Teleworking and Telestudy in Generation Z of Peru: Proposals for the Management of 'Homenization' Behavior

Teletrabajo y Telestudio en la Generación Z del Perú:
Propuestas para la Gestión de un Comportamiento 'Hogarnizacional'

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Abstract

Generation Z's entry into the workforce occurred alongside the onset of confinement due to the COVID-19 pandemic. The present study has two objectives: first, to describe how the pandemic affected the working, academic and personal activities of this generation; second, to explore the future expectations of the work of this cohort. On the basis of a phenomenological perspective of a qualitative nature, an exploratory and descriptive study was carried out using an interview guide developed from the Diagnostic Tool for Enriching Labor Functions (HDEFL), adapted in Latin America, which allows companies to diagnose management measures, articulating the worker's profile with the characteristics of each job (including motivational, social and context variables) to stimulate work results in terms of three dimensions: behavior, attitude and well-being. The results show that, to carry out teleworking and telestudy as a sustainable practice, seven key competencies are necessary for this generational group: organization and time management, adaptation to unforeseen events with resilience, digital communication, technological patience, ability to ask questions, commitment to objectives and performance indicators, and autonomy for self-learning. Similarly, four

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thematic axes have been determined that companies must address so that this modality serves as a strategy to attract and retain human capital.

Resumen

La incorporación de la generación Z al mundo laboral se produjo en el marco del confinamiento pandémico. El presente estudio persigue dos objetivos: primero, describir cómo la pandemia repercutió en la actividad laboral, académica y personal de dicha generación; segundo, explorar las expectativas del futuro del trabajo de esta cohorte. Con base en una perspectiva fenomenológica de naturaleza cualitativa, se realizó un estudio exploratorio y descriptivo utilizando una guía de entrevistas elaborada a partir de la Herramienta de Diagnóstico para Enriquecer las Funciones Laborales (HDEFL), adaptada en América Latina, la cual permite que las empresas diagnostiquen medidas de gestión, articulando el perfil del trabajador con las características de cada trabajo (incluyendo variables motivacionales, sociales y de contexto) a fin de estimular los resultados del trabajo en términos de tres dimensiones: comportamentales, actitudinales y de bienestar. Los resultados evidencian que, para realizar teletrabajo y telestudio como una práctica sostenible, es necesario que este grupo generacional desarrolle siete competencias claves: organización y gestión del tiempo, adaptación a imprevistos con resiliencia, comunicación digital, paciencia tecnológica, capacidad para hacer preguntas, compromiso con objetivos e indicadores de desempeño y autonomía para el autoaprendizaje. Además, se determinaron cuatro ejes temáticos que las empresas deberán atender para que el teletrabajo sea una estrategia para atraer y retener al talento humano.

Introduction

Work is a primary channel for social integration and individual development, evolving continuously to adapt to the technological advancements of the Fourth Industrial Revolution (Saiz, 2021). People develop beliefs, values, and attitudes toward work throughout their lives, influenced by subjective socialization experiences. The meaning of these experiences changes as individuals face contextual conditioning situations and global economic, political, sociocultural, and technological circumstances, which shape their perception of work (Genoud & Broveglio, 2020). Disruptions in the work environment can negatively affect workers' health and well-being (Observatorio Vasco de Acoso Moral, 2012); Uribe (2014) explained that work is one of the elements that affects the physical, mental, and psychosocial health of the population.

In this context, the pandemic caused abrupt and unplanned changes due to the necessity of remote work, which altered lifestyles. In the business world, one of the major concerns is managing Generation Z (Gen Z). During the pandemic, these social agents entered the workforce without prior experience, which forced them to face the challenge of quickly adapting to telework. Simultaneously, telestudy became a new category included in the interview guide, as 68% of the participants indicated that they were studying and working simultaneously, 18% stated that they were only working, and 14% were only studying at the time of the interviews. As is well known, educational institutions implement telestudy as a central axis of the teaching-learning process. The challenge of experiencing a "homenization"3 practice became relevant by exposing the imbalances between environmental opportunities and demands, on the one hand, and increasing awareness of their needs, skills, and aspirations as workers and students, on the other hand. This cohort has specific characteristics unique to their generational group, and as they represent an emerging productive sector, it is necessary to understand them to design effective management systems that align with the new demands of the postpandemic market. Therefore, the following questions arise: How can organizations diagnose which variables to activate to achieve synergy in terms of subjective and organizational outcomes? How will they manage a diverse workforce, particularly Gen Z, as they gradually integrate into the labor market? How can companies focus on the fulfillment of the individual at work and not just on the individual in the workplace?

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[3] The compound word that results from the combination of "home" and "organization" is "homenizational." This term is intended to deepen the study of the impact of digitalization on home life for individuals who telework, telestudy, and interact within a hyper-technological society, with a particular focus on Generation Z.

The pandemic altered both work and non-work life, revitalizing the importance of generating new work modalities that consider the multiple elements that make a work experience attractive, so that well-being, a sense of belonging, and a favorable culture allow workers to reach their full potential (Volini et al., 2021). The current challenge is to re-examine new forms of work with a focus on telework, analyzing whether human factors and technology are truly in conflict, whether organizations can overcome the instinct to treat people and machines in parallel paths, or whether they can build connections that pave the way forward (Van Durme et al., 2020).

