WORK LEARN INSTITUTE

FUTURE WORKFORCE PERSPECTIVES SURVEY

MASTER REPORT

April 2023

UNIVERSITY OF WATERLOO | Co-operative and Experiential Education

EXECUTIVE SUMMARY

The future workforce perspectives survey (Gen Z survey) was conducted by researchers at the Work-Learn Institute (WxL) in 2022 to explore the values and workplace preferences of Generation Z (Gen Z), the individuals born between 1997 and 2012. The study was motivated by the growing share and importance of Gen Z in the workforce, the lack of empirical evidence about the personal characteristics of this generation and what they look for in their future work and the pervasive impacts of these two variables on shaping Gen Z's career choice, job satisfaction, and organization commitment. The survey collected data about Gen Z's personal traits, workplace preferences, and demographics. Findings of the study would enhance our understanding of this future workforce, helping educators to better support them in career planning and employers to better attract and retain Gen Z talent. A total of 2,097 co-op students from the University of Waterloo (Waterloo) completed the survey.

The results show that Gen Z's core values include helping others, enjoying life, and self-direction . In terms of workplace preferences, Gen Z places the highest importance on jobs that offer work-life balance and employment security, and prioritizes employers who offer training and development and a culture that values individuality and equality, diversity, and inclusion (EDI). Further, these values and preferences vary among Gen Z members by certain demographic factors (Faculty of study, work-term experiences, residential status, gender, race, Indigeneity, disability status and parents' education).

The report is structured into four main sections. The first, Background, briefly describes Gen Z based on the existing literature and summarizes the survey rationale, aims, contents and the highlights of the data collection process. The second section, Findings, presents the results of data analysis by the main survey contents. The third section wraps up the report with the key takeaways from the results that may be of practical value to stakeholders. The final section, Gen Z profiles by Faculty, highlights the outstanding values that feature students from each Faculty at Waterloo.

1. BACKGROUND

1.1. About Generation Z – The future workforce

- Born between 1997 and 2012 (Statistics Canada, 2022)
- Comprising more than 24 % of the global workforce (Nair, 2017)
- Projected to hold almost all entry-level jobs by 2030 (McGaha, 2018)
- Demonstrating distinct characteristics: digital native, open-minded, ethical, entrepreneurial, quick at learning, good at multi-tasking, short attention span (Robertson, 2018)
- Holding unique work values: work-life balance, remuneration, job security, corporate social responsibility (Acheampong, 2021).
- Expected to reshape the future workplace (Aggarwal et al., 2020).

1.2. About Future Workforce Perspectives survey (or Gen Z survey)

Survey rationale
- The growing share and importance of Gen Z in the workforce.
- The lack of empirical evidence about Gen Z's values and workplace preferences.
- The pervasive impact of values and workplace preferences on one's career decisions, job satisfaction and organization commitment (Rounds & Jin, 2013)

Survey aims

- To gain an evidence-based understanding of Gen Z values and workplace preferences.
- To help educators to better support Gen Z students in career planning, and employers to better attract, manage and retain Gen Z talent.

Survey contents

Work values
The importance Gen Z assigns to different job and employer attributes

Work arrangement preferences
The work mode and number of remote workdays in a week that Gen Z prefers

Employer support preferences
Employer support that Gen Z finds important for their learning, career advancement and work-life balance

Portrait values
How Gen Z prioritizes 10 human universal values

Demographics
Faculty, number of work terms completed, residential status, gender, sex, race, parents' education, indigeneity, disability status

Survey highlights

Survey launched on **Oct 25, 2022**

Online survey invites emailed to **27,641** Waterloo co-op students

Survey open for **2 hours**

2,448 responses

2,097 completed surveys

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2. FINDINGS

2.1. Work values

The most important employer attributes to Gen Z are training/development, culture that values EDI and individuality. The least important employer attributes to Gen Z, and the only two that are rated under the scale mid-point, are organizational prestige and commitment to sustainability.

