

## Young Generation Z: Challenges In Building A Path Towards The World Of Work

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### **Abstract:**

*The central objective of this study was to assess the position of young people in the third year of secondary school in relation to the world of work, and aspects such as the profile of young people, the meaning of work, careers, employability and technology were the topics of discussion in this study. As for the methodological aspects, qualitative research was used, with in-depth interviews with human resources managers linked to companies in the metal-mechanics sector in Caxias do Sul, with the aim of presenting the business perception of young people entering the world of work. The results showed that young people in the third year of secondary school in Caxias do Sul have Generation Z characteristics and that they attribute meaning to work based on choosing a profession that they consider important, that they are interested in and that they feel happy in, where success would be related to adopting good work habits. This would enable them to do their best and be recognized as competent. With this in mind, in order to make the best career choices, the survey pointed out that they should consider professions that match their tastes, attitudes and qualities, analyzing their abilities, interests and values. Workability emerged as an evolution of the concept of employability, where young people would develop the ability to work and generate income, offering the world of work something they know how to do well, in a more autonomous way, without the worry of being tied to a company by formal employment schemes. Based on workability, it can be inferred that purpose is what establishes Generation Z young people's relationships with aspects related to work, in other words, they need to visualize a purpose in the work they are going to do, otherwise they can easily become demotivated and seek new paths in search of purpose and challenges.*

**Key Word:** *Meaning of Work. Young people. Generation Z. Careers. Employability Technology.*

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### **I. Introduction**

In its most significant dimension, work appears as an activity that responds to the production of the necessary and essential elements for the biological life of human beings. At the same time, it also meets the needs of their social, cultural, emotional, aesthetic, symbolic and playful lives (KOSIK, 1986).

According to Morin (2001), it is understood that the task performed has its individual, social and group representation for the worker. Individually, the identification of their work lies in the result of the task; socially, the feeling of doing a job that contributes to society and; in the group, the feeling of belonging to a class united by doing the same job. Therefore, the completed activity brings self-fulfillment and satisfaction, a feeling of development, personal/professional evolution and freedom and autonomy in its execution (ARAUJO; TAEGTOW, 2008).

The relationship between young people and work is an important factor in understanding the social relations of a given period. In Western society, young people's entry into the world of work is one of the milestones in their transition to adulthood (GALLAND, 2007). In the same vein, Sposito (2008) sees youth as a stage of life in search of autonomy, where elements of personal and group identity are built, a phase of experimentation where there are various paths and environments for the start of adult life, one of which is entering the world of work.

The term generation is used to refer to a delimited group of people who were born at a certain time and have therefore experienced different historical and social events at significant stages in their development, situations which have influenced their lives, values, attitudes and beliefs (WESTERMAN; YAMAMURA, 2007). According to Tulgan (2009), this generation of young people, known as Generation Z, is highly qualified and mainly focused on immediacy.

It should be noted that the growing appreciation of professional qualifications, seen as a key point for entering the world of work, does not necessarily guarantee them a place. Research carried out by Ramos (2006) shows that a considerable number of Brazilian workers with a satisfactory level of schooling are unable to get

jobs commensurate with their qualifications. It is worth noting that this situation worsens when it comes to the employability of young Brazilians.

Entering the world of work and sustaining a job requires these young people to be properly prepared. According to Gesser (2012), technologies have enabled advances in the field of education, especially in higher education, with the use of new teaching methods, in the various ways of constructing the curriculum, in the acquisition of or access to information for effective learning. It is timely to discuss how schools should use technologies as teaching tools, as this has already become a practice in the educational context. The crux of the issue to be discussed is how to use these new technologies effectively and profitably (LOBO; MAIA, 2015).

In this context, this research seeks to answer: what is the perception of human resources managers in metallurgical companies in the Serra Gaucha region regarding young people from Generation Z in relation to their professional interests and prospects?

## **II. Theoretical Reference**

### **The Meaning of Work**

The initial milestones in the study of the meaning of work can be seen in the 1950/60s. Noteworthy are the studies by Morse and Weiss (1955) on the meaning of work; Dubin (1956) on work as a central interest in the lives of industrial workers and Lodahl and Kejner (1965) on work involvement. Even earlier, the work of Tilgher (1930) provided an initial outline of this meaning, which was later reiterated by Mills (1976). In the classical era, although work was considered fundamental to life, it was perceived as oppressing human intelligence, which was one of the reasons why slavery was possible (MILLS, 1976).

Ketchum and Trist (1992) emphasize that meaningful work must respond to workers' motivations, in addition to highlighting properties such as: being varied, presenting challenges, invoking decision-making skills, enabling continuous learning, being recognized and supported, bringing positive social consequences, thus protecting personal dignity and envisioning a desirable future.

Studies into the meaning of work emerged more systematically in the 80s. Hackman and Oldham (1975) were the first psychologists to relate quality of life at work to its meaning. They argued that the meaning of work must be useful and legitimate for those who do it, and so developed a model to explain how interactions, the characteristics of an activity and individual differences impact on workers' motivation, satisfaction and productivity. There are three characteristics that contribute to making work meaningful: task variety, work identity and the meaning of work. For the authors, the meaning of work is related to personal, organizational and social well-being (HACKMAN; OLDDHAM, 1975).

In view of the above, the meaning and significance of work have aroused interest and have been the subject of extensive research. The Meaning of Work - MOW, based in Canada, has been conducting research into the meaning and significance of work in various countries since the 1970s. The centrality of work is defined by MOW as the level of importance that work has in a person's life over a given period of time, or the general view of the value of work for the individual. According to Lundberg and Peterson (1994), the centrality of work reproduces a personal identification with work or the meaning that the individual gives it.

Morin (2001), who often uses MOW in his research, defines the meaning of work as an affective structure made up of three components: meaning, orientation and coherence. The meaning of work is related to the individual's representation or definition of their activity and the values they attribute to their work.

The hybrid nature of the instrument developed by the MOW has led to inconsistencies and difficulties in adapting it to different realities, and there are still few instruments that assess the meaning of work, especially in professional groups not belonging to the world of formal employment (FERNANDES; GONÇALVES; OLIVEIRA, 2012).

Arakaki and Leite (2016), based on an investigation with workers using the Inventory of Motivation and Meaning of Work - IMST, concluded in their study that the values perceived as relevant are: personal and family survival, self-expression, personal fulfillment and justice at work. The authors point out that these findings represent a guide for managers who wish to motivate their employees.

