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Review Paper

ARTIFICIAL INTELLIGENCE: HOW ARE GEN Z'S CHOOSING THEIR CAREERS?

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Abstract: *In the past decade, the rapidly increasing use of technology has changed the job market, making some careers obsolete while inventing new ones. While the social actors in the job market are adapting to the requirements, Gen Z's currently studying and preparing for jobs that have not been invented. Artificial intelligence is now on the launching ramp, more precisely in developing countries, which, due to the current reality (pandemic-forced digitalization), will need to catch up quickly. We are asking how ready our society is to embrace the changes and how these affect choosing one's career. While artificial intelligence is a field of study that indicates the future and the direction everyone is going, it seems like facing unexpected circumstances conducts to the embracement of the unknown with faith by a generation that was raised and exposed to technology. The methodology for this study was a review of the relevant literature, substantiating the proposed scientific approach from a theoretical standpoint.*

Keywords: *Artificial Intelligence, Generation Z, Career, Technology.*

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1. INTRODUCTION

Different industries have started receiving employees on the job market while the universities had encounters with students from the latest generation. Noticing the changes in their behavior and attitude, it is easy to understand the rising interest in studying the Z Generation as the one that is currently defining the style of teaching in universities, the job market, and societal trends.

By 2025, Millennials and Generation Z will represent more than 50% of the workforce in the labor market (Tulgan, 2013). While we know many things about their predecessors, Generation Z is yet to be known or understood. This research aims to clarify how artificial intelligence influences Generation Z in choosing their careers and, through extension, what characteristics make the job market attractive for this generation (Iorgulescu, 2016).

Artificial intelligence (AI) has no widely accepted definition in the literature, even though AI has been a subject of interest for decades. In order to provide a synthesized definition, AI is a system's ability to perceive, comprehend, make conclusions, and learn from data to achieve organizational and social goals (Mikalef & Gupta, 2021).

Artificial intelligence can be analyzed from two perspectives linked to one another. First, AI has a significant effect on the educational industry. AI and society influence individuals, and the usage of AI applications and tools is widely known. Since the beginning of the educational scheme, everyone should be exposed to this technology and trained to gain skills and knowledge (Katz et al., 2022). The educational system should provide teachers with robots, intelligent tutoring, and adaptive learning systems (Chen et al., 2020). Other applications of artificial intelligence that should be mentioned include adaptive skill improvement, scheduling, and career education. Overall, for the education industry, it has always been acknowledged that social connection is a crucial element of good learning (Zarra, 2017). Still, there is a prominent need for other skills besides them.

On the other hand, it should be mentioned that enterprises and the market want to adopt AI into their operations because it is profitable, requiring fewer human resources and cheaper salaries. This is one of the critical issues regarding using artificial intelligence (Chassignol et al., 2018).

This research project is about finding a connection between the conscious use of AI (mainly social media) and a successful career path. We will also examine Gen Z's perspective on future jobs for their generation to have increased satisfaction.

2. METHODOLOGY

We choose to focus on the expert narrative overview from the several literature reviews since it will help us achieve our primary purpose – creating a broad picture of how ready Generation Z is to embrace the technological changes in their career while having the context of AI applications. Moreover, our primary research question is how the vocational route of this very high-tech digital skilled generation would evolve.

In this investigation, we adopted a methodology for composing narrative summaries such as electronic databases, notably ScienceDirect, Google Scholar, and Emerald, which served as the most efficient beginning point for our literature search to identify sources for the present overview. In addition, we also considered the most relevant scientific journals whose scope lies in the area of Artificial Intelligence and Sociology, such as the International Journal of Artificial Intelligence in

Education, Computers and Human Behaviour, Computers and Education, International Journal of Adolescence and Youth, The Journal of Individual Psychology, Romanian Journal of School Psychology, International Journal of Management, Technology and Engineering.

We have also incorporated information from periodicals, journals, and newspapers, including AI Magazine, Gartner, Times, and government publications as AI evolves. As search phrases, we utilized AI and career changes, AI education and E-Learning, Generation Z and career, Generation Z characteristics, Gen Z, and the labor market.

Regarding exclusion and inclusion criteria, we examined English-language and Romanian-language academic papers published after 2012 that were relevant to the study's objective.

