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FUNDAMENTAL HUMAN RESOURCE MANAGEMENT PRACTICES AIMED AT DEALING WITH NEW CHALLENGES IN THE LABOUR MARKET

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ABSTRACT. *Many employers are currently experiencing a shortage of workforce and are looking for useful ways to attract and keep enough qualified and motivated people. The importance of dealing with these issues will grow with the entry of post-millennials into the labour market because their expectations about work and career seem to be different from those of older generations. The goal of the paper is to discuss new challenges in the labour market and propose a set of fundamental human resource management practices that should help various employers recruit, employ and develop post-millennial employees. The findings support the assumption that current post-millennials have relatively high motivation to learn and grow, but at the same time they have relatively high expectations about work and career that may reduce their employability if they do not have the appropriate work experience and social habits.*

KEYWORDS: Human resource management, labour market, post-millennials, Czech Republic.

JEL classification: J21, M12.

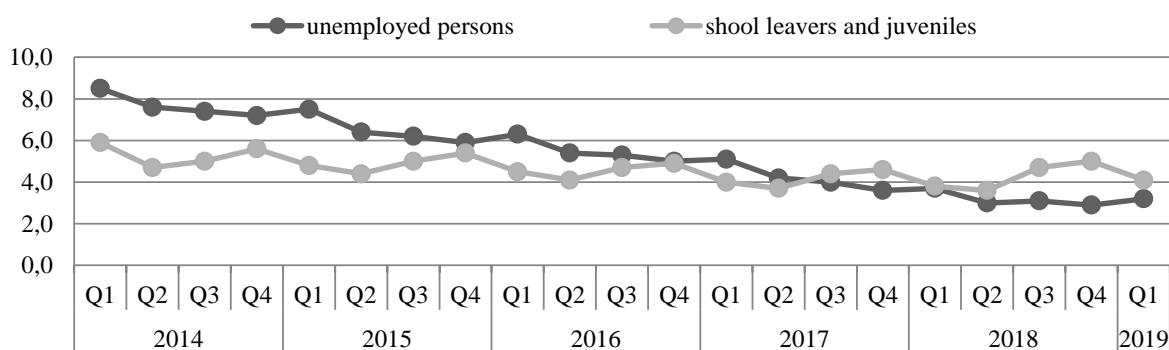
Introduction

As the Czech economy has grown and unemployment has fallen, many Czech employers have experienced a serious shortage of qualified and motivated employees in all professions (Posta, 2018). Today, Czech employers are looking for specialists with both

secondary education and higher education but the problem is that the professional and personal qualities of applicants often do not meet the requirements of employers (Koutna, Janicka, 2018).

Traditionally, there are huge differences in the Czech regional labour markets with respect to the number of unemployed persons and the number of vacancies (Koisova *et al.*, 2018) but in general, mainly unskilled workers, young people aged 20 to 29 and people aged 50 and over are among the unemployed on the Czech labour market are (Posta, Hudecek, 2017). Especially long-term unemployment among young people seems to be a serious social problem (Vancea *et al.*, 2019) that is associated with significant costs in the Czech Republic as well as in other European countries (Kostrova *et al.*, 2017), where the increase in unemployment (especially among young people) has led to the increase in expenditures on the total labour market policy, as well as those on the passive labour market policies and labour market service (Zielinski, 2015).

The persistent unemployment among post-millennials can be demonstrated based on the data of the Ministry of Labour and Social Affairs of the Czech Republic (MoLSA, 2019). The *Figure 1* shows the quarterly average share of unemployed persons (the ratio of available job seekers aged 15 to 64 years in the population of the same age) and the quarterly average share of school leavers with all levels of education and juveniles in the total unemployment from Q1 2014 to Q1 2019. By March 31, 2019 job offices registered altogether 227,053 job seekers (including 9,377 school leavers and juveniles) and 339,331 vacancies (including 73,830 vacancies for school leavers and juveniles). In comparison, by March 31, 2018 job offices registered altogether 263,608 job seekers (including 10,158 school leavers and juveniles) and 253,522 vacancies (including 62,006 vacancies for school leavers and juveniles).



Source: authors based on MoLSA (2019).