With this in mind, Pais (2016), in his book on the meaning of work for contemporary young people, says that young people are sending out a message that life needs some kind of work to be fully lived and, even though they don't want to be slaves to work, they accept it as a source of income and personal fulfillment. The book discusses the discovery of the "means of life" of young people who are looking for professional integration with creative ways of earning money. According to the Portuguese author, a particularity of young people is that they live in a time of instability and uncertainty, generating a tension between the present and the future, between the bonds of dependence and the insistent desire for independence (PAIS, 2016).

### **Young People**

The relationships that young people establish with work have become a topic of attention for researchers who aim to propose alternatives that can offer possibilities for minimizing the problems faced when entering and

remaining in work (PETTERS, 2009). In this sense, Erikson (1976) points out that the construction of personal identity involves the experience of becoming an adult, seeking autonomy and independence through work and adds that young people's inability to define their professional identity is what destabilizes them the most, as they feel incapable of taking on a role that society imposes on them (ERIKSON, 1976).

In this context, Bourdieu (1983), in his classic text "Youth is just a word", mentions that the division between young and old ultimately portrays power and the division of powers. According to the author, categorizations by age, gender and social class are shaped to reinforce boundaries and produce an order in which everyone must remain in their place. The author also addresses the risk of a random classification called youth, stressing that age is a biological fact and that talking about young people as if they were a social unit, a constituted group, with common interests, and relating these interests to a defined age is an obvious manipulation. In this sense, Bourdieu (1983) reinforces the impact of this generalization when he says that the abuse of language that can be summed up in the same concept for social universes that, in general, have nothing in common is formidable.

However, Cardoso and Sampaio (1995), after reviewing the literature on the subject, identify two currents of definition of youth in sociology: the generalization of youth or the specificity of youth. Generalization reinforces the generic idea of youth as a "generation" that is the driving force behind socio-political and cultural changes and times marked by major historical events, such as the 60s and 70s; and when related in a more specific way, youth is seen in a more fragmented way, relating to research and studies with specific groups of young people who belong to different classes in society. These groups of young people are in transition between school, university and the world of work and face changes in the world of work in a more significant way.

In this sense, Pais (1993) points out that there are different types of youth and different views, different theories that explain youth, according to their approaches. If we consider the generational current, worked on by theorists belonging to the so-called Sociology of Generations, the term youth is configured through social demarcation, i.e. youth is understood as a phase in the subject's life that begins with the end of childhood and ends with the beginning of adulthood. The attempt to understand individuals based on their age groups is an old one, built in antiquity (FOUCAULT, 2004).

Abramo (1997) considers youth to be a social problem, a difficult, disturbing and turbulent phase of life, due to the feelings it triggers in young people, such as transgression and rebellion. In the same vein, Carrano (2000) explains that youth must be understood with varying complexity: young people are different because their ways of living are different, their social spaces and times are different, and their identities are different.

A definition of youth was adopted by UNESCO at the International Conference on Youth in 1964, with the aim of explaining that the term youth constitutes a transitory state, a stage of human life defined by the onset of puberty. The end of youth varies according to the criteria used to determine whether people are young. Youth is understood not only as a stage of life, but also as age groups defined as young (ABRAMOVAY; ANDRADE; ESTEVES, 2009). The authors point out that youth is a social construction, the production of a given society, originating from the multiple ways in which it sees young people, a production in which stereotypes, historical moments, multiple references and different situations of class, gender, ethnicity, group and others are interwoven, among other factors.

In this context, Sposito (2008) sees youth as a stage of life in which a certain amount of autonomy is sought, in which elements of personal and group identity are constructed, a phase of experimentation in which there are various paths and environments for the start of adult life, one of which is entering the world of work.

According to McCrindle and Wolfinger (2009), there are similar characteristics among young people of all generations, such as experimenting with alternative lifestyles and questioning in order to test the limits imposed on them, but it cannot be said that the values, attitudes, priorities and goals of current generations of young people are the same as those of previous generations. Young people, the subject of this study, are the first generation to grow up surrounded by digital media, and this characterizes them much more than their demographic strength (NETO et al., 2014).

## **Generations**

In the first half of the 20th century, Karl Mannheim and De La Yncera (1993) made one of the main contributions to understanding the concept of generation. For the authors, generations are relevant dimensions for understanding social changes and the ways of thinking and acting of an era. Generations form specific products which, through the action of historical and biographical time, can produce social changes, but can also be the result of a change gestated by the previous generation. Therefore, what builds a generation may not only be related to a chronological time of birth, nor is there a time pattern for the formation of a generation, which may remain for ten or fifteen years or for centuries, as happened in the feudal period (MANNHEIM; DE LA YNCERA, 1993).

In a more functionalist approach, Strauss and Howe (1991) developed generational categorizations (Silent Generation, Baby Boomers, Gen X, Gen Y and Gen Z), which became quite "popular" in management. The nomenclature and characterization of the generations were initially studied by the authors in the book

Generations: The History of America's Future, 1584 to 2069, using historical references from American society to contextualize and conceptualize the generations.

According to Coimbra and Schikmann (2001), Lombardia, Stein and Pin (2008) and Veloso et al. (2008) there are four main generational profiles:

- a) traditional - born up to 1950;
- b) baby boomers - born between 1951 and 1964;
- c) generation X - born between 1965 and 1977;
- d) Generation Y - born from 1978 onwards;

Howe and Strauss (2009) also include Generation Z, i.e. young people born after 2000. Generation Z was used in this research.

### **Generation Z**

According to Prensky (2001), this is a connected generation, made up of individuals born in the digital age who are surrounded by communication platforms such as the internet itself, cell phones and closed TV channels. The author emphasizes that this generation cannot understand the world without the use of real-time communication, as they are young people who have grown up as the web and technology in general has evolved.

According to Prensky (2009), this generation has a different thinking structure to its predecessors. Children have developed minds in hypertext format, with parallel rather than sequential cognitive structures. It is common for children to perform several tasks at the same time. In this sense, Generation Z also has a different way of learning: they are active learners, proficient in multitasking and dependent on technology to access information and interact with others (BENNETT; MATON; KERVIN, 2008).