3. LITERATURE REVIEW

Understanding the Attitude of Generation Z towards workplace article by Gaidhani et al. (2019) raises a similar point highlighted by the fact that once we know and understand the characteristics of Gen Z, the labor market can create a suited environment for them (Marginean, 2014). Moreover, The Get Ready for Generation Z report of Robert Half company (2015) calls into question that Generation Z is a constant learner but needs guidance and mentoring on choosing what to learn and how to discriminate information.

The study about the necessary competencies of learners (Sanusi et al., 2022) seeks to explore more specific aspects needed by the new generation to gain particular skills that might increase their chances in the job market. In contrast, another article (Ayanwale et al., 2022) focuses on the importance of knowing how ready teachers are to teach AI because the success of AI education may depend on it. Together, these works suggested a strong connection between developing new skills and gaining specific knowledge (Austin, 2020).

Besides competencies, educational institutions must fully recognize AI's value in teaching and learning because instructors frequently need to encourage pupils to personalized learning. Moreover, to flourish in a world dominated by computing and to meet the needs of an ever-evolving educational system, the educational sector should integrate artificial intelligence into its content development and delivery processes. Thus, the study of Wei (2020) and his findings emphasize the need for practitioners and scholars to comprehend the existing situation and prepare for the anticipated change in the education sector.

3.1. Generation Z

Generation Z is the latest researched generation, and its origins started with the mass use and booming of the internet. Generation Z was born at the same time the internet started being used by the general population (Kasasa, 2021). According to other specialists, most researchers identified 1995 as the year of the beginning of Generation Z, but we could extend it to 1998 (OC&C, 2019). None of the least, Gen Z, also known as the Zoomers, Post-millennials, Generation I, Gen Tech, Digital Natives, and Gen Wii, is a generation that, by definition, is embedded in artificial intelligence. Not only were they born with a device in their hands, but they also cannot imagine their lives without one. That is why in every generation's definition, you always find technology, artificial intelligence, or internet use as attached attributes (Berkup, 2014). This is a non-debatable characteristic of this generation.

As social sciences always deal with processes that are not easy to pinpoint, such as exact sciences, this is the case for Generation Z genesis. Although you need more than being born on a specif-

ic date to guarantee someone's affiliation to a particular group or generation, this pushes the social actor *to "position oneself" within the historical process* (Brezeanu Stăiculescu, 1995) and to adhere to the collective vision of the world. Even if sociologists seem to disagree with the name of this generation or the time frame, they agree on the main characteristics that it represents it. Gen Z is the generation that has the most extensive ethnic diversity while being the most technologically savvy (Brezeanu Stăiculescu, 1995). While living in this post-modern world of globalization, Generation Z is constantly online on different devices, living so much of their lives in the virtual world while transferring their beliefs to the offline world (Venkatakrishnan, 2022). As this study conducted by Schawbel (2014) presents, Generation Z is more entrepreneurial, trustworthy, and tolerant than their predecessors while being less motivated by money. As Ana Staiculescu puts it, *In the social sciences, generations have become both an object of study and an instrument of investigation* (Brezeanu Stăiculescu, 1995). In this research, we combine the two to discover the why and the how of Gen Z.

Gen Z is, by definition, an all-time connected generation, and this feature will not change. They are discovering their way of thinking, the decision–making process and identifying the stimuli of choosing their career path will help the specialists of connected working fields to make the process of career counseling and guidance relevant, as well as create work environments that suit them best (Cilliers, 2017). Their decision-making process is different from other generations. As Bonchiş (2021) puts it, Gen Z *produced fundamental changes in the thinking level and information processing, the way of expressing emotions, forms of communication, career, family, and other institutional attitudes*. That is why we have to ask and further research: What are the main differences between Gen Z and other generations regarding the decision-making process? How would a different decision-making process affect career choices in the current artificial intelligence context (Reardon et al., 2000)?

3.2. The Implication of Artificial Intelligence in Career Choice

In our post-modern world, we realize that artificial intelligence is essential to our daily routine. However, with the constant and rapid increase of social media use and knowledge at a "one-click away" distance, the Gen Z teenager can find himself bombarded with information but with insufficient tools to help him find his way through the maze of information. Therefore, besides facing the expected changes of this development period, each teenager must successfully navigate the sea of information and make conscious choices about their future career.