Figure 1. The Quarterly Average Share of Unemployed Persons and the Quarterly Average Share of School Leavers with all Levels of Education and Juveniles in the Total Unemployment in the Czech Republic (%)

In recent years, the generation of Czech post-millennials (individuals born from the mid-1990s to the present, also known as Generation Z) has been regarded as a high-risk group on the labour market (Havlicek *et al.*, 2018). Despite the increasing level of education, the unemployment of this generation has been worsening (Kacerova, 2016). The problem seems to be that young people often lack relevant professional skills and social habits (Yazici, 2016) and usually have unreal expectations about their initial job opportunities, including high earnings and rapid career (Bejtkovsky, 2016). On the other hand, people with appropriate

professional and personal qualities significantly increase their chances on the labour market to reach a satisfying and rewarding career (Marginson, 2016).

1. Goal and Methods

Based on the experience from the Czech Republic, the goal of the paper is to discuss new challenges in the labour market and propose a set of fundamental human resource management practices that should help various employers recruit, employ and develop post-millennial employees, whose expectations about work and career are different from those of their older colleagues.

The paper is based on the analysis of available scientific literature on human resource management or labour market and the results of the authors' questionnaire survey focused on Czech post-millennials (individuals born from the mid-1990's to the present) and their motivation to learn and grow and their expectations about work and career.

The authors' questionnaire survey was conducted in spring and autumn 2018. The goal of the survey was to explore Czech post-millennials' motivation to learn and grow and their expectations about work and career and to identify related challenges of human resource management practice in the Czech Republic. The survey was based on the assumption that current Czech post-millennials have relatively high motivation to learn and grow, but at the same time, they have relatively high expectations about work and career that may reduce their employability if they do not have the appropriate work experience and social habits.

The questionnaire included ten questions focused on respondents' motivation to learn and grow and their expectations about work and career: Do you think that quality education gives you more chances to succeed on the labour market? What motivates you to learn and develop your knowledge, skills, and abilities? How do you evaluate the quality of your education? Do you want to work in the field of your study? How do you evaluate your chances on the labour market? What abilities are the most important for the success on the labour market? What do you expect in the field of work and career? Do you want to work in your place of residence? Would you like to be a manager? What monthly income would you like to have?

The relevant data were obtained from 600 respondents that were characterized by gender – 182 (30%) male respondents and 418 (70%) female respondents, and by age – 30 (5%) respondents aged 20 years or less, 496 (83%) respondents aged 21-24 years, and 74 (12%) respondents aged 25 years or more.

The data analysis was based on the calculation of relative frequencies (as a share from the total number of respondents) and the evaluation of the dependence of responses on age (respondents aged 20 or less, respondents aged 21-24, and respondents aged 25 or more) using contingency tables and chi-square tests of independence. The test procedure included the following steps:

- (1) formulation of null (H_0) and alternative (H_A) hypothesis,
- (2) selection of a level of significance α ,
- (3) calculation of the chi square statistic χ^2 ,
- (4) calculation of the degrees of freedom f ,
- (5) selection of the critical chi-square value $\chi^2_{\alpha}(f)$, and
- (6) comparison of the chi square statistic χ^2 to the critical chi-square value $\chi^2_{\alpha}(f)$ and acceptance or rejection of the null hypothesis.

2. Results

The results of the authors' questionnaire survey are summarized in three parts, focusing on the motivation of Czech post-millennials to learn and grow, the expectations of Czech post-millennials about future career, and the challenges of human resource management practice in the Czech Republic.

2.1 Motivation of Czech Post-Millennials to Learn and Grow

From the perspective of successful work and career, the most important condition needed to succeed on the current labour market is the motivation to learn and grow, including the motivation to develop necessary professional knowledge, skills and abilities as well as suitable work and social habits.

When it comes to the question of whether respondents think that quality education gives them more chances to succeed on the labour market, 546 (91%) of respondents stated yes, and 54 (9%) of respondents stated no. The data analysis showed no significant difference between respondents aged 20 or less, respondents aged 21-24, and respondents aged 25 or more.

When it comes to the question of what motivates respondents to learn and develop their knowledge, skills and abilities, 390 (65%) of respondents stated that they are motivated by an effort to increase their chances on the labour market. 348 (58%) of respondents stated that they are motivated by the possibility of higher earnings. 312 (52%) of respondents stated that they are motivated by the possibility of professional development.