As a result, according to Palfrey and Gasser (2011), they are different because they can do many things at the same time, they replace newspapers with blogs, they get to know each other on social networks before they even meet in person. Their favorite music and films are accessed online, almost always without the need for financial outlay. Essential factors in their lives, such as social interaction and friendships, are mediated by digital technology. This is the new way of life for this generation. In their studies on the behavior of this generation, Toledo, Albuquerque and Magalhães (2012) point to curiosity and an exacerbated desire for information quickly and clearly as being hallmarks of these young people.

In this context, Reis and Tomáel (2016) point out that members of Generation Z find it difficult to understand how previous generations managed to survive without the technological devices that are so present today, such as smartphones. For this generation, it is impossible to imagine how communications took place before the digital world and what the processes of accessing information were like, in terms of ease and agility.

In Mendonça (2015) view, unlike generation X, which accepts the rules, and generation Y, which pretends it does, generation Z is more assertive and, in a few years, the Zs will be the Ys' bosses. Their relationship with the time factor is different, it's online, the way they relate to hierarchies and authority too, everything is different for generation Z and organizations must adapt to this new context (MENDONÇA, 2015).

Cavazotte, Lemos and Viana (2012) in their studies on new generations in the job market, recommend that companies try to understand and manage the expectations of their young employees, from the initial phase of career building, in order to avoid conflicts and frustrations.

### **Careers**

Choosing a profession is the first step towards building a career, and this process of choice is evident in adolescence, even though this stage is known as a troubled phase and one in which one's identity is undefined. Thus, when the whole situation is one of indecision, the adolescent is faced with the burden of making a career choice that is, at first, for life (BOHOSLAVSKY; BOJART; PENTEADO, 1971).

When adolescents are faced with choosing a profession, they take into account both the labor market and their place in it, as well as their individual preferences and family expectations. Thus, personal, cultural and social factors are involved in the choice of profession (LEVENFUS, 1997).

Although the idea of a career emerged with industrial society, until the 1920s, organizations were not interested in the careers of their employees. Workers were only considered to be "parts of production" and the human resources sector basically had the function of controlling people (FISCHER, 2002). According to the author, from the 1970s onwards, professional life gained relevance and career development began to be studied. Research on the subject emerged in the fields of organizational studies, social psychology and work psychology.

Research into the subjective dimension of careers (HUGHES, 1937), vocational development (SUPER, 1953) and internal careers showed that career building takes place through psychosocial processes made up of individual choices and personal achievements resulting from professional life (RIBEIRO, 2009).

In order to meet an existing demand, Super (1983) created the Developmental Model of Career Assessment and Guidance - MDAOC, referred to in international literature as the C-DAC model. This model presents some of the most relevant concepts of his theory and helps to understand the dynamics of professional

choice and career development (OLIVEIRA; GUIMARÃES; COLETA, 2006). These concepts include career maturity, the importance of roles and self-concept. Aspects such as skills and interests also need to be highlighted (SAVICKAS, 2001; BALBINOTTI, 2003).

The MDAOC proposed by Super (1983) offered an alternative to help career counselors perform their duties, developing in individuals the ability to understand their career as a process in constant development (OLIVEIRA; GUIMARÃES; COLETA, 2006).

In the 1990s, Arthur (1994) presented four contributions to the reorganization of the traditional concept of career: (i) it can be any work carried out independently of an organizational link; (ii) it is a link between the person and the organization; (iii) the study of its construct is interdisciplinary, involving psychology, sociology, anthropology, economics, political science, history and geography; and (iv) every career needs the interpretation of the subject and the organization in order to be understood.

Thus, Schein (1996) complements the concept by pointing out that a career is made up of several significant stages or phases, recognized by the person and by society, although the time context associated with each one may vary according to the activity carried out.

In this context, Bastos (1997) adds that the term career comes from the Latin - *carraria*, which means path, road for carriages, where the path and destination are already known. A career is defined as a course of professional life that offers an opportunity for progress and advancement in the world (BASTOS, 1997). It was only in the 19th century that the term was used to define the trajectory of professional life, complementing the notion of a natural progression during life or development through a structured path, with temporal and spatial characteristics (CHANLAT, 1995; SCHEIN, 1996; CRESPO, 1996; MARTINS, 2001).

For Hall (2002), the term career suffers from an excess of meanings. The four most frequent are: (i) career as advancement - vertical mobility in any organizational hierarchy; (ii) career as a profession; (iii) career as a sequence of jobs throughout life; and (iv) career as a sequence of professional experiences.

In the light of the above concepts, it is worth highlighting the contemporary career from a new perspective, in a new modeling.

### **Employability**

At the end of the 20th century, Gazier (1990), a French researcher, pointed out three definitions related to the term employability: a) an individual's aptitude for work; b) an individual's attractiveness to the company; and c) the performance of a group or person in the labor market.

In this context, Minarelli (1995) defines employability as the ability to have a job. The term employability, even before it had an explicit meaning in dictionaries, was known in the lives of professionals, understood as the ability to get or keep a job in exchange for offering a certain service. According to the author, the security of 21st century professionals will no longer be guaranteed by long-term employment, but by their employability.

For Rueda, Martins and Campos (2004), the condition of being employable becomes more important than employment, requiring people to have a greater capacity to learn and adapt to the new realities of the market. It should also be noted that new forms of employment, such as work cooperatives, have not guaranteed the employability of individuals (PICCININI; OLIVEIRA, 2002).

Interactivity refers to an individual's chances of remaining active in the job market and depends on the skills required and the workforce qualification policies promoted by both companies and the state (GRIP; LOO; SANDERS, 2004). According to Nader and Oliveira (2007), the notion of employability that has gained ground is one that places the task of adjusting to working conditions on the worker themselves.

The French philosopher Foucault (2007) points out that the emphasis placed on employability in contemporary discussions about the world of work shifts the axis of responsibility for generating job opportunities from society to the individual. This shift comes at a cost to the worker, who feels responsible for something that, most of the time, he has little influence over. The author points out that the desire for job security in a single organization becomes synonymous with subjection and dependence, the figure of a worker-hero who conquers his employability emerges over the different organizations, the one who chooses before being chosen and who breaks the working relationship when it becomes uninteresting and unchallenging (FOUCAULT, 2007).

### **Technology**

Until the advent of the industrial revolution, technology developed gradually and was not even noticed by the succeeding generations, especially when it came to the environment and lifestyle (MARCOVITCH, 1983, MANÃS, 1999). This moment marked the beginning of a technological, economic and social evolution. According to Marx and Hengels (1988), the Industrial Revolution, which began in Great Britain, was part of the so-called Bourgeois Revolutions of the 18th century, which were responsible for the crisis of the old regime, in the transition from commercial to industrial capitalism.