The most important job attributes to Gen Z are work-life balance, job security and remuneration. The least important job attributes are attractive location, challenging work and relocation/international travel opportunities.

Table 4. Mean importance ratings* of different job and employer attributes (n=2097) (Items organized in descending order of mean ratings)			
Survey items	*Mean*	*SD*	% of "Very important" & "essential"
Employer attributes			
Professional training and development	4.12	0.84	78.3%
Culture that values EDI	3.86	1.10	66.1%
Culture that respects individuality	3.74	0.99	61.4%
Good reference for future job	3.62	0.92	57.0%
Mentorship/coaching	3.58	1.03	55.7%
Commitment to sustainability	2.95	1.07	30.9%
Organizational prestige	2.67	0.99	19.5%
Job attributes			
Work-life balance	4.29	0.87	83.4%
Job security	4.14	0.85	78.9%
Competitive salary	4.09	0.91	75.8%
Benefits (pension, health insurance)	4.07	0.92	76.1%
Positive social relationships	3.90	0.91	69.9%
Flexible working conditions	3.62	1.01	56.7%
Social impact	3.57	1.07	54.9%
Leadership opportunities	3.30	1.04	44.2%
Promotion	3.25	1.01	39.4%
Challenging work	3.23	0.95	37.9%
Attractive location	3.21	1.12	42.2%
Relocation/international travel	2.53	1.22	23.7%
*Calculated on a scale of 5 (1=not at all important; 2=moderately important; 3=important; 4=very important; 5=essential) EDI = Equity, Diversity, and Inclusion			

2.2. Work arrangement preferences

Work mode preferences

Gen Z prefers a hybrid work mode with a slight lean towards the in-person portion. More than two-thirds (77.8%) said their ideal job would offer a mixture of in-person and remote work. On either side, the percentage of students who prefer to work exclusively in person is nearly twice as much as the percentage of those who prefer to work exclusively remotely, at 14.4% and 7.8% respectively. More than 50% of the participants said they prefer no more than two remote workdays in a typical five-day work week.

Table 5. Work mode preferences (n=2096)		
Survey items	Frequency	%
Preferred work mode		
Work exclusively in person (in an office)	302	14.4%
Have a mixture of in-person and remote work (hybrid)	1630	77.8%
Work exclusively remotely (work from home or other private spaces)	164	7.8%
Preferred number of remote workdays in a week (n=2094)		
0	68	3.2%
1	267	12.8%
2	721	34.4%
3	666	31.8%
4	205	9.8%
5	151	7.2%
Another number	16	0.8%

Work/home life distinction preference

Gen Z has a strong preference for distinguishing between work life and home life. All survey items reflecting a tendency for work/home life distinctions are rated above the scale mid-point.

Table 6. Work/home life distinction preference (n=2095)			
Survey items	Mean*	SD	% of at least somewhat agree
I don't like work issues creeping into my home life.	6.12	1.15	90.6%
I like to be able to leave work behind when I go home.	5.99	1.21	88.6%
I prefer to keep work life at work.	5.77	1.27	85.3%
I don't like to have to think about work while I'm at home.	5.55	1.42	79.8%

*Calculated on scale of 7: 1=strongly disagree; 2=disagree; 3=somewhat disagree; 4=neither agree nor disagree; 5=somewhat agree; 6=agree; 7=strongly agree)

Likeliness to seek flexible work arrangements

Gen Z is likely to intentionally seek flexible work arrangements. All survey items reflecting this intention are rated above the scale mid-point. The plan that Gen Z is most likely to do is to intentionally seek out a career where flexible work arrangement is an option (73.4% of respondents said they are likely to do so), and the plan that Gen is the least likely to do is to mention their desire for a flexible work program during a job interview (51% of respondents indicated that they are unlikely to do so)