Table 1. Contingency table: „How do you evaluate the quality of your education?“

	Low	Medium	High	Σ
Respondents aged 20 or less	1* (6.10)**	23 (20.15)	6 (3.75)	30
Respondents aged 21-24	114 (100.85)	334 (333.15)	48 (62.00)	496
Respondents aged 25 or more	7 (15.05)	46 (49.70)	21 (9.25)	74
Σ	122	403	75	600

Notes: * observed frequencies (O)

** expected frequencies (E)

(1) H_0 : There is no difference between respondents aged 20 or less, respondents aged 21-24, and respondents aged 25 or more regarding the evaluation of the quality of their education.

H_A : There is a difference between respondents aged 20 or less, respondents aged 21-24, and respondents aged 25 or more regarding the evaluation of the quality of their education.

(2) Level of significance $\alpha = 0.05$

$$(3) \text{ Chi square statistic } \chi^2 = \sum \left[\frac{(P_{r,c} - E_{r,c})^2}{E_{r,c}} \right] = 30.399$$

$$(4) \text{ Degrees of freedom (f): } (r - 1) \times (c - 1) = 4$$

$$(5) \text{ Critical chi-square value } \chi^2_{0.05}(4) = 9.488$$

(6) The chi square statistic (χ^2) is greater than the critical chi-square value $\chi^2_{0.05}(4)$. The null hypothesis is rejected in favour of the alternative hypothesis.

r – the number of rows in the contingency table

c – the number of columns in the contingency table

Source: created by the authors.

When it comes to the question of how respondents evaluate the quality of their education, 403 (67%) of respondents stated that they evaluate the quality of their education as

medium, 122 (20%) of respondents stated that they evaluate the quality of their education as low, and 75 (13%) of respondents stated that they evaluate the quality of their education as high. The data analysis showed a significant difference between respondents aged 20 or less, respondents aged 21-24, and respondents aged 25 or more ($p < 0.05$). We tested the null hypothesis that there is no difference between respondents aged 20 or less, respondents aged 21-24, and respondents aged 25 or more regarding the evaluation of the quality of their education (see *Table 1*).

Studying people usually complain of many theoretical concepts without obvious connections and practical applications. The general dissatisfaction with the quality of education can reduce the motivation of students to study. The result may be that many students may go to work rather than to school. On the one hand, students can earn money and get experience but on the other hand, it is not easy for students to study and work at the same time. Students do not focus on their studies because of their work. This is a big challenge for educational institutions (secondary schools and universities) to change the attitude of students by providing them with relevant theoretical concepts in connection with adequate practical applications, ideally in collaboration with potential employers. The secondary and higher education should be directed to the development of both professional and personal qualities of students who must gain relevant theoretical knowledge, practical skills, and social habits.

When it comes to the question of whether respondents want to work in the field of their study, 84 (14%) of respondents stated yes, 410 (68%) of respondents stated no, and 106 (18%) of respondents stated they do not know. The data analysis showed a significant difference between respondents aged 20 or less, respondents aged 21-24, and respondents aged 25 or more ($p < 0.05$). We tested the null hypothesis that there is no difference between respondents aged 20 or less, respondents aged 21-24, and respondents aged 25 or more regarding the want to work in the field of their study (see *Table 2*).

Table 2. Contingency table: „Do you want to work in the field of your study?“

	Yes	No	I do not know	Σ
Respondents aged 20 or less	3* (4.20)**	23 (20.50)	6 (5.30)	30
Respondents aged 21-24	67 (69.44)	334 (338.93)	48 (87.63)	496
Respondents aged 25 or more	14 (10.36)	46 (50.57)	21 (13.07)	74
Σ	84	410	106	600

Notes: * observed frequencies (O)

** expected frequencies (E)

(1) H_0 : There is no difference between respondents aged 20 or less, respondents aged 21-24, and respondents aged 25 or more regarding the want to work in the field of their study.

H_A : There is a difference between respondents aged 20 or less, respondents aged 21-24, and respondents aged 25 or more regarding the want to work in the field of their study.

(2) Level of significance $\alpha = 0.05$

$$(3) \text{ Chi square statistic } \chi^2 = \sum \left[\frac{(P_{r,c} - E_{r,c})^2}{E_{r,c}} \right] = 15.760$$

$$(4) \text{ Degrees of freedom (f): } (r - 1) \times (c - 1) = 4$$

$$(5) \text{ Critical chi-square value } \chi^2_{0.05(4)} = 9.488$$

(6) The chi square statistic (χ^2) is greater than the critical chi-square value $\chi^2_{0.05(4)}$. The null hypothesis is rejected in favour of the alternative hypothesis.

r – the number of rows in the contingency table

c – the number of columns in the contingency table

Source: created by the authors.