Artificial intelligence in education presents both an opportunity and a challenge (Galloway & Swiatek, 2018). We do not deny the changes brought to education by artificial intelligence technologies. Nevertheless, we must also consider issues in artificial intelligence education, such as fairness and inclusivity (Sijing & Lan, 2018).

Numerous research indicates that new career categories are emerging. These new categories demand skills and training that may surprise many businesses (Sanusi et al., 2022). Many of these unique and developing occupations are the result of AI. The problem with business school education is that updating or adapting the curriculum to meet these growing needs frequently needs to catch up to the actual market (Sollosy & McInerney, 2022).

Regarding career decisions, it is expected that advancements in artificial intelligence will majorly influence these decisions. AI systems can complement and even improve human decision-making, especially career decisions, in the era of big data (Schepman & Rodway, 2020). Although AI systems can easily replace humans when it comes to structured and semi-structured decisions (Duan et al., 2019),

we do not anticipate this to be the case at least shortly for career decisions. AI will affect the structure of several labor markets, just as all previous productivity-enhancing technologies have, resulting in an increase in income and, subsequently, an expansion and diversification of consumption patterns (Faulds & Raju, 2020). However, AI systems can enhance individuals' analytical and decision-making skills and help them make better choices (Wilson & Daugherty, 2018). Today's optimal system for career planning is a blend of career information, expert, and decision-support systems (Gati & Kulcsar, 2021).

Even though AI holds a broader range of technologies used in different areas of our society, for the present paper, we are focusing more on the social media discourse as it is the predominant factor in every Gen Z's life, no matter the age or social category.

In the social context where Gen Z teenagers are constantly online on different devices, living so much of their lives in the virtual world, we can state that social media content strongly influences their image of the world and life. In general, they absorb and use different devices that would make their lives easier and more focused on their interior world while offline. Therefore, we can ask the question: How would this very high-tech digital skilled generation's vocational route evolve?

Another feature of Gen Z teenagers is to know themselves to learn experientially - trying, again and again, to see what fits best. In the career-choosing field, this could also translate into the need to try different occupations to obtain self-knowledge. As Allport and Herseni (1991) put it, *For the adolescent, the core of the identity is choosing a future profession or goal. He knows that the future must follow a plan, and therefore the identity conscience will have a certain dimension that was lacking during childhood*. Skipping the step of knowing himself, the young professional will manifest dissatisfaction in his career, sometimes leading to depression.

Another feature of Generation Z is multi-tasking which would lead to another crisis of specialists among the youth in the job market. While Generation Z is good at doing multiple things at a time, they get bored quickly, and their work has to suffer from the quality standpoint, as this generation is not used to going into depths of specialization in a single field but more to joggle with multiple tasks at the same time.

3.3. Job Market- Opportunities and Challenges

With the increasing use of social media and the rapid increase in knowledge just a click away, Gen Z teenagers may find themselves bombarded with information but with insufficient tools to help them navigate the information maze. Therefore, in addition to the expected changes in this developmental period, every teenager must successfully navigate the sea of information and make an informed choice about their future career.

In the labor market, employers state that they constantly deal with young people who need more satisfaction regarding their careers. However, whether we talk about dissatisfaction with the job itself, the job environment, or the reward system, the youths from this generation seem different from the previous ones. They value their happiness and health more than the career itself and the money they could get (Răducanu, 2022).

Another feature of the labor market nowadays is that Gen Z youths need constant feedback and immediate reward. So they seek mentors who guide and care about them and are ready to work in an environment that nurtures human connections. Being used to receiving immediate feedback in online communities, they are mirroring this back in the offline environments as a requirement for natural human connections.

Even if each country might have struggles and opportunities in the job market due to globalization, the social phenomena in this paper could be researched at the global level. Furthermore, as Giddens (1991) says*, Everyone continues to live a local life, yet phenomena worlds, for the most part, are truly global*; we live the phenomenon of globalization, and so do the native-digital youngsters of Gen Z. Analyzing the social media content that the teenagers are consuming we find out that the national borders are easily erased as they follow and watch content from different countries of origin, mainly in English but as well in other languages as they are especially visuals.