This research aims to achieve two objectives. First, to describe how the pandemic impacted the work, academic, and personal activities of Gen Z, specifically, to delve into the changes with a focus on telework and its outcomes in terms of behavior, attitudes, and well-being, as well as the pressure factors and the degree of work–life balance. The second objective is to explore their views on the future of work, inquiring about what they believe companies will do and what this cohort desires.

Theoretical Anchors

Telework

Bottos (2011) stated that teleworking is not just working remotely via telematic means; it involves the use of these elements to work in a new way. Martín (2018) adds other variables to the concept, such as performance-based management, continuous training in new ICTs for managers and workers, and the acceptance of new labor relations that arise from this. The time, place, and content of implementation are substantially affected (Rodríguez-Piñero Royo, 2018). According to Herraiz (2020), before the outbreak of the pandemic, telework was a voluntary decision for both employers and workers, which initially seemed beneficial for both. However, owing to confinement, telework erased the boundaries of time and place, blurring the lines between work, personal life, and rest to the point of causing constant connectivity (Álvarez Cuesta, 2020). This has led to a primary challenge in maintaining a healthy balance between different life spheres, as overexploitation and psychological burnout negatively impact worker productivity and health (Cabello Roldán, 2023).

The incorporation of telework4 into the labor market poses challenges regarding cultural and structural changes in the design of job functions (Genoud et al., 2023). The HDE-FL is a tool that has deepened in Latin America, incorporating and validating indicators that consider the particularities of the labor reality, allowing companies to diagnose management measures by aligning the worker's profile with the characteristics of each job, including motivational, social, and contextual variables, to stimulate work outcomes in terms of behavior, attitudes, and well-being. This paper seeks to understand how Generation Z navigated this practice of labor flexibility and what work outcomes reveal; the goal is to identify which design characteristics and personal skills they will need to experience to redefine the meaning of work and reconcile other aspects of their lives.

Generation Z

Iorgulescu (2016) noted that this group consists of those born after 1995, although some authors consider the year 2000 as the starting point. This generation tends to be online seven days a week, so they are overwhelmed with information but lack the training to process it (Coppo, 2020). Academically, they are more attracted to browsing the web than to reading a book. Their tendency toward ease and immediacy prevents them from adapting to the demands of higher education; if they do not like or do not understand their professor's approach, they look for someone online who can explain it better (Coppo, 2020).

This new workforce needs to have personal connections with managers and team members during the early years of their careers; they prefer to interact in a collab-

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4 Genoud et al. (2023) analyzed common business practices of labor flexibility during the pandemic labor reality based on the HDEFL, revealing that there was an intensification in the use of quantitative internal labor market flexibility practices, with flexible hours being introduced in 2019. This shifted toward other indicators of this type of flexibility, such as telework and virtual teams, in 2020 and 2021.

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orative group (Adamson et al., 2018); they are multitaskers (Chillakuri & Mahanandia, 2018); and they prioritize human connections and work better when they are involved in intensive work relationships (Tulgan, 2013). Social skills such as communication, collaboration, time management, mentoring, and coaching need to be refined, and therefore require additional support (Grow & Yang, 2018); they feel that low-value work can be automated (Chillakuri, 2020). They also enjoy spending time on their smartphones, laptops, or other devices they use to research and learn new things (Zhitomirsky-Geffet & Blau, 2016). They are described as a cohort that lacks patience; that values work–life balance more; and that demands flexible jobs, which include different start and end times (Chillakuri, 2020).

According to the Economic Commission for Latin America and the Caribbean (ECLAC, 2024), in 2022, in Peru, 15.3% of young people between 20 and 24 years old in urban areas were in a particular situation: neither studying nor employed. Commonly known as 'Ninis', many of these young people face barriers to accessing higher education or finding meaningful job opportunities that allow them to develop professionally. Similarly, 10.9% of 'Ninis' performed unpaid care work at home; 3.1% were looking for their first job or had lost the one they had. In this sense, the organizational and cultural changes in the physical and virtual work environment should not be underestimated to meet expectations of how to collaborate, participate, and relate professionally (Volini et al., 2021). The pandemic affected the professional development of this cohort by increasing the number of 'Ninis' by 13.2% (13.7% in 2019 vs. 26.9% in 2020).

The International Labor Organization (ILO, 2020) believes that work performed by a young person is positive as long as it contributes to the accumulation of experience and the well-being of their family without undermining their health and personal development. While it is desirable for a young person to focus exclusively on studying at an early age, in practice, many of them work and study simultaneously, which is not always negative and can have positive effects when the work is stable and for a period of 20 hours per week

(Mortimer, 2010). Additionally, data from the National Household Survey (ENAHO) revealed that the 'SíSí' (those who both study and work) held low-quality jobs characterized by a lack of access to health services and wages below the minimum salary, associated with a large proportion of young people with informal jobs, where most worked without employment contracts (Centro Nacional de Planeamiento Estratégico [CEPLAN], 2016).

This situation presents significant challenges for the personal and professional development of Gen Z. The lack of studies and work experience can limit their future options and perpetuate a cycle of unemployment and underemployment. Furthermore, exclusion from education and the labor system can increase the risk of these young people becoming involved in socially vulnerable situations such as crime or drug use. The research proposes to deepen the understanding of that part of this Gen Z that can access work and study with a view to capitalizing on the lessons learned. The aim of this study is to articulate the approach to work, academic, and social experiences during the pandemic in Peru to contribute to the development of more productive and humane labor practices.