Table 7. Likeliness to seek flexible work arrangements (n=2091)			
Survey items	Mean*	SD	% of "somewhat likely" & "very likely"
Intentionally seeking out a career with flexible work arrangement option	3.92	0.96	73.4%
Prioritizing availability of flexible work programs when deciding among potential employers	3.83	0.96	71.1%
Mentioning a desire to utilize a flexible work program during a job interview	3.29	1.19	48.9%

*Calculated on scale of 5 (1=very unlikely; 2=somewhat unlikely; 3=neither likely nor unlikely; 4=somewhat likely; 5=very likely)

2.3. Employer support preferences

Gen Z finds all listed kinds of support at least somewhat important for their work-life balance, learning and career advancement.

- For their work-life balance, Gen Z values personal appointments during work hours and distinction between work life and home life the most, and guidelines for communicating off-work hours the least.
- For their learning, Gen Z values constructive feedback the most, and unfamiliar tasks that challenge them the least.
- For their career advancement, Gen Z values clear communication of promotion criteria the most, and job rotation the least.

Table 8. Mean importance ratings* of different kind of employer support (n=2096) (Items organized in descending order of mean ratings)			
Survey items	*Mean*	*SD*	% of Very important & essential
Employer support for work-life balance			
Allow personal appointments during work hours	4.07	0.85	77.0%
Distinguish work life and home life	4.05	0.81	78.3%
Access to unpaid leave	3.83	0.90	66.2%
Guidelines for communicating off-work hours	3.41	0.91	45.7%
Employer support for personal learning			
Constructive feedback	4.22	0.69	87.4%
Mentorship from seniors	3.97	0.77	74.6%
Work time for upskilling and training	3.91	0.89	69.8%
Work with new tools	3.91	0.82	71.4%
Assign unfamiliar and challenging tasks	3.77	0.81	64.1%
Employer support for career advancement			
Clear communication of promotion criteria	4.10	0.75	81.6%
Discuss career goals	3.84	0.84	67.8%
Leadership development	3.84	0.86	68.5%
Informal socialization	3.77	0.88	64%
Personalized career plan	3.76	0.89	62.2%
Job shadowing	3.69	0.92	59%
Job rotation	3.51	1.00	50.8%

* Calculated on a scale of 5 (1=not at all; 2=very little; 3=somewhat; 4=to a large extent; 5=to a very large extent)

2.4. Values

The three values that best describe Gen Z are benevolence (helping others), hedonism (enjoying life), and self-direction (exploring curiosities). The two portrait values that least describe Gen Z are power (being in charge) and traditions (following customs). Compared to the 2018 cohort, Gen Z in 2022 scored higher in hedonism (enjoying life) and lower in achievement (standing out from others) and self-direction (exploring curiosities).

Table 3a. Mean likeness ratings* of 10 portrait values by 2018 student cohorts (n=284)

Value	Definition	Rank	*M*	*SD*
benevolence	Helping others	1	4.35	0.79
hedonism	Enjoying life	3	4.24[b]	0.80
self-direction	Exploring curiosities	2	4.33[a]	0.77
universalism	Justice and equity	5	4.14	0.89
security	Safe communities	4	4.23	0.73
achievement	Standing out from others	6	3.85[a]	0.91
stimulation	Looking for adventures/risks	7	3.53	0.98
conformity	Following rules	8	3.22	0.99
tradition	Following customs	9	2.84	0.99
power	Being in charge	10	2.83	1.00

*Calculated on a scale of 5 (1=Not at all like me; 2=Not like me; 3=Neutral; 4=Like me; 5=Very much like me). Superscripts indicate a statistically significant difference (*p*<.05) between two groups where a>b)

Table 3b. Mean likeness ratings* of 10 portrait values by 2022 student cohorts (n=2096)