The vocational identity correlates with self-image as Gen Z is *more aware of itself and more narcissistic than the previous generations* (Desjarlais, 2019), so this would translate into the desire to lead, the need to be seen as contributors in the work environment, and personal freedom to work as they seem appropriate to.

Of course, many other essential features of Gen Z will make a change in the labor market as well as in society itself. A recent one that has yet to be researched enough is the effect of working from home during the pandemic on the Gen Z (already connected to technology) youth. Will they prefer and demand to continue to work from home, or will they lack face-to-face interactions and choose a classic working environment?

The study that Robert Half (2015) conducted before the pandemic shows that more than half - 65% of Gen Z's interviewed prefer to work from an office within a small group, in private spaces that give them intimacy. Studying or working from home during the pandemic may have increased the numbers of those Gen Z's who would prefer to work from an office lacking the human connections they value.

As Gen Z value their holistic well-being, their view on the career path is quite different from their previous generations (Törőcsik et al., 2014). The job is not their final life goal but merely a means to live according to their purpose, values, and personal goals (Robert Half, 2015). Learning from their parent's life lessons that they should follow their passions but also from their mistakes, Gen Z's view of work consists in fitting the career in their lives more than turning their lives around their career goals (Sandu et al., 2014). Suppose we translate this into the labor market characteristics of Gen Z. In that case, we can summarize it in a well-delimitated work-life schedule, honest job description, and a healthy work environment.

Of course, by summarizing and translating all of Gen Z's features on the labor market, we get a more comprehensive portrait of what kind of employees they are and how the labor market should look to be appealing to them.

On the other hand, the present jobs crisis can be seen in many developing countries around the world, which are in a stage of socio-economic transition that has affected the entry of Gen Z into the labor market. Precarious services replace stable jobs that we have known. In this stage of life, there are also rapid alternations of *temporary work, unemployment, traineeships, or further training* (Brezeanu Stăiculescu, 1995) that create a complex and unknown world for the Gen Z and the companies competing with each other for a skilled workforce.

While Gen Z natively uses AI in all their life areas, their actions are shaped mainly by digital networks and social media use. Similarly, they impact the online world and then bring it to their offline careers for their interactions, work procedures, and desire to collaborate with their colleagues (Gavreliuc, 2006).

3.4. Technology Implications

Nowadays, digital tools have helped enhance each stage of the recruiting process, from candidate research through offer acceptance to employee retention. Technology has its benefits and drawbacks of various devices. The COVID-19 pandemic has been a lesson for recruiters and employees who faced economic distress and severe competition, dismissing employees because of the worldwide situation (Li & Lalani, 2020). It has become essential to innovate to identify, select, and keep the top talents from around the globe, considering that it is more challenging to pick and retain the proper people (Robinson, 2020).

Social networks are the first technology to be analyzed in this paper. Its first role is to connect employers and employees, facilitating rapid and direct communication between the two. Second, the development of the employer brand by strengthening the reputation, visibility, and attractiveness of the company and encouraging contact. Third, transparency in relationships helps in establishing trust and encourages more prosperous and humane exchanges away from the formality of job id (Mahon, 2019). Fourth, the sharing of relevant job openings. In contrast to the role of social networks, the disadvantages must be mentioned, such as the level of confusion and volatility produced by social networks making it hard to monitor and regulate the flow of talent.

Regarding the benefits of these platforms, it is possible to gain a clear picture of the organization's social actions, objectives, goals, guiding values, and corporate culture. As a result, the candidates can better understand the organization and prepare for interviews. Numerous recruitment firms and professional networks are also active on social networks to uncover talent and boost their reputations. These organizations engage with their target consumers and communicate with them via community managers (Allal-Chérif et al., 2021).

Facebook is a platform whose audience is based on young and active persons and permits the collection of spontaneous candidacies, the advertising of events, the distribution of offers, and the promotion of a company's values and culture via viral marketing. On the other hand, LinkedIn has become linked with recruitment and appears to be a requirement for firms attempting to recruit job seekers. Artificial intelligence enables the examination of highly heterogeneous and unstructured social network data. It allows comparisons between candidates' knowledge and skills and enterprises' operations and needs.