For Sancho (2001) and Brito (2006), technology can be divided into three large groups: a) physical technologies: instruments or equipment (chalk, blackboard, desk, book, computers, satellites); b) organizational technologies: refers to the way people interact and relate to the world, seeking new forms of restructuring (the internet, as a global network, falls into this category) and; c) symbolic technologies, which can be understood as the way people communicate, from writing to speech.

### **Technological innovation**

The Oslo Manual (2005) states that technological innovation comprises the introduction of technologically new products or processes or significant improvements that have been implemented in existing products and processes. A technological product or process innovation is one that has been implemented and introduced into the market.

Technological innovation is an essential circumstance for stimulating a nation's economic progress and guarantees the competitiveness of its companies (LEITE, 2005). According to Reis (2008), technological innovation is the main agent of change in the world. It can be defined as a new idea, a discontinuous technical event, which after a certain period of development will be used and succeed. Furthermore, depending on how revolutionary the technological innovation is and its degree of diffusion, the socio-economic impact can be so significant, resulting in what Schumpeter (1934) called "creative destruction".

Technology and technological innovation impose challenges on teaching/learning processes. The preparation of people will have to take into account the profile of new skills. The development of professional functions will no longer be linked to formal learning and the ability to perform predictable routine tasks. The training of individuals in the field of technological education will be geared towards what is not predictable and towards new skills (BASTOS, 2015).

### **III. Methodology**

According to Flick (2013), the qualitative approach is relevant in studies involving social relations. Therefore, when the option is to work with social representations, which can be understood as a world view, the qualitative approach is widely used in the social sciences. Seeking to explain reality using a qualitative approach means understanding it by revealing the mental maps of the subjects who are the objects of the investigation (MARQUES et al., 2006).

The essence of qualitative research consists of choosing the right methods and theories, recognizing and analyzing different perspectives, reflecting on research as a process of knowledge production and the variety of approaches and methods (FLICK, 2013).

In-depth interviews were therefore carried out with managers responsible for the human resources area of companies in the metalworking sector in Caxias do Sul, according to a semi-structured script, about the young people already working in the companies, addressing their behavioral characteristics in relation to the themes of this research.

The interviews were scheduled by email and telephone and carried out between December 2017 and January 2018.

The interviews were conducted using a semi-structured script which aimed to identify perceptions of young people in the dimensions of the meaning of work, career and employability. The next step was to understand whether managers perceived the characteristics of Generation Z in young employees and which of them might or might not be contributing to their organizations. The interviews were recorded and took an average of 30 minutes each. They were then transcribed and subjected to content analysis using Nvivo 11® software.

First, the interviews were transcribed in the Word text editor to begin the analysis. The transcribed material was then read in order to identify recurring themes and points in the individual and group discourses. Subsequently, a second reading was carried out which resulted in a summary of each aspect of the semi-structured script. The categories were defined a priori based on the theoretical constructs of this research and then used for content analysis in the Nvivo 11® software.

**Table 1 - Categories and subcategories a priori**

Meaning of work	Meaning
Career building	Importance
Employability	From a new economic perspective
Generation Z	Protagonism
Technology	Finding a job

Source: Prepared by the authors.

The meaning of work category represents an attribution by the individual of importance and meaning to work, based on experiences in personal and professional life. Career building, understood as the process of preparing young people for work, is related to a new economic perspective and to protagonism. Employability is

related to the action of finding a job, staying in it and being employable in the job market. Generation Z is related to the profile built up from their characteristics and technology is related to the influence it has on the lives of this generation.

The a priori categories were already pre-established, but two new categories emerged during the interviews. Table 2 shows the a posteriori categories and their respective subcategories.

Table 2 - Categories and subcategories a posteriori

Purpose	Finding a purpose at work; Ability to work
Workability	Ability to generate income

Source: Prepared by the authors.

The categories that emerged from the interviews were purpose, which is related to the centrality of work, i.e. purpose would be at the heart of what drives individuals to achieve their professional and life projects, and workability, an evolution of the concept of employability, which is related to having the ability to work and the ability to generate income.

Krausz (2012) mentions that the great challenge of workability is the acquisition and development of skills and abilities that represent real value. The ideal job for young people should provide recognition, the possibility of development and a challenge; it should offer comfort, structure, flexible working hours, a desired salary and purpose (FAMECOS/PUCRS, 2017).

#### IV. Results Presentation And Discussion

##### The meaning of work for young people as perceived by managers

The meaning of work is related to people's expectations, beliefs and values about work. It is understood on the basis of the socialization processes that take place in the family and at school, considering each person's personal history and accumulated professional experiences (QUINTANILLA, 1991). It represents what people want and expect from work (QUINTANILLA, 1991). Below are excerpts from the interviews in which the managers gave their perceptions of the meaning of work for young people:

[...] The meaning of work will perhaps be attributed to many after having this experience, often they join the company and don't even know what the activity is, they don't even know that they need to work [...]. (E4)

[...] the opportunity for a first job, to have professional training that sets them apart in the market and the possibility of, following on from this training, being able to have a formal job [...] they are looking for both professional training and the possibility of having an additional income [...]. (E2)

[...] their meaning is to enter the job market, their vision is: I need to have my salary to do what I'd like to do, to look for information and technology [...]. (E3)

[...] they're looking for affirmation and independence, both financially and in terms of finding an identity and, from that identity, finding who I am, how I'm going to establish myself [...] it's a certain acquisition of freedom, through financial independence, accountability and the search for autonomy and then a professional identity [...]. (E1)

[...] what the company will present as challenges, what will motivate these young people to work, what projects will they be working on that will be interesting, that will generate learning for them, that they can also use their creativity, that they can use their imagination, that they can contribute in some way [...]. (E5)

The results obtained in the meaning of work category, in the meaning and importance dimensions, point to different perceptions among the interviewees. While E4 perceives that young people will attribute meaning to work after their first professional experiences, E2 and E3 suggest that meaning will come about when they enter the job market. A search for personal identity, autonomy and financial independence would be the factors that E1 recognizes as determining the formation of meaning. However, E5 sees young people attributing meaning to what the company can offer them, with challenges, motivation and learning. The possibility of having an income and professional training - provided by the company - also appeared in the interviews as factors in attributing meaning to work.

