance	,000*	,000*	,000*,b,c

Ways of organizing work/service	chi-quadrat	68,833	263,205	378,229
	df	6	18	24
	significance	,000[*]	,000[*]	,000[*,b,c]
Values Important to the Armed Forces	chi-quadrat	93,402	225,812	338,136
	df	6	18	24
	significance	,000[*]	,000[*]	,000[*,b,c]
The prevailing organizational culture	chi-quadrat	48,227	219,827	252,903
	df	6	18	24
	significance	,000[*]	,000[*]	,000[*]
To check that my job/service expectations are being met	chi-quadrat	48,715	117,933	273,220
	df	6	18	24
	significance	,000[*]	,000[*]	,000[*,b,c]
Internal, team and individual training on the organization	chi-quadrat	39,749	148,340	273,161
	df	6	18	24
	significance	,000[*]	,000[*]	,000[*,b,c]
Appointment of a mentor who will give me all the support I need during the adaptation phase	chi-quadrat	35,546	119,743	292,093
	df	6	18	24
	significance	,000[*]	,000[*]	,000[*,c]

*Notes: * The chi-square statistic is significant at the .05 level, b - more than 20% of the cells in this table have expected cell counts less than 5. The results of the chi-square test may be incorrect. c - the minimum expected count in cells for this table is less than one. The results of the chi-square test may be incorrect.*
Source: Own research

With many of the expectations of adaptation to military work/service identified in Table 3, the p-value (two-sided asymptotic significance) in the chi-square test table is equal to zero (.000), indicating that the probability of making an error in rejecting the true null hypothesis of no difference is very close to zero. When analyzing the results of the chi-square test in Table 3, it is important to note that some of them do not meet the condition:

- at most 20% of the cells have an expected abundance less than 5,
- the minimum expected abundance is greater than 1. These data are marked with
  letters b, c.

So inference based on them is not legitimate.

Similar to the analyses above, in the column ratio test table, each category of variable in a column was assigned a letter key of A, B, C, D. For each significant pair, the category key with the smaller proportion was placed under the category with the larger proportion. An attempt was made to determine whether place of residence, education, and experience in candidate military service significantly differentiate Generation Z's expectations of information/activities during adaptation to military work/service. Analysis of the data indicates that cadets have significantly higher all expectations (listed in Table 3) for information/activities during adaptation to military work/service.

From the analysis carried out, the conclusion is that cadets expect significantly more information/activities during adaptation to work/military service than civilians, such as: defining the expectations of the job, presenting the procedures in force, organizing internal training on the organization, ways of organizing work/military service, conducting activities to check the fulfillment of their expectations of work/military service, appointing a mentor who will provide all support during the adaptation stage, values important to the Armed Forces and ways of evaluating work/military service.

Another criterion analyzed was the place of residence of the respondents. Based on the Chi square test, it was found that individuals from generation Z residing in rural areas have significantly higher expectations regarding information/activities during adaptation to work/military service such as:

- defining expectations on the job, values important to the Armed Forces, internal, team and individual training regarding the organization (in relation to people from small towns),
- ways of work/service evaluation to check the fulfillment of my expectations from the service, appointment of a mentor who will provide all support during the adaptation stage (for people from small and medium towns).

Generation Z individuals residing in large cities expect significantly more information/activities when adapting to work/military service, such as:

- setting expectations on the job, with respect to those residing in small cities,
- ways to evaluate the job/service, with respect to those from small and medium cities (Table 4).

Generation Z individuals residing in small cities expect significantly more, relative to those from medium-sized cities, information during adaptation to military work/service, such as ways to evaluate military work/service and values important to the Armed Forces (Table 4).

Table 4. *Statistically significant differences in Generation Z's expectations of information/activities during adaptation to military work/service according to their residence, education, and military service experience (cadet/civilian) (N=2234).*

What information/actions would you expect to receive during your	Experience in military service		Education

adaptation to military work/service?		Cadet	civilian	Village	Small town (less than 20,000)	Place of residence Medium city (20-100 thousand)	Large city (over 200,000)	Student	College student	Basic education	Secondary education	Higher education
		(A)	(B)	(A)	(B)	(C)	(D)	(A)	(B)	(C)	(D)	(E)
Determine the expectations of the job	looking forward to	B							A	A B D E		
	I definitely expect	B		B		B	B	C	A C		C	C
Methods of performance/service evaluation	looking forward to					A B	B		A	A B D		A
	I definitely expect	B		B C	C		C		A C			
Presentation of procedures in force	looking forward to	B				A B			A	A B D E	A	A
	I definitely expect	B		C				C	A C D			
Values Important to the Armed Forces	looking forward to	B		B					C		A C	A B C
	I definitely expect	B		C	C			C	A C D		C	
The prevailing organizational culture	looking forward to	B				A B D			A	A B D E		
	I definitely expect	B						C	A C		C	
To check that my expectations of the service are being met	looking forward to	B							C			
	I definitely expect	B		B C				C	A C			C
Internal, team and individual training on the organization	looking forward to	B						C	A C		C	C
	I definitely expect	B		B		B		C	C		C	C

Appointment of a mentor who will give me all the support I need during the adaptation phase	looking forward to	B		C					A		
	I definitely expect			B C				C	C		C

Source: *Own research.*

Generation Z individuals residing in medium-sized cities expect significantly more information/activities during adaptation to work/military service, such as:

- definition of expectations on the job, internal, team and individual training on the organization (with respect to people residing in small cities),
- methods of job/service evaluation, presentation of procedures in force, organizational culture in force (with respect to persons residing in rural areas and small towns) (Table 4).

5.   Research Conclusions, Discussion and Recommendations

The conducted literature research revealed that the issue of Generation Z's expectations of adaptation to work/military service is poorly recognized. As shown in the conducted empirical research, generation Z has numerous and diverse expectations towards adaptation to work/service in the military, such as, defining expectations on a given job position, activities allowing to check the fulfillment of their expectations towards work/service, procedures in force, appointment of a mentor who will provide all support at the stage of adaptation, organizational culture in force, internal trainings (team and individual) regarding the organization, values important for the organization/Armed Forces, ways of work organization and work/service evaluation.

In each of these cases, cadets had significantly higher expectations of adaptation than civilians. It also turned out that the more experienced generation Z individuals are in candidate military service, the more information and activities they expect during adaptation to military work/service, such as, defining the expectations for a given position, ways of evaluating work/service, presentation of procedures and values important to the Armed Forces, the current organizational culture, activities to check the fulfillment of their expectations for service, internal training about the organization, and the appointment of a mentor who will provide them with all kinds of support at the stage of adaptation.

Education, place of residence, and military service experience significantly differentiate Generation Z's expectations regarding adaptation to work/military service. Generation Z individuals residing in rural areas have significantly higher

expectations for information/activities during adaptation to military work/service such as:

- defining expectations on the job, values important to the Armed Forces, internal, team, and individual training on the organization (relative to those from small towns),
- Methods of assessing work/service, activities to check the fulfillment of expectations for work/service, appointment of a mentor to provide all support during the adaptation phase (for individuals from small and medium-sized towns).

The identified expectations of Generation Z to adapt to work/service significantly increase the demands placed on those responsible for the selection and adaptation of personnel in organizations, both business and military, especially in this era of ongoing digital transformation and artificial intelligence.

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