Moreover, it is common nowadays for companies to have a chatbot, a virtual, autonomous, intelligent entity capable of conversing with humans and other chatbots. These robots are programmed to comprehend their actual or virtual interlocutors' requests and inquiries and provide them with responses, guidance, information, and services. In the context of recruitment, chatbots can first send messages to potential candidates via e-mail, SMS, Skype, Messenger, WhatsApp, or Facebook. Second, chatbots can communicate with these candidates to pre-screen them using simple criteria. Chatbots enhance companies' employer brands that can now connect with all applicants during recruitment. Third, they can answer employees' questions about the proposed job and the recruiting company. Forth, they can plan and prepare for the interview and inform candidates of the next steps in the recruitment process. In addition, they will supply candidates who were passed over with feedback, which is impossible at most companies. These conversations can occur concurrently with thousands of prospects, allowing recruiters to choose the most promising candidates and move through them more swiftly. These chatbots will not perform the same tasks as human recruiters but will assist them (Allal-Chérif et al., 2021).

3.5. Generation Z Skills Needed for Mastering AI Technology

We live in an era where computers and other sophisticated technology substantially affect how things are carried out (Tang et al., 2020). Therefore, Generation Z must be educated on artificial intelligence because its use in everyday life is unavoidable (Sijing & Lan, 2018). However, understanding the basics behind AI algorithms might take much work initially. Still, considering that Generation Z was exposed since birth to this kind of technology, we can assume that it is easier for them to gain knowledge and master the needed skills (Figure 1). Cognitive can be seen as a challenge to respond with understanding and reflection, meaning that it is mandatory to possess 21st-century learning skills, such as critical thinking, creative thinking, and problem-solving (Sanusi et al., 2022).

To contribute to the success of a classroom/ organization Generation Z must display teamwork skills to drive collaborative effort. Teamwork is the second skill and a method for fostering a social climate that encourages collaboration. Therefore, Sanusi et al. (2022) study hypothesizes that cognitive ability can influence teamwork ability when acquiring AI literacy, meaning that mental competence affects teamwork competency.

Skill competence is the third skill needed to master AI. It is described as the capacity to carry out a job function or task using information gained logically and deliberately while maintaining sustained attention engagement. Consequently, skill competency can be understood as the mastery of certain learning sets of abilities necessary for specialization and task completion. In addition, perceived cognitive competence is critical for Generation Z, who are learning AI concepts that are already challenging to comprehend (Brown, 2002). Therefore, learners' mental competency may influence their skill competence in AI education (Luckin et al., 2022). Thus, skill proficiency is affected by cognitive ability.

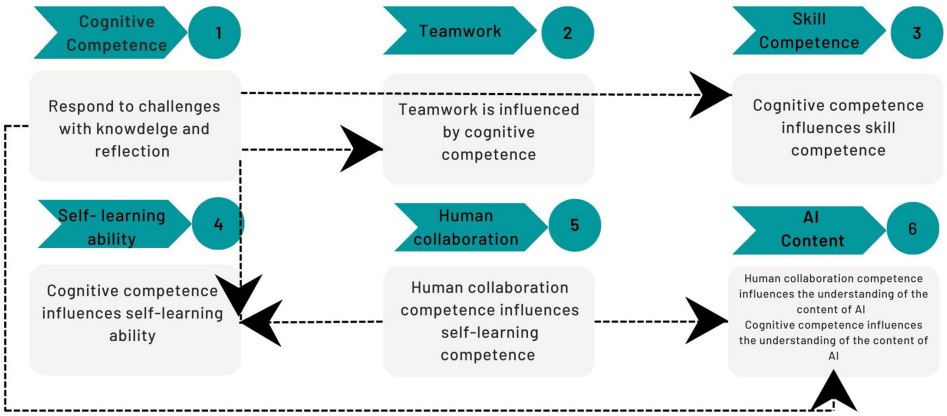

Figure 1. The skills needed by Generation Z to master artificial intelligence technology or to develop it, and their connection

Source: Authors' elaboration

The fourth skill, self-learning, is the process through which individuals acquire knowledge without the aid or intervention of others. In other words, Generation Z controls what they study, when, and how they learn. Self-learning enables the student to acquire knowledge and improve cognitive skills actively. The cognitive ability of students aiming to gain AI literacy influences their self-learning ability (Gani, 2016).