Morin (2001), an influential researcher on the themes of the meaning and significance of work, began her studies in Canada, using the research carried out by the MOW group as a reference. For Morin, understanding the meaning of work implies considering three pillars: the individual meaning of work (representations, definitions and values from a subjective perspective); the subjective orientation or direction (what the worker is looking for, their intentions with work) and the effects of the coherence between the subject and the work (between their expectations, their values and the day-to-day activities at work) (MORIN, 2001).

In this way, work must have meaning, be integrated into life and not just be associated with a means of survival. Individuals need to see the possibility of realizing their projects, plans and dreams. When professional activity incorporates an intrinsic meaning, with value in itself, it will help to build a new sociability, marked by ethical values (DOS SANTOS RIBEIRO; LEDA, 2004).

### **Career building from a new economic perspective**

Cavazotte, Lemos and Viana (2012), in their studies on new generations in the labor market, recommend that companies try to understand and manage the expectations of their young employees, from the initial phase of career building, in order to avoid conflicts and frustrations. Below are excerpts from the interviews in which the managers gave their perceptions of career development for young people.

[...] I see young people interested in building a career [...] There's an expectation that I'm going to get something soon, that I'm going to be hired soon and I'm going to be in a good position [...] They're looking for a faster career without spending so much time in the same positions or without spending so much time at the bottom [...] Also because young people today have higher qualifications in terms of training, schooling and they have access to technology from childhood, which didn't exist in previous generations. (E2)

[...] I see that they're not worried about careers, they're worried about challenging themselves, seeking out as much knowledge as possible, practicing this and earning resources, trying to earn well, I need to earn money, and to earn money they try to challenge the world, with information, with technology, with the potential for violence, that's what they have [...] the apprentice, on the other hand, is more conservative, he comes in looking for a qualification so that he can earn an income, supplement the family income Career building for the young apprentice is worthwhile, the apprentice, if you look at many factory bosses and managers in the company, they came from a Senai apprenticeship. They came from an apprenticeship course [...]. (E3)

[...] I notice that there are often young people, who even because of their training, come and there are some who are very prepared, you notice that there are people who stand out quickly, wow, very, very prepared [...] young people like challenges and often connect with projects [...] We are living in this moment of transition, of these young people wanting opportunities to develop and not have such a tight line. I think we've already started to work on this career logic [...] now the masses, I don't see it [...]. (E4)

[...] It's difficult for us to generalize, I think there are young people who do and young people who maybe don't [...] we have young professionals who come from university with important technical knowledge, with knowledge of technology, especially [...] these young people do have an interest in growing, in developing, sometimes even at a faster pace [...] they don't wait for the company to give them a job [...] they don't wait for the company to give them a job [...] they don't wait for the company to give them a job [...] they don't wait for the company to recognize it, they bring it to the negotiating table with the company, they are more proactive in managing their careers in this sense [...] They are more involved in their careers and seeking, having this autonomy to seek and make their careers, not necessarily depending on an organization, as an employee, as a service provider, more entrepreneurial [...] they are able to go out, seek, propose alternatives for their own careers, undertaking more, seeking more. (E5)

[...] for me, they are fully aware and seek to build a career [...] it's a different concept of career that young people are building [...] today it's not just a question of career, I mean, the choice of profession today has been changing [...] younger people have a different concept of career, which is no longer being employed by an employer, but their ability to fulfill themselves, to have a purpose and to build their development, with the ability to generate income [...]. (E1)

The results show that building a career for young people can have different aspects, since the context in which they are inserted and the reasons that led them to enter the market can make all the difference in this construction. When E2 mentions that he sees young people concerned about their careers, he was referring to more traditional, vertical careers, as his "gaze" during the interview was focused on young apprentices who join the company through the apprenticeship program. In the case of E3, who says he doesn't see young people concerned about careers, he may also be referring to this more traditional career, in other words, that style of career is no longer of interest to young people today, with the exception of young apprentices, who join the company more out of necessity than for other reasons and would therefore be willing to follow that more traditional construction. In this respect, even though they disagree in their speeches, E2 and E3, in a way, end up converging in their perceptions.

The same can be seen in the speech by E4, who, while mentioning that a new career logic is emerging, cannot yet be generalized to the masses. E4's "gaze" is more focused on the productive sector, where many young people are not yet involved. Even E5 suggests that there is no way to generalize, and that the answer to this approach may be yes or no, since even if we recognize all the potential of young people and a whole new reorganization of career plans, aimed at a self-regulated career, where autonomy and protagonism are present, everything may depend on the context, as we have already seen. E1, on the other hand, has no doubts about young people seeking to build a career. His speech points out that the traditional career, regardless of age or generation, no longer fits into the current context, perceiving young people to be totally in tune with the new logic, where challenge, purpose, protagonism and career management are totally part of their profiles. For E1, even relationships will take on new forms, and within this new logic, new "arrangements" will emerge between employees and employers.



According to Colakoglu (2011), the career environment has changed in recent times. Relatively unpredictable and disorganized careers, often horizontal rather than vertical, have replaced the traditional career associated with predictable, rapid and vertical growth in the hierarchy of organizations.

Faced with these transformations, Wilkoszynski and Vieira (2013) sought to identify how individuals were positioning themselves in the face of changes in the world of work and to verify perceptions and usual behaviors in relation to contemporary career management. The results identified the importance of personal and individual protagonism in career choices and decisions, and investments in self-development and continuous learning.

Thus, Linzmeyer (2014) studies emphasize that professional trajectories in contemporary times are influenced by immediacy, technology, connectivity, economic transformations and the complexity of the world of work, establishing new career configurations, where career development is prioritized, based on the assumption of the search for meaning and believing that workers are aware of their responsibility in career development and yearn to build their trajectory in the world of work through meaningful work.

### **Between Employability and Workability**

The term employability, even before it had an explicit meaning in dictionaries, was known in the lives of professionals, understood as the ability to get or keep a job in exchange for offering a certain service. According to the author, the security of 21st century professionals will no longer be guaranteed by long-term employment, but by their employability. Below is a description of the excerpts from the interviews in which the managers gave their perceptions on the subject of employability.