Methodological Approach

This research was conducted with a qualitative approach based on a phenomenological perspective. The study's typology was exploratory, descriptive, and analytical. The temporal nature of the research was synchronous, with semistructured interviews conducted via videoconference through Google Meet, each lasting an average of one hour and 20 minutes. The inclusion criteria were as follows: a) participants had to belong to the Gen Z cohort, which led to the recruitment of university students from Lima aged 19-25 through LinkedIn; and b) participants had to have worked in person before March 2020, the month in which mandatory social isolation (MSI) began. The data analysis incorporated three perspectives: psychological, sociocultural, and managerial.

The interview guide was the methodological resource developed from the HDEFL and was based on research conducted on

labor structures in Latin America (Genoud et al., 2018, 2023). This instrument covered 55 dimensions and included key topics that emerged from the participants' responses. Consistent with the qualitative approach, during the phases of discovery, coding, and interpretation, the original categories were distinguished from the new categories added by the participants (Bogdan & Taylor, 1987).

Upon reaching saturation, the nonprobability convenience sample comprised 22 single young people—11 females and 11 males—with no children, from socioeconomic levels A, B, and C, living with their nuclear families. At the time of the interviews, five of them had completed university education, and 17 were studying and working simultaneously. Their professional careers ranged from administration, architecture, computer science, accounting, communications, economics, engineering, and psychology, mostly occupying positions at the base of the organizational pyramid.

Outcomes: The Voice of the Participants

Impact on Skills

For Generation Z, the culture of physical presence in the workplace involved experiencing close interactions that made their commitment to their duties visible and allowed them to take advantage of the company's resources. However, there was little connection with the objectives, and the strategies were unknown, leading to mechanical work with minimal recognition of their contributions.

According to Hersey and Blanchard's Situational Leadership Theory (1982), the type of leadership appropriate for this generational group is the directive style, where the boss exercises continuous supervision due to the subordinate's lack of experience and low maturity level. When transitioning to telework, the delegative style predominated, where young people had to organize their tasks and make decisions without constant supervision from their superiors. Forced by the MSI, there was a greater delegation of tasks, which had a strong impact on the well-being and psychological health of the participants, who stated that digitalization and automation

posed a challenge owing to external factors that pressured them to acquire new skills and practices in a very short time. The participants experienced multiple distractions while working from home, which decreased their concentration and made the work more challenging.

Despite its advantages, technology affects their level of impatience owing to uncontrollable factors that slow down response times. As multitaskers and accustomed to immediacy, Generation Z dislikes waiting and tends to be anxious about moving from one stage to another as quickly as possible (Coppo, 2020). This led to high levels of dissatisfaction due to their inherent need to demonstrate efficiency. Similarly, adapting to unforeseen events required them to quickly adjust to new designs, structures, protocols, and management models that demanded a broad margin for action and resolution, avoiding resistance, and demonstrating a resilient attitude. This flexibility in adapting to digitalization demanded high levels of commitment, manifested in their willingness to be connected and accessible for as long as possible. However, being away from colleagues or superiors, they had to self-motivate to learn independently; young people then took control of situations by trying to find solutions autonomously, despite lacking adequate training. Regardless of the teleworker's productivity, appropriating time outside of work contracts was a frequent and repeated behavior of supervisors who valued commitment to goals and performance indicators that would avoid *micromanagement*5 in the future. The MSI substantially altered the way work was monitored, with result-based supervision guaranteeing the fulfillment of quality standards and deadlines.

How Did the Way of Working Change?

The most significant changes in telework are shown in Table 1.

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5   Micromanagement is a labor management method in which excessive control is exercised over the people who make up the different teams within a business. This usually implies that too much pressure and attention is exerted on every detail or action performed by workers (Great Place to Work, 2022).

Table 1. Changes from In-Person Work to Telework

Positive Aspects	Negative Aspects
Greater involvement with strategy.	Slower problem-solving.
Increased exposure levels.	Deterioration in induction, training, and development.
More relevant tasks.	Errors due to heuristic learning.
Digitalization of operational processes.	Acceptance and complacency toward precarious work.
Quick and frequent interactions (agility).	Little visibility of the work produced.
Savings on attire.	Uncertainty due to the reduction in individual supervision.
More diluted hierarchical relationships.	Difficulty communicating effectively.
Faster transition to other digital activities.	Excessive meetings.
Less social protocol.	Increased energy and internet costs.
Ability to alternate between work, study, and entertainment instantly or simultaneously.	Increased working hours.
More volatile work schedules.	Unpaid overtime.

Achieving greater involvement with the company's strategic actions by being informed in advance of plans and objectives increased one of the critical psychological states of the HDEFL: the level of responsibility over assigned tasks (Genoud & Broveglio, 2020). Additionally, easy and quick access to virtual meetings increased the exposure level of young people, who felt that hierarchical, cultural, and social barriers were softened. Similarly, they did not have to worry about their outfits since only what the camera framed during videoconferences was visible. This democratized interpersonal relationship facilitates synergies between groups to provide support when necessary; these cultural aspects are interesting to consider, especially if there is a desire to innovate in new management practices that consider this generation.