Humans have collaborated for ages to study in school and execute duties at work. However, technological advances allow people and machines to collaborate using AI-powered computer agent technology and other related tools (Cao et al., 2021). Similarly, Knauer et al. (2017) research has demonstrated that collaboration between humans and robots can enhance effective learning and task completion. On the other hand, Sanusi et al. (2022) study examines how the human-tool collaboration technique for teaching AI to Generation Z affects their self-learning skills.

The last skill needed by Generation Z is the importance of learning and exposing to AI content. There are several factors to be considered: the learning material affects the person's ability to learn, analyze and retain information. This school curriculum should be thoughtfully crafted to pique students' interest in AI and inspire them to learn more about it. The level of human-tool collaboration skill plays a role in how well AI content is understood, but also the ability to think critically impacts the understanding of AI material.

4. FUTURE RESEARCH DIRECTIONS

Researching the way that AI is involved in Gen Z's development and choosing their career leads us to further research the involvement of AI in Industry 5.0 and Society 5.0 as it shapes the economy and culture worldwide. Both Society 5.0 and Industry 5.0 represent major shifts in communities and economies toward a new paradigm for balancing economic progress with the resolution of social and environmental concerns, as well as addressing obstacles related to human-machine interactions and talent matching (Carayannis & Morawska-Jancelewicz, 2022). That is why we believe that further research could give a more accurate perspective on how society deals with these changes in order to better acclimatize Gen Z in the workforce.

A few years ago, the idea of Industry 5.0 began to emerge, and ever since then, it has been the topic of extensive conversation among participants hailing from research institutes as well as financing organizations. At the same rate and mostly due to the extensive and rapid increase of technology in the globalized society, Society 5.0 emerged as a vision of a future society that is human-centered, super-smart, and lean. It was begun by the Japanese government in 2016, and it describes a society that is guided by scientific and technical innovation. It was proposed that Japan adopt the idea of Society 5.0 in order to achieve a balance between economic development and the resolution of social issues (such as an increasing elderly population, low birth rates, and a loss of competitiveness). This will be accomplished by delivering essential goods and services to individual people at the necessary level and at the appropriate time via the merging of cyberspace and physical space using 5 G, Big data, artificial intelligence, and other technologies (Huang et al., 2022).

Gen Z through all its characteristics will affect the labor market as well as it will greatly be affected of it. The symbiosis coming from the mutual change will shift even more society and the industry. When it comes to jobs impacted by AI rising and which are yet to be invented there lies the question of how Gen Z are preparing themselves for such a labor market and a perpetual changing society.

Human-centeredness is an essential component of both Industry 5.0 and Society 5.0. As it can be seen Industry 5.0 seeks to activate the creativity of humans in industry and evolve industry to human-centered, resilient, and sustainable prosperity. The objective of Society 5.0 is to create a human-centered, super-intelligent, and efficient society with a shared comfortable, and sustainable future for all. Future industry and society will be preoccupied primarily with the vitality and demands of each individual (Huang et al., 2022). That is why we believe that in-depth and extensive further research on this topic will help us better understand and analyze choosing one's career for Gen Z.

5. CONCLUSION

While still studying the theoretical standpoints of Generation Z particularities to narrow down the theoretical framework further and to be able to relevantly identify the critical indicators of how artificial intelligence is influencing the career choice for this generation, it is essential to emphasize that the success of this generation will be widely recognized in the 21st century considering their skills and their tendency for technology and to keep up the rate of the digital evolution (Dâncu, 2018).

It is common knowledge that Gen Z's the digitalized generation of all, but the question lies within who is influencing whom. In the present study, we have focused on learning about decision-making and identifying the essential features in choosing one future career. Of course, opportunities have a crucial role in selecting a job. Still, to gain them, it is mandatory to have the prerequisite skills for applying artificial intelligence technology while studying or working (Cao et al., 2021).

Cognitive competency, teamwork, skill competence, self-learning ability, human collaboration, and exposure to AI content are the significant traits that are looked for in the job market nowadays. On the other hand, we can acknowledge that using more and more AI in our society led to significant shifts in Gen Z's decision-making process regarding their careers and values like personal happiness, personal health, a healthy work environment, and a balanced work-life scheduled together with mastering the AI skills. As a result, Gen Z is choosing their careers to fit their values rather than adapting them to reach the higher ground on the career ladder.

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