[...] for some years now, people have been inclined to stay much less time in the same company or in the same job [...] they don't necessarily need to change companies, but there is an expectation that they will change jobs, activities [...] they want other experiences, other opportunities, other challenges, other changes to learn new things, test new things, experience new things [...]. (E2)

[...] yes, they are employable, they look for what they want [...] they try to do the best they can and even take advantage of the time they have internally to try to develop something else that the company might use, that might be useful to someone else, and then when it comes up they are ready [...]. (E3)

[...] I see young people as more detached because they've spent a long time in the same organization or a long time in the same job. I see young people as more dynamic, wanting to learn, when they realize that it no longer makes sense to them, they easily disengage. If they think that quality of life is important to them and the company isn't balancing this out, they'll easily disengage [...]. (E4)

[...] we're seeing the concept of workability much more than employability. Employability is you being able to be attractive to the market and workability is not, in fact, this young person is looking for jobs where they don't necessarily depend on the organization, but where they have enough knowledge to be able to do their own work, manage their own work [...] in the sense of career, as we were talking about, employability, workability, it seems that they are no longer so concerned with employability because they can go out, look for, propose alternatives for their own career, undertaking more, looking for more. (E5)

[...] today we're talking about workability, which is having the ability to generate income [...] today the focus of young people is this, this issue of generating income [...] in workability I'm going to do what I do well, I'm going to dedicate myself to what I like and what I'm good at, what I identify with, or what I have a purpose for, what I have a reason for [...]. (E1)

There is a consensus among the interviewees that young people are employable. This doesn't mean that they will stay with the same company for a long time, but rather that they would be able to be hired by several companies. They don't want to stay in the same job for a long time, says E2, because they are looking for new experiences and challenges. They are employable and remain in companies, as E4 and E3 put it, as long as they see meaning and a source of learning in the activities they carry out, otherwise they easily disengage. E5 and E1 bring up a different concept, which could represent an evolution of employability: workability. Young people, in this perception, are no longer looking for employability, but for the ability to work and generate income, in a more modern concept called workability.

In this research, workability is an a posteriori category that emerged after the interviews were carried out, so it is necessary to understand this concept.

Using a more dynamic approach, Krausz (2012) highlights the importance of interpersonal competence and intrapersonal balance as crucial factors not only in workability, but also in the quality of performance of people and organizations.

In this sense, Bulhões, Vasconcelos and Leite (2016) point out that both job stability and employability are becoming distant from human daily life. Workability has emerged with a new concept, which involves the individual's ability to generate income, without the need to have an employment relationship.

### **Generation Z - Characteristics and Profile**

Palfrey and Gasser (2011) highlight the following characteristics of Generation Z: a) they are constantly connected; b) they don't distinguish between online and offline life; c) they have many friends (real and virtual); d) they share practically everything (with acquaintances and strangers); e) they are extremely creative; and, f) they express themselves differently. Below are excerpts from the interviews in which the managers gave their perceptions of the characteristics of Generation Z.

[...] they are a generation very marked by technology, by the expectation of experiencing rapid changes, of seeing things happen [...] there is an expectation of being able to achieve some things quickly, but I wouldn't generalize that, [...] the ability to innovate, they are very critical in relation to processes, activities, and much more recently, they are able to do things differently or perceive opportunities for improvement in things that are happening where perhaps others haven't noticed [...] they come up with innovations using existing resources in a more creative way [...] These young people come from a different environment where everything is more participatory, socialized, with greater autonomy, so they feel more free to express their desires, their anxieties and also opportunities for improvement [...]. (E2)

[...] much more agile, much faster, they are much more proactive [...] this generation speaks out, they no longer accept autocratic management, they want to participate, they want to share, they want to be together on projects and be able to contribute in the same way, and be able to say if they agree or disagree [...]. [...] these characteristics are the ones I perceive the most, of seeking meaning [...] one also perceives not accepting things that are so wrong anymore, not being so complacent and being able to really impose oneself more, seek more, propose more [...]. (E5)

[...] Generation Z was born in the digital age [...] they are much more detached from many things, especially when it comes to knowledge [...] these young people are on this (cell phone) so they no longer have time to seek knowledge, to develop, I have to transform [...] [...] I need to develop another technology for this here [...] so that's why they're very fast, very much for yesterday [...] they're less afraid of making mistakes [...] this generation comes with all these characteristics, imbued within them, because they were born with this logic, it's natural for them. They have to learn to make connections [...]. (E1)

[...] in the apprentice I can't see the characteristics of generation Z, I can't see it that way [...] the young people I work with are very concerned with information, they're up-to-date people [...] they're connected to the world, they talk, the social networks themselves, the media, I see them much more connected to what's going on, they don't have a limited vision [...]. (E4)

[...] I think it's a mixture of intelligent people, they seek out all the information [...] they're very fast, they're rockets at work [...] young people come with a strong immediacy, they even run over those who are there [...] it's the challenge that moves them and it's no use [...] they're not afraid, they take risks, they're brave, they're connected to current technology [...] they have a vision of what's going on [...] [...] they have a frightening vision of technology [...] they adapt easily to change [...] they find it easy to operate equipment, machines, even "crazy" easy to teach others, not least because there are a lot of young hires who operate more modern machines [...]. (E3)

In this research, it can be said that the young people "in focus" are those who seek meaning or purpose in their work. The fact that they were born in the digital age is a strong characteristic of the influence of technology in their lives. The interviewees' perceptions all point to this. Only E5 did not highlight this aspect, but focused on other characteristics, such as agility, participation, sharing, positioning, proposition, searching for meaning and not being complacent. E2 brings up aspects such as coping well with constant change, capacity for innovation, multi-focused vision, creativity and freedom to express one's desires. In this context, E1 already points to Generation Z young people as immediate and ready for action, without fear of making mistakes, they use technology to their advantage; stating that this digital logic is natural for them. E1 reinforces that they just need to make connections.

E4 brings up a relevant piece of information that also appeared in other interviews, which concerns young apprentices:

[...] in the apprentice I can't see the characteristics of generation Z, I can't see it that way [...]. (E4)

Even with this perception, E4 brought up aspects linked to technology, such as access to information and connection with the world through social networks. E3 also pointed out a different perception of the apprentice, in other words, the characteristics shown for generation Z may take on different aspects for the young apprentice. However, access to technology, immediacy, being moved by the challenge and adaptability to change are characteristics that are also extended to apprentices.

Palfrey and Gasser (2011) point out that Generation Z is different because it can do many things at once, replacing newspapers with blogs, and they get to know each other on social networks before they even meet in person.

For this generation, the world has become small and borderless, because in the world of technology, everything is geographically close and fast, just like on the internet (McCRINDLE et al., 2010; FACCO et al.,

2015). The authors stress that this generation is characterized by immediacy. The traditional hierarchy no longer makes sense. This new group of professionals comes to the market looking for companies that value connectivity, openness to dialog, speed and globality.