The fact that only 14% of respondents clearly stated that they want to work in the field of their study may be a problem, especially in terms of evaluating the effectiveness of the education system that produces school leavers and graduates without interest to work in the field of their study. This may be a serious economic and social problem because on the one hand, there may be a shortage of skilled specialists and on the other hand, there may be a surplus of unskilled, unemployed people on the labour market. The truth is that every work experience is good to get needed work and social habits but working outside the field of study does not develop professional knowledge, skills and abilities needed to find a job in the field of study. That is why it is important to address the expectations of young people (especially pupils, students and graduates of primary schools, secondary schools and universities) regarding their future work and career.

2.2 Expectations of Czech Post-millennials about Work and Career

From the perspective of today's common job requirements, suitable job applicants must demonstrate relevant professional knowledge, skills and abilities, suitable work and social habits, and appropriate development potential and personal aspirations for successful performance, professional growth, and career advancement. Although many Czech post-millennials do not meet the common job requirements, their expectations about work and career are relatively high.

When it comes to the question of how respondents evaluate their chances on the labour market, 464 (77%) of respondents stated that they evaluate their chances on the labour market as medium, 102 (17%) of respondents stated that they evaluate their chances on the labour market as high, and 34 (6%) of respondents stated that they evaluate their chances on the labour market as low. The data analysis showed no significant difference between respondents aged 20 or less, respondents aged 21-24, and respondents aged 25 or more. Young people are usually afraid of strong competition and the lack of work experience.

When it comes to the question of what abilities are the most important for the success on the labour market, 468 (78%) of respondents stated the ability to communicate with people, 450 (75%) of respondents stated the ability to solve problems, 360 (60%) of respondents stated the ability to acquire new knowledge, 348 (58%) of respondents stated the ability of teamwork, and 336 (56%) of respondents stated the ability to apply own knowledge. Generally, young people should continually improve their knowledge of foreign languages, their computer skills or their knowledge of management, economics, psychology, sociology, marketing, informatics or law.

When it comes to the question of what respondents expect in the field of work and career, 432 (72%) of respondents stated meaningful work, 366 (61%) of respondents stated self-fulfilment, 348 (58%) of respondents stated friendly team, 330 (55%) of respondents stated fair wages, 318 (53%) of respondents stated favourable environment, 288 (48%) of respondents stated job security, 240 (40%) of respondents stated professional management, 240 (40%) of respondents stated personal development, 168 (28%) of respondents stated employee benefits, and 162 (27%) of respondents stated career prospects. The common problem of many young people is that they do not want to start from scratch, they overestimate themselves and have work and career expectations that do not match their knowledge, skills, and abilities.

A specific problem of many young people is the unwillingness to commute to work or move for work. So when it comes to the question of whether respondents want to work in their place of residence, 266 (44%) of respondents stated that they want to work in their place of residence, 229 (18%) of respondents stated that they are willing to commute to work, and 105 (38%) of respondents stated that they are willing to move for work. The data analysis showed a significant difference between respondents aged 20 or less, respondents aged 21-24, and respondents aged 25 or more ($p < 0.05$). We tested the null hypothesis that there is no difference between respondents aged 20 or less, respondents aged 21-24, and respondents aged 25 or more regarding the want to work in their place of residence (see *Table 3*).

Table 3. Contingency table: „Do you want to work in your place of residence?“

	Yes	No, I am willing to commute to work	No, I am willing to move for work	Σ
Respondents aged 20 or less	10* (460.56)**	10 (271.07)	10 (190.37)	30
Respondents aged 21-24	215 (64.44)	193 (37.93)	88 (26.63)	496
Respondents aged 25 or more	41 (64.44)	26 (37.93)	7 (26.63)	74
Σ	266	229	105	600

Notes: * observed frequencies (O)

** expected frequencies (E)

(1) H_0 : There is no difference between respondents aged 20 or less, respondents aged 21-24, and respondents aged 25 or more regarding the want to work in their place of residence.

H_A : There is a difference between respondents aged 20 or less, respondents aged 21-24, and respondents aged 25 or more regarding the want to work in their place of residence.