With respect to work schedules, they became more volatile, facilitating access to more university courses alongside their workdays. The performance was controlled based on objectives and metrics. In terms of training, companies assumed that young people were proficient in technological applications because they were digital natives, although this condition stemmed from their ease of grasping technology, not from having acquired knowledge beforehand. With respect to the changes that did not favor work, excessive meetings hindered effectiveness. Similarly, the lack of training required for the immediacy in addressing changes demands extra time outside of work hours. Despite this, the respondents agreed that heuristic learning

had been relevant and significant for their professional development. Similarly, the low visibility of the work produced, owing to not being physically in the workplace, was a recurrent issue, as this cohort is characterized by a strong interest in demonstrating high levels of effectiveness and efficiency. Finally, the constant sense of gratitude for having a job despite unemployment drove them not only to endure any precariousness but also to strive to meet the expectations placed on them. For companies, surveillance systems improved productivity and the achievement of goals and objectives. However, in the medium term, it has become overwhelming and harmful to the physical and psychological health of young people. Despite the fact that the right to digital disconnection was regulated, in practice, it was not complied with for this category of workers.

How Did Life Change as a Telestudent?

As anticipated, this category was incorporated into the interview guide because of its overwhelming presence in the participants' responses. The MSI forced both teachers and students into digital literacy in a very short time, pressuring them to experience digital transformation at the human level abruptly. This forced transition altered the priorities in the learning process, and educational institutions focused on developing and implementing new teaching–learning strategies while transitioning through this phase. Table 2 summarizes the characteristics revealed by the participants regarding telestudy and its repercussions.

Table 2. Impact of Remote Classes on Life as Telestudents

Characteristics	Repercussions
Recording of remote sessions.	Remote connection to work and synchronous classes simultaneously.
Elimination of attendance tracking in online classes.	Distraction and lack of attention in classes.
Availability of materials and educational resources on LMS.	Absence of social interaction.
Deterioration in the quality of teaching.	Loss of university campus experience.
Lack of support from the university to teachers.	Reduced exposure to thefts, assaults, and accidents.
Reproductive and memoristic evaluations.	Manifestation of unethical behavior in evaluations and course development.
Increased permissiveness and condescension.	Improvement in work performance but a decrease in the quality of academic learning.
Little supervision in evaluations and graded assignments.	Cost savings.

The priority for educational institutions was to maintain continuity, so academic and administrative processes were made more flexible to benefit the health of telestudents. Consequently, academic rigor was relaxed, attendance control was eliminated, and evaluations became more memoristic and mechanical with extended deadlines. This permissiveness demotivated students who maintained high grades, as it allowed the majority to improve their grades without effort. Another clear disadvantage was the absence of social interaction, which negatively impacted interpersonal skills; poor communication slowed processes and generated conflicts due to omissions. From this premise, it is inferred that the difficulty of adapting to academic life without experiencing a physical presence on campus would be the first obstacle a new telestudent would have to overcome to succeed. Juárez and Silva (2019) define university experience as "the knowledge, sensations, and significant or outstanding observations that a university student experiences that facilitate or hinder their passage through university" (p. 9). The experiences on a campus are what make being a university student an occupation and an important resource for health and motivation (Valderrama et al., 2015, cited by Juárez and Silva, 2019).

In Peru, in-person education has been paralyzed for more than two years, during which university telestudents lack sufficient social support to meet demands. Although adaptation to telestudy was between regular and very good, motivation and self-perception of their ability to face academic demands were very low (Cassaretto et al., 2021). While universities worked to adapt their educational models as quickly as possible, there was no proportional adjustment with respect to the adaptation phases of students, leading to high social costs. According to the research of Cassaretto et al. (2021), during the 2020-1 academic semester, 7,712 telestudents reported that 19.1% thought about suicide, 6.3% planned to take their own life, and 7.9% attempted to do so during that period. Notable are those whose responses refer to severe and extremely severe symptoms of stress (32%), anxiety (39%), and depression (39%).

This research revealed that while the ability to alternate between telework, telestudy, and entertainment with just a click was valued, it also caused difficulties in concentration, promoting dispersion, physical fatigue, and cognitive exhaustion. Participant 21 accounts for this: *"I never stop thinking about what's coming; my brain never rests."* Among

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the challenges of working and studying simultaneously, the ability of teleworkers to disconnect from work plays an important role in the conflict between work and school (Andrade, 2018). Conversely, virtuality provides safety and physical well-being by reducing exposure to assaults, thefts, fraud, and vehicle accidents, as well as saving money by avoiding university life expenses. Teachers, who are key players in this framework, lack adequate preparation to handle the pressure and responsibility for students' educational experiences. Future research should delve into the impact of digitalization on university teachers' realities.

Attitudinal Outcomes Toward Telework

The positive aspects that improved a satisfactory attitude toward work were the implementation of agile methodologies, the flexibility of work hours, and practicality. The participants expressed motivation to contribute, have opportunities to learn, receive explicit recognition for meeting indicators, and enjoy job benefits. Satisfaction increased with personal fulfillment when there was a good work environment, when they learned relevant things, when supervisors trusted their abilities and involved them in decision-making, and when they had the opportunity to grow and impact society. Satisfaction with supervisors occurred when they were transparent and consistent, communicated their expectations, provided trust and flexible hours, gave and received feedback, and showed tolerance toward mistakes. Satisfaction with colleagues was favored when they turned on their cameras in video conferences and shared values of responsibility, honesty, and communication. Satisfaction with salary was due to savings during confinement and living with parents and/or relatives. However, they felt that they did not receive fair compensation because it did not proportionally reflect the time and effort invested in solving difficulties. Gratitude for having a job in a context where job scarcity is high influences job satisfaction.