## **Purpose**

### **Technology and Generation Z**

The growth of information technology, information processing and distribution, as well as the demand for more sophisticated technologies, means that individuals have to keep up to date with the use of emerging technologies, otherwise they will become obsolete. Technological equipment that once seemed distant, available only in computer centers or in the upper classes of the population, has become accessible consumer goods, mediating the updating of knowledge (REIS; TOMAÉL, 2016). Below are excerpts from the interviews in which the managers gave their perceptions of the influence of technology on young people's lives.

[...] they've had access to technology since childhood [...] young people expect to be able to deal with more technological things [...] when we see a seventeen or eighteen year old making a presentation to an auditorium full of technological things, a technological change, showing the cost, showing how it was operationalized, what resources they used, what principles they used to do it, it makes us proud to see how well they develop [...] (E2)

[...] in technology, young people have a lot of knowledge, a lot of learning speed, their speed is really impressive, so when we're thinking about researching software that brings something, they've already discovered ten applications in a day that do what you need, they really have a lot of interest, it's very attractive and they have a lot of speed and ease [...]. (E5)

[...] Generation Z was born in the digital age, so their references are completely different from ours [...] these young people are on it (cell phones), they handle it very well [...]. (E1)

[...] they're connected to the world, they talk, the social networks themselves, the media, I see them much more connected to what's going on [...]. (E4)

[...] connected to current technology [...] they have a frightening view of technology, they seek information in an instant [...] young people push the older generation to also use technology to their advantage [...] they try to challenge the world, with information, with technology [...] they have the best devices (cell phones) to seek information [...]. (E3)

The relationships established between technology and Generation Z appear in the results as evident and indisputable. It could be said that they are inextricably linked. All the interviewees emphasized this relationship, highlighting the ease with which young people deal with technology, using it all the time in search of information, knowledge, connections and fun. As E1 said, the digital age follows a natural logic for them, they weren't presented with a way of life where technology wasn't present.

The digital world gives this generation wide access to a vast universe of information and makes it possible to find out more about various subjects. Thus, personal communication seems to take a back seat, as they are aware of the amount of information available on the internet and, in this universe, they find everything they need, using intelligence and technology for learning and developing activities (FERNANDEZ DEL CASTRO, 2010).

However, digital technologies also offer new possibilities, as they are present in various segments of society and, when used wisely, provide new social interaction and broad access to new information (REIS; TOMAÉL, 2016). The authors point out that technology has evolved from the simple search for information to today's collaborative web, where individuals also create content, so social interaction in a new format seems to be decisive in communication.

A survey carried out throughout Brazil by PUCRS (2017) asked 1,620 young people and young adults how they find out information, and more than 75% answered that they do so via the internet (social networks, websites and blogs). Another question was how they behaved online, showing that, in general, young people spend up to 8 (eight) hours a day online (FAMECOS/ PUCRS, 2017)

Purpose is the intention to do something or not to do something; a plan, a project, a will; a decision after considering various possibilities; a deliberation, a resolution; an object that one has in mind; a goal or aim (MICHAELIS, 2018). In this research, "purpose" takes on a character of intention, i.e. the young people want to know "to what end" their work will be developed.

Morin (2001) carried out a study with business students in which five reasons for working were identified: to fulfill oneself and actualize one's potential; to acquire security and be autonomous; to relate to others and be part of groups; to contribute to society and to have meaning in life. There were also reasons that encourage students to work. These were: good working conditions (convenient hours, good pay, health preservation); the opportunity to learn and do the job properly; stimulating, varied and autonomous work

The following are excerpts from the interviews in which the managers gave their perceptions of young people having to "see" a purpose at work.

[...] these young people are not going to stay long in a company that operates in a field or in a situation that causes them discontent, that goes against their values, their purpose [...] (E2)

[...] on the question of purpose, of challenges, of being able to get to know multiple places, multiple types of work so that you can then make a kind of choice and not be tied to just one thing [...] we realize that young people are much more in search of a purpose that makes sense than job security [...] they are looking for an identification, a meaning, a purpose for that thing in life. I think young people are realizing this [...] that they can contribute in a way that is perhaps more innovative, that can also make sense and bring a purpose to life in the world, my role in the world, what I'm going to leave, what I'm going to build for my generation, for other generations [...]. (E5)

The interviewees said that young people from generation Z need to find a purpose at work, in other words, to find an identification, a meaning, a purpose in their work for their lives. So, according to the interviewees, purpose would be what drives them in their search for personal fulfillment at work. Although the word purpose didn't appear in E3's interview, it was present in the form of other synonymous words. It is therefore possible to identify similarities between the findings of this study and those of research carried out by Morin (2001).

In order to contextualize this question of purposes, we can use as a reference a project developed by the FAMECOS/PUCRS Centre for Trends and Research on Space and Experiences (2017), one of whose specific objectives was to identify country models that are part of the universe of reference of young people and young adults, also addressing their perceptions of the world of work. This study was carried out in the five regions of the country and included two phases, qualitative and quantitative. In the qualitative phase, 02 (two) young people aged 18\24 and 04 (four) young adults aged 25\34 were interviewed. The quantitative phase involved 1,620 respondents from university communities in all regions of the country. Most of the sample included respondents aged between 18 and 24 (65.8%).

As a final topic in the interviews, managers were asked for their perception of which characteristics of generation Z would contribute positively and which would have a negative impact on companies. The following are excerpts from this question:

[...] they come up with innovations using the resources that exist in a more creative way, and this is very good for the company [...] these young people come from another environment where everything is more participatory, socialized, with greater autonomy, so they feel more free to express their desires, their anxieties and also opportunities for improvement [...] so I think this is a very positive point for the company and will count as something that really adds value to the company over time [...]. (E2)

[...] the positive thing is that it really brings about a more cultural change, so to speak, a shake-up in this status quo and it can leverage some ways of thinking, mobilize people. I believe that from the perspective of human resources, in terms of career, this can be challenging, I'm not saying it's negative, but it is challenging, if we have talent with important skills that we want to retain, perhaps our way of retaining them won't be the same as in the past, how we, as human resources, are going to think about retaining these professionals, what will be attractive to them [...] the way of growing in the company, of having to make a vertical career, by positions, hierarchy is perhaps no longer important, perhaps today it is much more important to be working on multiple projects, working by competencies, where they can be circulating, in different areas, learning, adding, exchanging, going abroad, having an experience, than actually having a position in the hierarchy [...]. (E5)