(2) Level of significance $\alpha = 0.05$

(3) Chi square statistic $\chi^2 = \sum \left[\frac{(P_{r,c} - E_{r,c})^2}{E_{r,c}} \right] = 10.456$

(4) Degrees of freedom (f): $(r - 1) \times (c - 1) = 4$

(5) Critical chi-square value $\chi^2_{0.05}(4) = 9.488$

(6) The chi square statistic (χ^2) is greater than the critical chi-square value $\chi^2_{0.05}(4)$. The null hypothesis is rejected in favour of the alternative hypothesis.

r – the number of rows in the contingency table

c – the number of columns in the contingency table

Source: created by the authors.

When it comes to the question of whether respondents would like to be managers, 386 (64%) of respondents stated yes, 48 (8%) of respondents stated no, and 166 (28%) of respondents stated they do not know. The data analysis showed no significant difference between respondents aged 20 or less, respondents aged 21-24, and respondents aged 25 or more. The fact that young people want to be managers is fine but they often forget that it is a long way and that they have a lot to learn.

When it comes to the question of what monthly income respondents would like to have, 350 (58%) of respondents stated that they would like to have between EUR 751 and 1,100, 119 (20%) of respondents stated that they would like to have between EUR 1,101 and 1,500, 69 (12%) of respondents stated that they would like to have EUR 750 and less, and 62 (10%) of respondents stated that they would like to have EUR 1,501 and more. The data analysis showed a significant difference between respondents aged 20 or less, respondents aged 21-24, and respondents aged 25 or more ($p < 0.05$). We tested the null hypothesis that there is no difference between respondents aged 20 or less, respondents aged 21-24, and respondents aged 25 or more regarding the expected monthly income (see *Table 4*).

Table 4. Contingency table: „What monthly income do you expect after graduation?“

	EUR 750 and less	EUR 751– 1,100	EUR 1,101– 1,500	EUR 1,501 and more	Σ
Respondents aged 20 or less	2* (3.45)**	20 (17.50)	5 (5.95)	3 (3.10)	30
Respondents aged 21-24	63 (57.04)	309 (289.33)	83 (98.37)	41 (51.25)	496
Respondents aged 25 or more	4 (8.51)	21 (43.17)	31 (14.68)	18 (7.65)	74
Σ	69	350	119	62	600

Notes: * observed frequencies (O)

** expected frequencies (E)

(1) H_0 : There is no difference between respondents aged 20 or less, respondents aged 21-24, and respondents aged 25 or more regarding the expected monthly income.

H_A : There is a difference between respondents aged 20 or less, respondents aged 21-24, and respondents aged 25 or more regarding the expected monthly income.

(2) Level of significance $\alpha = 0.05$

(3) Chi square statistic $\chi^2 = \sum \left[\frac{(P_{r,c} - E_{r,c})^2}{E_{r,c}} \right] = 37.408$

(4) Degrees of freedom (f): $(r - 1) \times (c - 1) = 6$

(5) Critical chi-square value $\chi^2_{0.05}(6) = 12.592$

(6) The chi square statistic (χ^2) is greater than the critical chi-square value $\chi^2_{0.05}(6)$. The null hypothesis is rejected in favour of the alternative hypothesis.

r – the number of rows in the contingency table

c – the number of columns in the contingency table

Source: created by the authors.

The results confirm the experience that the starting wage expectations of many young people are usually higher than the real wage that an employer can offer to a newcomer with the lack of relevant work experience.

2.3 Challenges of Human Resource Management Practice in the Czech Republic

Based on the understanding the perspective on the Czech labour market and the results of the authors' questionnaire survey focused on Czech post-millennials and their motivation to learn and grow and their expectations about work and career, it seems obvious that the biggest challenge of human resource management practice in the Czech Republic is to learn how to deal with the potential shortage of qualified and motivated people.

Many employers value qualified and motivated people as the most important source of their organizations. Employers require and appreciate people with relevant professional knowledge, skills and abilities, suitable work and social habits, and appropriate development potential and personal aspirations for successful performance, professional growth and career advancement. It seems reasonable but from the perspective of the potential shortage of qualified and motivated people on the Czech labour market, this is not a sustainable approach. Employers should apply a positive approach to the employment of young people and focus on their strengths, not weaknesses. In other words, employers should learn how to create appropriate and attractive employment opportunities for young people and how to effectively develop their potential. To achieve this, employers should learn how to effectively recruit, employ, and develop talented young people, including students and graduates of secondary schools and universities.