Factors that led to low satisfaction were related to the inability to have organic communication, lack of social connections, increased workload, and monotonous tasks. They also expressed dissatisfaction with supervisors who practiced micromanagement and had a hierarchical attitude. Participant 14 explained: *"In Project II, the boss disrespected me, raised her voice, and never gave me feedback. When she got over it, she treated me as if nothing had happened."* Satisfaction with colleagues diminished when they showed little commitment to tasks, poor communication, and minimal desire to cooperate. Similarly, dissatisfaction arose when there was a lack of socialization and identification with the organizational culture. Despite this, participants maintained a strong sense of commitment to the organization, recognizing that as novice professionals, they had to 'earn their place.' Those who reported dissatisfaction with their salary argued that incorporating indicators and working toward objectives sometimes led to reduced pay because they did not meet goals. They reported that low results were mostly due to external factors such as slow internet connections, device problems, poor coverage, and interference that prevented them from achieving the required productivity levels.

Personal Well-Being Outcomes in the Face of Telework

Fulfilling a clear purpose that led to favorable outcomes for the business was one of the distinctions that generated well-being in this age group. The participants stated that they enjoyed their work and felt pride and self-fulfillment despite the numerous difficulties they faced. Importantly, since these were their first work experiences, they had a limited ability to compare themselves with previous job experiences. High levels of anxiety arose when things did not go as expected, when they had to handle unplanned tasks, and/or when they faced tight deadlines. Although they considered that they were doing useful work, from an objective standpoint, they believed that it could be automated as companies transitioned to a digital culture. The automation of work due to technological advancements and the emergence of artificial intelligence (AI) is a latent concern in all working generations, not just the studied target group. Despite the flexible work arrangements, they did not express feelings of instability due to their adequate performance levels, but they acknowledged that the rules could change at any moment due to political and economic instability. This could result in their contracts not being renewed, making it

difficult for them to find new positions due to the contraction of the labor market. It was unlikely that they would experience a reduction in salary, but there was also no prospect of a salary increase. They positively valued the change in tasks but negatively valued it when tasks were increased, as often happened. They saw this as a reaffirmation of the trust placed in them by their superiors due to the high performance standards they had demonstrated. However, they were concerned that they might be forced to devote more time to work at the expense of their studies and personal lives. They were also troubled by not receiving compensation for working overtime. With respect to mental health, 90% stated that telework and MSI caused stress, anxiety, mental fatigue, depression, emotional instability, frustration, and aversion.

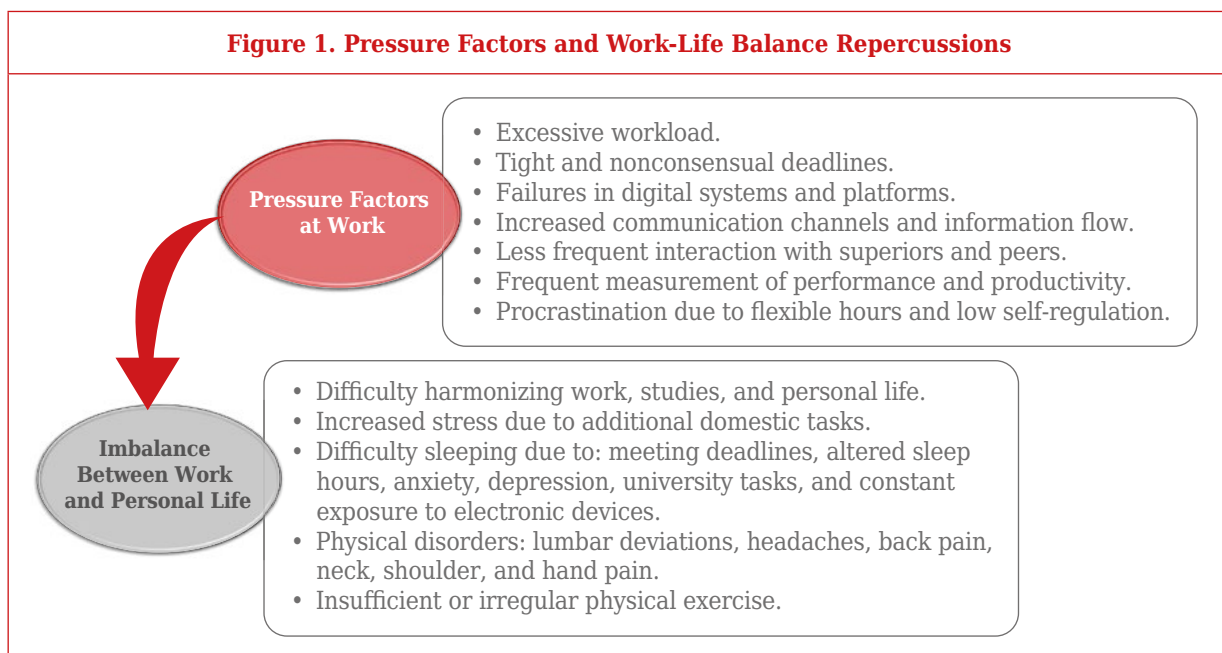### Pressure factors and the degree of work–life balance

The study made it possible to identify those sources of pressure and their consequences for the balance between work and personal life. The results are illustrated in Figure 1.