Value	Definition	Rank	*M*	*SD*
benevolence	Helping others	1	4.40	0.71
hedonism	Enjoying life	3	4.36[a]	0.73
self-direction	Exploring curiosities	2	4.20[b]	0.80
universalism	Justice and equity	5	4.17	0.93
security	Safe communities	4	4.14	0.79
achievement	Standing out from others	6	3.69[b]	0.98
stimulation	Looking for adventures/risks	7	3.59	1.02
conformity	Following rules	8	3.12	1.06
tradition	Following customs	9	2.91	1.06
power	Being in charge	10	2.81	1.01

*Calculated on a scale of 5 (1=Not at all like me; 2=Not like me; 3=Neutral; 4=Like me; 5=Very much like me). Superscripts indicate a statistically significant difference (*p*<.05) between two groups where a>b)

3. KEY TAKEAWAYS

- Gen Z wants to work in
    - organizations that support growth and equality, diversity, and inclusion (EDI);
    - jobs that offer work-life balance and security.
- To support Gen Z
    - Institutions can
        - ✓ engage with more employers who can offer work conducive to Gen Z's needs;
        - ✓ work with employers on ways to attract, on-board, and support different groups of students.

- Employers can
  - ✓ advertise and manage work-life balance;
  - ✓ offer flexible time and space;
  - ✓ clarify career development;
  - ✓ train supervisors as coaches/mentors;
  - ✓ foster EDI in the workplace;
  - ✓ provide extra support for work-life balance, training and development, individuality, and EDI for employees from EDGs.

4. Student Profiles

4.1 Academic profile

A typical participant is from the Faculty of Engineering (36.4%), has at least one work-term experience (71.9%), has experienced a mix of more than one work mode (in-person, remote, or hybrid) (55.3%).

Table 1. Academic profile		
Survey items	Frequency	%
Faculty (n=2095)		
Health	180	8.6%
Arts	382	18.2%
Engineering	763	36.4%
Environment	121	5.8%
Math	401	19.1%
Science	242	11.6%
Other	5	0.2%
Number of work terms completed (n=2095; Mean = 2.13; SD=1.86)		
0	610	29.1%
1	266	12.7%
2	344	16.4%
3	379	18.1%
4	234	11.2%
5	141	6.7%
6	117	5.6%
7 or more	4	0.2%
Work-term mode experienced so far (n=2095)		
In-person only	207	14.0%
Hybrid only	244	16.5%
Remote only	210	14.2%
Mixed (two or more of in-person, hybrid and remote modes)	817	55.3%

4.2 Personal profile

A typical participant was aged 18 to 20 as of 2022 (60.2%), is a Canadian citizen or permanent resident (88.2%), self-identifies as female (61.5%) and straight/heterosexual (71.1%), is a member of a racialized group (or non-white) (72%), and non-Indigenous (98.3%), belongs to a family with at least one parent having attended university (78.5%), and does not have a disability (85.8%). This profile aligns closely with how Gen Z is often described in the literature: more demographically diverse, and coming from a family with higher parental education than do members of any previous generation (Fry & Parker, 2018).

The data provided by the sample is thus expected to represent the work-related perspectives of a typical Gen Z member.

Table 2. Personal profile		
Survey items	Frequency	%
Birth Year (age in years as of 2022) (n=2047)		
1997 (25)	12	0.6%
1998 (24)	16	0.8%
1999 (23)	57	2.8%
2000 (22)	331	16.2%
2001 (21)	387	18.9%
2002 (20)	464	22.7%
2003 (19)	378	18.5%
2004 (18)	391	19.1%
2005 (17)	10	0.5%
2006 (16)	1	0.0%
Residential status (n=2092)		
International	247	11.8%
Domestic	1845	88.2%
Gender (n=2082)		
Woman	1280	61.5%
Man	708	34.0%
Other	66	3.2%
Prefer not to answer	28	1.3%
Sexual identity (n=2063)		
Straight/Heterosexual	1466	71.1%
Other	472	22.9%
Prefer not to answer	125	6.1%
Race (n=2035)		
White	570	28%
Non-white/Racialized	1465	72%
Prefer not to answer	0	0%
Indigeneity (2080)		
Yes	13	0.6%
No	2045	98.3%
Prefer not to answer	22	1.1%
Parents' education (2082)		
First generation to attend university	398	19.1%
One parent attended university	410	19.7%
Both parents attended university	1225	58.8%
Prefer not to answer	49	2.4%
Disability status (2083)		
Yes	182	8.7%
No	1787	85.8%
Prefer not to answer	114	5.5%