In terms of the recruitment of talented young people, employers should establish and maintain effective cooperation with suitable secondary schools and universities to have a chance to meet, attract, and select talented young people and potential employees. An

attractive employee value proposition should include meaningful work, flexible hours, friendly relationships, personal development or career prospects.

In terms of the employment of talented young people, employers should ensure continuous improvement of their abilities, motivation, and outputs. Through the process of performance management based on a written or verbal agreement between managers and employees about particular aspects of their performance, employers should ensure that abilities, motivation, and outputs of employees are consistent with expected goals of the organization. In view of effective management of employees' abilities, motivation, and outputs, it is important to ensure regular feedback from managers to employees through a regular performance review. The purpose is to assess and discuss employees' abilities, motivation, and outputs, find way to solve eventual problems or use potential opportunities and agree on necessary changes or performance requirements.

In terms of the development of talented young people, employers should ensure systematic training and development. Talented young people must be motivated to systematically learn and develop their professional knowledge, skills and abilities to successfully perform in their jobs and meet changes in conditions and requirements of their jobs and the organization as a whole. Senior employees with specific knowledge, skills and abilities should be involved in the process of training and development of talented young people as trainers, mentors and coaches. This way it is possible to create age diverse groups of employees to mix the new ideas of talented young people with the life and work experience of senior employees in the organization. This approach should allow employers to understand the needs and perspectives of different groups of employees in the organization, to create appropriate and attractive employment opportunities for them.

The aim is to gain a competitive advantage by employing people of all ages. However, it requires to change some stereotypes associated with the employment of young and older people. Young people usually do not meet the employers' requirements for professional skills and experience, as well as social behaviour and professional motivation. Older people are usually seen as loyal and hardworking, but inflexible, ineffective and unpromising. This leads to the fact that employers are not willing to invest in them. In addition, many young and older people believe that the age alone is a barrier for getting a job, but the fact is that age diverse groups of people have various knowledge, skills and abilities that add value to the workplace and play a key role in achieving success of the organization.

3. Discussion

Although the current results of the authors' questionnaire survey do not allow drawing general conclusions, they confirm the main findings of other studies focused on the employment of millennials (generation Y) and post-millennials (generation Z) and they show some interesting tendencies in the post-millennials' attitudes to learning, work and career that are worth attention of employers and their current human resource management practice.

The current results of the authors' questionnaire survey focused on Czech post-millennials and their motivation to learn and grow, and their expectations about work and career showed that respondents have relatively high motivation to learn and develop their knowledge, skills and abilities to succeed on the labour market, but at the same time they have relatively high expectations about work and career, including meaningful work, self-fulfilment, friendly team, fair wages, favourable environment, job security, professional

management, personal development, employee benefits or career prospects. All these expectations may reduce the employability of respondents belonging to post-millennials if they do not have the appropriate work experience and social habits.

Both theory and practice show that post-millennials' personalities, abilities, values, attitudes and beliefs are different from those of their parents and grandparents (De Almeida *et al.*, 2016). In the workplace, the differences between generations become evident, particularly in the process of cooperation and sharing knowledge and experience (Bencsik *et al.*, 2016). These facts are important because post-millennials, whose knowledge and experience will be one of the most important determinants of economic growth and development (Kondratiuk-Nierodzińska, 2016), will be the majority of the workforce in the coming decades (Goh, Lee, 2018) and because post-millennials think of work and career differently than members of the older generations (Stewart *et al.*, 2017).

Post-millennials are greatly influenced by modern technologies and high standard of living (Mladkova, 2017). As potential employees, they expect the potential employer to attract them by meeting their specific expectations in terms of meaningful work, flexible hours, friendly relationships, personal development or career prospects (Sidorcuka, Chesnovicka, 2017). Post-millennial employees enjoy success and perspective in their work (Kirchmayer, Fratricova, 2018). They expect a satisfying and rewarding career (Kirchmayer, Fratricova, 2017). They require interactive communication and expect fast responses (Ruzsa, 2018), especially in terms of feedback about their results (Dolot, 2018). Many post-millennials study to increase their chances on the labour market but their real professional and personal qualities often do not meet common job requirements (Mladkova, 2015). They have relatively high motivation to learn and grow, but at the same time they have relatively high expectations about work and career (Srivastava, Shree, 2019). That is why many employers are afraid of employing post-millennial employees. However, the fundamental problem lies in the fact that many employers have a lack of effective strategies, policies and practices of employing post-millennial employees as well as a lack of understanding of their specific needs (Grecikova, Spankova, 2016). In other words, the generation of post-millennials entering the labour market makes employers change their HR strategies, policies and practices and employers must learn to effectively and efficiently recruit, employ and develop post-millennial employees (Hejnova, 2016), whose expectations about work and career are different from those of their older colleagues and managers. If employers want to compete for and retain top post-millennials employees, they must make themselves attractive to post-millennials employees.