Work becomes monotonous when only operational and repetitive functions are performed. As a result, tolerance for changes increased because it made work more dynamic. Time was a pressure factor that diminished the quality of life of the participants. Discomfort intensified when there was no consensus among deadlines. There is an irony here: when a young person managed to meet the deadline at the expense of sacrificing study hours, they ran the risk of the deadlines being tightened further owing to their demonstrated ability to meet them. Andrade (2018) argues that both studying and working are stress-generating activities; hence, the capacity to manage these roles facilitates psychological detachment from each activity, meaning that work allows them to disconnect from academic pressures and vice versa. Interaction with both internal and external clients created pressure for some participants because of the increase in communication channels and the frequency of messages. Telework forced more formalized interactions between supervisors and subordinates than did in-person work, where relationships flowed more spontaneously. Participant 8 remarked: *"I didn't know what to do; my boss did not call or write to me. Should I write to him? I think that marked me a lot."* Supervision was relaxed as tasks exceeded the scheduled hours. The participants rarely practiced digital disconnection, and in the cases they did, they felt as though they were being less committed to the company.

One finding was that the number of hours worked did not necessarily indicate a constant concentration on work. This claim supports

Figure 1. Pressure Factors and Work-Life Balance Repercussions

Pressure Factors at Work
- Excessive workload.
- Tight and nonconsensual deadlines.
- Failures in digital systems and platforms.
- Increased communication channels and information flow.
- Less frequent interaction with superiors and peers.
- Frequent measurement of performance and productivity.
- Procrastination due to flexible hours and low self-regulation.

Imbalance Between Work and Personal Life
- Difficulty harmonizing work, studies, and personal life.
- Increased stress due to additional domestic tasks.
- Difficulty sleeping due to: meeting deadlines, altered sleep hours, anxiety, depression, university tasks, and constant exposure to electronic devices.
- Physical disorders: lumbar deviations, headaches, back pain, neck, shoulder, and hand pain.
- Insufficient or irregular physical exercise.

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recent studies that demonstrate that working hours and productivity are inversely correlated—when the number of hours increases beyond a certain level, it can actually lead to a reduction in productivity. Similarly, the hypothesis by Marcet (2023) regarding current organizational cultures and their relation to low concentration levels was confirmed. The author indicates that everything seems designed to prevent focus and depth, leading to a loss of the ability to think.

Exploring the Future of Work for Gen Z

With respect to the permanent adoption of telework, one-third of the participants believed that once the 'state of emergency' ended, they would remain in telework mode because they were performing support functions for frontline personnel, and it had been demonstrated that productivity and effectiveness levels increased due to monitoring software and performance metrics. Moreover, another third wanted to return to 100% in-person work despite the inconveniences this modality caused them. They argued that it provided a better experience as a worker, a more meaningful and higher quality learning experience, faster problem resolution, better communication quality, elimination of connection issues, and clear delineation between work, study, and entertainment life. The final third proposed that a mixed or hybrid modality would be most favorable, arguing primarily for cost savings, increased productivity, ubiquity, enjoyment of home comfort, promotion of self-learning, and time utilization. Therefore, work modality preferences are directly related to the particularities and lifestyle of each individual.

Participant 20 posed the challenge of reflecting: *"The remote model must be properly implemented; it's not just about sending workers home with a laptop—it involves cultural transformation. [...] I would prefer to go to a 100% in-person office if the remote model is not well implemented."* The improvements suggested for companies to maintain telework include strict adherence to telework hours to enjoy the right to digital disconnection, providing the necessary equipment for telework, and covering internet and energy costs. Additionally, companies should provide workstations (ergonomic chairs, shelves, desks, lighting), promote both in-person and

virtual recreational spaces, enhance cybersecurity, and offer ad hoc benefits and performance bonuses. To control productivity, the optimal approach involves indicators that include performance levels, the visibility of outstanding performance, and individual feedback. It would also be helpful to conduct satisfaction surveys and periodic self-assessments.

Conclusions

The pandemic has changed management conditions, necessitating reconsideration of Generation Z's voice to propose a type of management that fosters 'homenization' behavior, encompassing a broader understanding of their work and nonwork expectations through this metaphor. With respect to the first objective, it was identified that there is not a single type of Gen Z. Young people share common characteristics resulting from each culture but react differently to their environment. The results show that digital channels were an impediment to effective communication due to the lack of adequate digital culture. Hence, Gen Z revealed a need to ask questions to navigate the absence of timely guidance given their learner status. They needed help resolve unspoken doubts. They also needed to demonstrate resilience and commitment by staying connected outside work hours, affecting their telestudies and personal lives. The results indicate that overexertion ultimately affected their mental, emotional, and physical health. However, their productivity and effectiveness levels increased as a result of being teleworkers. This improvement was more due to the fear of losing their jobs and the need to demonstrate self-efficacy than to having the necessary conditions to do their work better. Job enrichment is a demand from Gen Z and a factor that promotes their well-being as it challenges them in terms of learning and acquiring new skills. However, the study reveals a contradiction: on the one hand, they claimed to have enjoyed greater physical integrity because they were less exposed to traffic accidents, assaults, robberies, and kidnappings. However, the physical and psychological health issues they presented show that they did not maintain either physical or mental well-being.