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APPENDIX: SURVEY INSTRUMENT

Future Workforce Perspectives Survey

Study Title: Exploring the Workplace Preferences of Gen Z Talent

You are invited to participate in a survey about Gen Z workplace preferences conducted by researchers at the Work-Learn Institute (WxL) at the University of Waterloo. As a student enrolled in a co-op program at the University of Waterloo, your experience is relevant to the study. To help you make an informed decision regarding your participation in this study, the information below will explain what the study is about, the possible risks and benefits, and your rights as a research participant.

What is the study about?

This study aims to identify work preferences of "Gen Z" (individuals born between 1997 and 2012). Insights from this study will guide employers' recruitment and policy decisions and add to the academic knowledge base about Gen Z at work.

I. Your responsibilities as a participant

What does participation involve?

Participation in the study involves completing an ***anonymous*** online survey that will take approximately ***15 minutes*** of your time. The survey will ask you about work preferences, such as the characteristics of your ideal job, and personal characteristics.

Who may participate in the study?

To be eligible to participate in this study, you must 1) be an undergraduate student enrolled in a co-op program at the University of Waterloo; and 2) self-identify as Gen Z (individuals born between 1997-2012).

II. Your rights as a participant

Is participation in the study voluntary?
Your participation in this study is voluntary. You may skip any question(s) that you would prefer not to answer without penalty. You may decide to leave the study at any time by not submitting your responses. Please note and once you have chosen "Yes, I consent to participate in this study" and submitted your response, it is not possible to withdraw your consent to participate as the survey is anonymous and we thus have no way of knowing which responses are yours.

If you choose to withdraw and still wish to receive remuneration, please click through to the end of the survey to read the remuneration information and submit your student ID and email address. This identity information will be deleted permanently after all participants have been remunerated.

Will I receive anything for participating in the study?
In appreciation of your time, you will receive a $5 Starbucks e-gift card for participating in the survey. The amount received is taxable. It is your responsibility to report this amount for income tax purposes.

What are the possible benefits of the study?
Participation in this study will not provide any personal benefit to you. The research team hopes that the information you provide will help employers better understand Gen Z and their preferences for the workplace. Findings from the study will also provide insights to the academic research community on Gen Z in the workplace.

What are the possible risks associated with the study?
The risks associated with participation in this study are expected to be no greater than what you might experience in your day-to-day life.

Privacy, Data Retention and Storage
Any data pertaining to you as an individual participant will be kept confidential. Your data will be assigned a random identification number and your identity will be kept confidential. De-identified research data will be stored on a secure University of Waterloo Microsoft Teams server. Only the research team will have access to the study data. The data will be kept for at least 7 years, after which they will be destroyed, according to University of Waterloo policy. Once all the data are collected and analyzed for this project, we plan on sharing this information with the research community through webinars, conferences, presentations, and journal articles. The data will be reported in aggregate only and you will not be identified in any communication about the research.

If you indicate your interest in receiving the e-gift card, or in allowing us to follow up with you about the survey topic after you graduate, or in receiving a summary of the research findings, we will be asking for your email address and student ID. This information will be stored on a secure University of Waterloo Microsoft Teams server separate from the survey data and will be destroyed once all remuneration has been provided.

You will be completing the study through an online survey operated by Qualtrics. Qualtrics has implemented technical, administrative, and physical safeguards to protect the information provided via the Services from loss, misuse, and unauthorized access, disclosure, alteration, or destruction. However, no Internet transmission is ever fully secure or error-free.