With demographic shifts, international labour mobility, and the blurring of geographical boundaries, organizational human resource management practices should be aimed at the development of diversity management programs (Głód, 2018; Madera, 2018; Popov, Vlasov, 2018; Pritvorova *et al.*, 2018; Bombiak, 2019; Banociova, Tahlova, 2019) that are positively associated with higher labour productivity and workforce innovation and lower voluntary employee turnover (Armstrong *et al.*, 2010). Diversity management programs recognize that there are differences between people and that these differences, when properly managed, allow work to be done more effectively. Armstrong, Taylor, 2015; Radukic *et al.*, 2019). From an age perspective, it is important that everyone has the opportunity to use their potential and has not been disadvantaged due to their age (Poczatková, Křibíková, 2017; Bieszk-Stolorz, Dmytrów, 2019). Aging diverse working groups have diverse knowledge, skills and abilities that bring added value to the workplace and play a key role in achieving

organization success. Age-diversified working groups are more experienced, more flexible, and more productive than younger or older working groups. In addition, age-related working groups have the opportunity to communicate with different generations of co-workers, improving their relationships as well as their morale and motivation, making the organization more attractive to employees and other stakeholders (Horvathova *et al.*, 2016). Ignoring the positive effects of age-diversified working groups by employers may lead to losing the business opportunities that such a workforce is noted to bring along (Snellman, 2016).

Conclusions

The perspective on the labour market shows that the biggest challenge of human resource management practice is to learn how to deal with the potential shortage of qualified and motivated people. Employers should apply a positive approach to the employment of young people and they should learn how to recruit, employ, and develop talented young people, how to create appropriate and attractive employment opportunities for them, and how to effectively develop their potential. The fundamental human resource management practices that should help various employers to recruit, employ, and develop young people include:

- The recruitment of talented young people based on cooperation with suitable secondary schools and universities.
- The employment of talented young people based on the process of performance management ensuring the continuous improvement of employees' abilities, motivation, and outputs.
- The development of talented young people based on the process of employee training and development ensuring systematic development of employees' professional knowledge, skills and abilities to successfully perform in their jobs and meet changes in conditions and requirements of their jobs and the organization as a whole.
- The creation of age-diverse groups of employees mixing the new ideas of talented young people with the life and work experience of senior employees that should be involved in the process of employee training and development as trainers, mentors, and coaches.

These issues open up new possibilities for further research focused on the labour market, human resource management and employability of the new generation of workforce.

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PAGRINDINĖS ŽMOGIŠKŲJŲ IŠTEKLIŲ VALDYMO PRAKTIKOS, SKIRTOS ĮVEIKTI NAUJUS IŠŠŪKIUS DARBO RINKOJE

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SANTRAUKA

Šiuo metu daugelis darbdavių susiduria su darbo jėgos trūkumu ir ieško būdų, kaip galėtų pritraukti bei išlaikyti pakankamai kvalifikuotus ir motyvuotus žmones. Šie klausimai taps ypač aktualūs, kai į darbo rinką įžengs Z karta, kurios darbo ir karjeros lūkesčiai skiriasi nuo ankstesnių kartų. Šio darbo tikslas yra aptarti naujus iššūkius darbo rinkoje ir pasiūlyti pagrindinių žmogiškųjų išteklių valdymo praktikų rinkinį, kuris įvairiems darbdaviams turėtų padėti pritraukti, įdarbinti ir ugdyti Z kartos darbuotojus. Išvados patvirtina prielaidą, kad dabartinė Z karta turi pakankamai daug motyvacijos mokytis bei tobulėti, tačiau jai taip pat būdingi ganėtinai aukšti darbo ir karjeros lūkesčiai. Asmenims, neturintiems atitinkamos darbo patirties ar socialinių įgūdžių, šie lūkesčiai gali sumažinti galimybių įsidarbinti.

REIKŠMINIAI ŽODŽIAI: žmogiškųjų išteklių valdymas, darbo rinka, Z karta, Čekijos Respublika.