With respect to their role as university students, academic rigor was relaxed and reduced to prioritize the students' mental and physical health. As a result, grades and weighted averages increased significantly, along with unethical practices to pass courses, causing demotivation among students who often made great efforts to achieve high academic performance standards. There is a decrease in health habits related to diet, sleep, and physical activity, leading to medium and high levels of somatic symptoms (Cassaretto et al., 2021). Overall, a proposal for hybrid education, that combines in-person and telestudy classes would be the best viable alternative. Adjustments should be made according to the course and study methodology. The resources available to telestudents, as well as their profiles and educational development, should also be considered when designing the most appropriate experience to meet their needs, expectations, and motivations.

The development of seven key competencies is essential for effective telework: organization and time management, adaptation to unforeseen circumstances with resilience, digital communication, technological patience, the ability to ask questions, commitment to objectives and performance indicators, and autonomy in self-learning. These new skills improve behavioral, attitudinal, and well-being outcomes, as well as the critical psychological states of the HDEFL (Genoud & Broveglio, 2020). In summary, it is crucial to promote decent employment through technology and innovation to include the 10.9% of young people who neither study nor work but perform unpaid activities at home, enabling them to develop their skills and contribute meaningfully to society.

Regarding the second objective, it is clear that this cohort's demands involve a cultural transformation of organizations where the well-being and integrity of teleworkers are prioritized. Therefore, telework is envisioned as a viable alternative that requires the management of four resulting areas: personal self-management, referring to the individual's characteristics that define daily work life; leadership, encompassing the traits that those supervising the work should possess; digital culture, relating to the values that influence worker behavior; and business
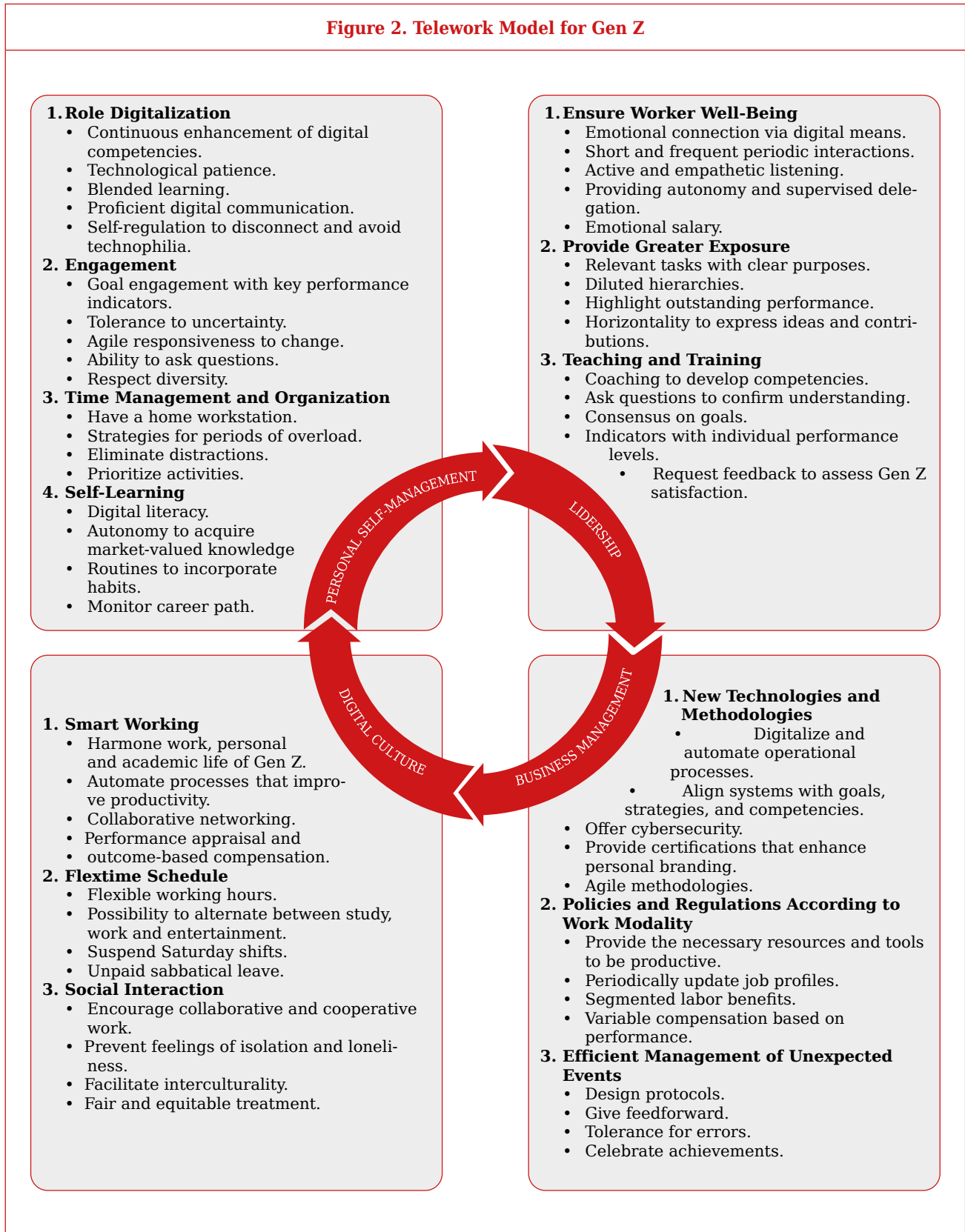
management, summarizing the actions that companies must take to meet business goals. Focusing on these axes, as outlined in Figure 2, would contribute to making telework an attractive option for Gen Z.