III. Questions, comments, or concerns

Has the study received ethics clearance?

This study has been reviewed and received ethics clearance through a University of Waterloo Research Ethics Board (project number 44614). If you have questions for the board, please contact the Office of Research Ethics, at 1-519-888-4567 ext. 36005 or reb@uwaterloo.ca.

Who should I contact if I have questions regarding my participation in the study?

If you have any questions regarding this study, would like additional information to assist you in reaching a decision about participation, or would like to receive a copy of the results, please contact a member of the research team using the contact details below.

Anne-Marie Fannon
amfannon@uwaterloo.ca
Director, WxL
University of Waterloo

David Drewery, PhD
dwdrewery@uwaterloo.ca
Associate Director, WxL
University of Waterloo

My Truong, PhD
m7truong@uwaterloo.ca
Research Associate, WxL
University of Waterloo

By clicking "I consent to participate in this study" below, you acknowledge that your participation in the study is voluntary, and that you are aware that you may choose to terminate your participation in the study at any time, for any reason. By agreeing to participate in the study you are not waiving your legal rights or releasing the investigators or involved institution from their legal and professional responsibilities.

Thank you for considering participation in this study.

Do you *consent* to participate in this study?

- ○ Yes, I consent to participate in this study.

- ○ No, I do not consent to participate in this study.

Skip To: End of Survey If Do you consent to participate in this study? = No, I do not consent to participate in this study.

Q1 Are you currently enrolled in a co-op program at the University of Waterloo?

- ○ Yes

- ○ No

Q2 Are you currently enrolled in an *undergraduate degree* at the University of Waterloo?

- ○ Yes

- ○ No

Q3 We are interested in studying the perspective of *"Gen Z"* individuals. We define Gen Z as those born between 1997 and 2012. Were you born in one of these years?

- ○ Yes

- ○ No

> *Display This Question:*
>
> *If Are you currently enrolled in a co-op program at the University of Waterloo? = No*
>
> *Or Are you currently enrolled in an undergraduate degree at the University of Waterloo? = No*
>
> *Or We are interested in studying the perspective of "Gen Z" individuals. We define Gen Z as those bo...
> = No*

<u>Thank You Letter</u>

Thank you for your interest in this study entitled **Exploring the Workplace Preferences of Gen Z Talent.** This study aims to identify work preferences of "Gen Z" (individuals born between 1997 and 2012). Insights from this study will guide employers' recruitment and policy decisions and add to the academic knowledge base about Gen Z at work.

To provide relevant information to employers, this study has a few eligibility criteria associated with it. Unfortunately, you do not meet one or more of these criteria. We appreciate your time and interest in taking the survey. There may be other opportunities for you to participate in our research in the future, and you will be contacted in a similar manner if there is a new opportunity.

If you would like to learn more about the Work-Learn Institute and our research, please click the following link: https://uwaterloo.ca/work-learn-institute/

This study has been reviewed and received ethics clearance through a University of Waterloo Research Ethics Board (project number 44614). If you have questions for the board, please contact the Office of Research Ethics at 1-519-888-4567 ext. 36005 or researchethics@uwaterloo.ca.

If you have any other questions, please do not hesitate to contact one of the researchers listed below.

Thank you again for your interest,

Anne-Marie Fannon
amfannon@uwaterloo.ca
Director, WxL

University of Waterloo

David Drewery, PhD
dwdrewery@uwaterloo.ca
Associate Director, WxL
University of Waterloo

My Truong, PhD
m7truong@uwaterloo.ca
Research Associate, WxL
University of Waterloo

End of Block: Thank You Message

Start of Block: General Instruction

This first section aims to understand your preferences for organizations and jobs you might seek to work in after you have graduated from your academic program. As you answer the questions below, **envision the organizations and jobs you want to work in after you have graduated.**

End of Block: General Instruction

Start of Block: Preferences for Employers

Q4 How important is each of the following to your idea of an *ideal employer*?