[...] I think it's extremely positive from the point of view that they provoke, they provoke something that we're going to wake up and do [...] there are extremely positive things, which is that, just as they push the old people, the old people also have to hold them back [...] they help us to push us, every time we manage to speed something up in the digital age, it goes very quickly, things happen very quickly, because we already have a scale of people who are not just generation Z, but other generations, in this vibe, in this dynamic, thirsty, so when the company takes a step, it goes very quickly, but I think it's still the balance. There's no good or bad, right or wrong, both things are good, and both things are bad [...]. (E1)

[...] they are often very unprepared for the job market. I think the company's role is also to educate them [...] so the company has an educational role, it also trains the professional [...]. (E4)

[...] the positive thing we see is a global technological vision, everything that happens in the world is connected. They seem to communicate with each other [...] young people push the older generation to use technology to their advantage [...] something positive would be that their knowledge doesn't remain hidden, "what I know, I'll teach you, then I'll try to do something else". This generates growth for everyone [...]. (E3)

According to the excerpts highlighted, it is possible to identify some aspects: the positive ones concern technology, the way young people deal with it encourages other colleagues, from other generations, to venture into its use, since it has become fundamental in everyone's life, regardless of age or generation. Other aspects are cited as positive, such as the change in the company's culture, seeking to implement a new career logic, more horizontal and focused on projects. E1 mentions that young people "provoke", in the sense of bringing about the necessary changes, pointing out that it is necessary to adapt to the digital age. E3 sees the technological and world view presented by the young people of this generation as positive.

The negative aspects were presented in the form of challenges for the company, as it also has a share of responsibility for the professional training of young people, making an important contribution in this regard. Perhaps the biggest challenge lies in thinking about how to retain these professionals, about what will be attractive for them to remain in organizations.

Cennamo and Gardner (2008), in a study on generations in the job market, observed negative effects due to the lack of alignment, commitment and intention of the younger generations to remain in the company. The fragility of younger groups disconnecting due to the frustration of their expectations is an observation that requires caution. Recognizing that young people will make up an increasingly significant portion of the workforce, and considering the importance of their commitment to the organizations where they work, understanding the expectations of this group and discussing their implications seems relevant and necessary.

## **V. Final Considerations**

In this research, the theoretical pillars were selected from readings on the meaning of work, young people, generations, careers, employability and technology. Worth highlighting are the studies by Morse and Weiss (1955) on the meaning of work; Dubin (1956) on work as a central interest in the lives of industrial workers and Lodahl and Kejner (1965) on work involvement.

Choosing a profession is the first step towards building a career. This process of choice is evident during adolescence, even though this stage is recognized as a troubled phase in which one's identity is undefined (BOHOSLAVSKY; BOJART; PENTEADO, 1971). Corroborating this thought, Erikson (1976) said that for young people the construction of personal identity would involve the experience of becoming an adult, seeking autonomy and independence through work.

In view of the above, as well as facing the challenges of career choices, young people are also concerned about the scarcity of jobs. In this context, Minarelli (1995) defines employability as the ability to have a job. According to the author, the security of 21st century professionals will no longer be guaranteed by long-term employment, but by their employability.

The interviews were carried out with five human resources managers from companies in the metal-mechanics sector in Caxias do Sul, using a semi-structured research script with open questions. Content analysis was the technique used to interpret the data. The aim of the research was to verify the managers' perception of the characteristics of young people already working in companies, as well as their position on the meaning of work, career and employability. The interviews confirmed that generation Z was born in the digital age, that they are highly influenced by technology and connected to the world. Their main characteristic was immediacy, and they are motivated by challenges and adapt easily to change. They have the capacity to innovate, are proactive and critical. They come from an environment where everything is more participatory, socialized, with greater autonomy, so they feel free to express their desires and anxieties.

That said, in the managers' perception, the young people of this generation could attribute a meaning to work from their first professional experiences, before that, perhaps the meaning was only related to insertion. The search for a personal identity, autonomy and financial independence stood out. The words meaning and purpose appeared several times, indicating that young people would seek to do what they like and know how to do well at work, dedicating themselves to it, because they would identify with this choice, seeing a purpose for it, seeking experiences, opportunities, challenges and learning. So building a career for young people could be taking on a new logic, with autonomy to seek and to do, not necessarily depending on an organization as an employee, but as a service provider or entrepreneur. It should be noted that even the choice of profession would take on new forms, within a concept of protagonism, where the young person would be responsible for building their career. It is worth noting that there were other perceptions when young apprentices were mentioned, who, through technical training, seek insertion and professionalization, perhaps motivated by a different socio-economic situation. This doesn't mean that young apprentices don't have similar aspects to young people in general, but perhaps they are more adaptable to the world of work. In fact, some characteristics of generation Z were not perceived by managers in young apprentices.

However, when it comes to employability, these differences are not relevant. In the managers' perception, employability is not related to staying in the same company for a long time, but rather being able to be hired by several companies. This is a new concept, which could represent an evolution from employability to workability, where young people, with this vision, would seek to develop the ability to work and generate income.

Workability emerged in this research as an a posteriori category. It's worth noting that the managers pointed out that in employability, the individual should be prepared to perform various functions in several projects at the same time, without having to worry about "clocking in" or "wearing the uniform" of the company. With greater autonomy, they will be able to work on what they are passionate about and know how to do well, earning income from a variety of sources.

Krausz (2012) mentions that the great challenge of employability is the acquisition and development of skills and abilities that represent real value. Deepening self-knowledge, improving the ability to act in partnership,

taking on leadership positions and maximizing the potential of individuals are prerequisites for workability. In this way, the worker becomes a unit of production in themselves, through self-management of their skills and competencies (BULHÕES; VASCONCELOS; LEITE, 2016).

Assuming a character of intention, that is, "for what purpose" the work should be developed, "purpose" emerges, a category that emerged from the content analysis. Managers pointed out that it is through purpose that young people move into the world of work. Without a sense of purpose, they tend to become demotivated and fail to create connections with the organizations in which they work.

It can be concluded that young people are driven by challenges and want to experience multiple experiences in order to make a career choice. In the search for an identity, they are looking for a purpose in their work. Young people want to make an innovative contribution and discover their role in the world.

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