The study also revealed that the relationship between workload and telework-telestudy conflict requires appropriate handling to mitigate the impact of psychological detachment between the two roles. Among telework and telestudy, Gen Z prioritizes telework, so when the individual physically shifts to the student role, they are mentally preoccupied with the first role. In this case, psychological detachment from telework is difficult and serves as a stressor that affects the balance between the two roles. Therefore, "being physically far from the workplace is not enough to psychologically detach from work-related tasks" (Fritz & Sonnentag, 2006, cited by Andrade, 2018, p. 221). The work–family link was found to be the most vulnerable dimension, seriously affecting the dynamics at home. Owing to the mediating factors and family support, Gen Z managed to improve this dimension and reverse the initial conflict, contributing to a sense of well-being. They will not remain young forever, so the idea is not to delegate protective mechanisms to families, but rather to enrich jobs so that reconciling work, study, and emotional development becomes a possibility for human civilization in the Fourth Industrial Revolution.

It is important to highlight some of the limitations of this research. The first limitation is that this is an exploratory and descriptive study focused on Generation Z, specifically socioeconomic sectors A, B, and C in Lima, so the findings are not generalizable. Another limitation relates to the challenges of familiarization within the non-face-to-face pandemic context. The semistructured interviews were conducted via videoconference, which posed a challenge in creating an ideal close conversational environment.

In terms of scope, this study contributes to understanding the meaning of work from the perspective of this population, as it highlights the resources and capacities they already had and those they had to develop during the process of adapting to telework. It also allows the demands of the telework modality to be

Figure 2. Telework Model for Gen Z

1. Role Digitalization
- Continuous enhancement of digital competencies.
- Technological patience.
- Blended learning.
- Proficient digital communication.
- Self-regulation to disconnect and avoid technophilia.

2. Engagement
- Goal engagement with key performance indicators.
- Tolerance to uncertainty.
- Agile responsiveness to change.
- Ability to ask questions.
- Respect diversity.

3. Time Management and Organization
- Have a home workstation.
- Strategies for periods of overload.
- Eliminate distractions.
- Prioritize activities.

4. Self-Learning
- Digital literacy.
- Autonomy to acquire market-valued knowledge
- Routines to incorporate habits.
- Monitor career path.

1. Ensure Worker Well-Being
- Emotional connection via digital means.
- Short and frequent periodic interactions.
- Active and empathetic listening.
- Providing autonomy and supervised delegation.
- Emotional salary.

2. Provide Greater Exposure
- Relevant tasks with clear purposes.
- Diluted hierarchies.
- Highlight outstanding performance.
- Horizontality to express ideas and contributions.

3. Teaching and Training
- Coaching to develop competencies.
- Ask questions to confirm understanding.
- Consensus on goals.
- Indicators with individual performance levels.
  - Request feedback to assess Gen Z satisfaction.

PERSONAL SELF-MANAGEMENT — LIDERSHIP — DIGITAL CULTURE — BUSINESS MANAGEMENT

1. Smart Working
- Harmone work, personal and academic life of Gen Z.
- Automate processes that improve productivity.
- Collaborative networking.
- Performance appraisal and
- outcome-based compensation.

2. Flextime Schedule
- Flexible working hours.
- Possibility to alternate between study, work and entertainment.
- Suspend Saturday shifts.
- Unpaid sabbatical leave.

3. Social Interaction
- Encourage collaborative and cooperative work.
- Prevent feelings of isolation and loneliness.
- Facilitate interculturality.
- Fair and equitable treatment.

1. New Technologies and Methodologies
- Digitalize and automate operational processes.
- Align systems with goals, strategies, and competencies.
- Offer cybersecurity.
- Provide certifications that enhance personal branding.
- Agile methodologies.

2. Policies and Regulations According to Work Modality
- Provide the necessary resources and tools to be productive.
- Periodically update job profiles.
- Segmented labor benefits.
- Variable compensation based on performance.

3. Efficient Management of Unexpected Events
- Design protocols.
- Give feedforward.
- Tolerance for errors.
- Celebrate achievements.

integrated to build management models that articulate the interrelationships and dependencies according to the needs of this workforce. The performance level of professionals trained in the telestudy modality emerges as another area for future research, as the outcomes of these adaptations can be evaluated only as graduates enter the labor market. It would also be useful to delve deeper into the impact of digitalization on the realities of university professors to better understand the repercussions of telework on their own lives. In all these areas, new models must be constructed that integrate people with technology, challenging organizational behavior patterns and demanding the development of new practices. The study predicts that clarifying how people and societies behave within a "homenizational" framework is key to understanding, predicting, and integratively managing the human development of Gen Z in Latin America.

Conflicts of interest

The authors declare that they have no conflicts of interest.

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