Survey items	Not At All Important	Moderately Important	Important	Very Important	Essential
1. My ideal employer is prestigious.	○	○	○	○	○
2. My ideal employer is a good reference for my future job searches.	○	○	○	○	○
3. My ideal employer is committed to sustainability.	○	○	○	○	○
4. My ideal employer has a culture that respects my individuality.	○	○	○	○	○
5. My ideal employer has a culture that values diversity, equity, and inclusion among its personnel.	○	○	○	○	○
6. My ideal employer offers me professional training and development.	○	○	○	○	○
7. My ideal employer offers me a mentor or coach.	○	○	○	○	○

Q5 How important is each of the following to your idea of an *ideal job*?

Survey items	Not At All Important	Moderately Important	Important	Very Important	Essential
1. My ideal job offers challenging work.	○	○	○	○	○
2. My ideal job offers opportunities for relocation abroad and international travel.	○	○	○	○	○
3. My ideal job offers secure employment.	○	○	○	○	○
4. My ideal job offers flexible working conditions.	○	○	○	○	○
5. My ideal job offers good work/life balance.	○	○	○	○	○
6. My ideal job offers a competitive salary.	○	○	○	○	○
7. My ideal job offers good benefits (e.g., pension, health insurance, employee physical or mental wellness program).	○	○	○	○	○
8. My ideal job offers leadership opportunities.	○	○	○	○	○
9. My ideal job offers good possibilities for rapid promotion.	○	○	○	○	○
10. My ideal job has a positive impact on society.	○	○	○	○	○
11. My ideal job is in an attractive geographic location.	○	○	○	○	○
12. My ideal job offers positive social relationships with supervisors and colleagues.	○	○	○	○	○

End of Block: Preferences for Employers

Start of Block: Preferences for Location

Q6 In an ideal job where you have been given the freedom to choose, what *working arrangement* would you prefer?

- ○ Work exclusively in-person (e.g. in an office)
- ○ Have a mixture of in-person and remote work (hybrid)
- ○ Work exclusively remotely (e.g. from home or other private spaces)

Q7 During a typical 5-day work week, *how many days* would you prefer to work remotely, such as from home or in another private space?

- ○ 1
- ○ 2
- ○ 3
- ○ 4
- ○ 5
- ○ Another number (please specify): _____

Q8 To what extent would each of the following from an employer support *your ability* to *manage work life and home life*?

Survey items	Not at all	Very little	Somewhat	To a large extent	To a very large extent
1. Guidelines around communicating with organizational members outside of working hours	○	○	○	○	○
2. A company culture that encourages distinction between work life and home life	○	○	○	○	○
3. Option of unpaid leave from work without the risk of job loss	○	○	○	○	○
4. Freedom to take personal appointments during "work hours" and make up time later	○	○	○	○	○

Q9 To what extent would each of the following from your employer support *your learning at work?*

Survey items	Not at all	Very little	Somewhat	To a large extent	To a very large extent
1. Mentorship from senior members of the organization	○	○	○	○	○
2. Constructive feedback from your supervisor throughout a given project	○	○	○	○	○
3. Opportunity to work with unfamiliar tools such as new computer programs	○	○	○	○	○
4. Being assigned tasks that are unfamiliar to you in ways that challenge you	○	○	○	○	○
5. Dedicated work time for upskilling and relevant training, such as through workshops, conferences, and certification programs	○	○	○	○	○

Q10 To what extent would each of the following from your employer support *your career advancement*?

Survey items	Not at all	Very little	Somewhat	To a large extent	To a very large extent
1. Clearly communicating criteria for promotions	○	○	○	○	○
2. Meetings with your supervisor about your career aspirations	○	○	○	○	○
3. A personalized career development plan that identified jobs relevant to your career aspirations and how you can achieve those	○	○	○	○	○
4. Job rotation opportunities in which you perform the job of another organizational member for a period	○	○	○	○	○
5. Job shadowing opportunities in which you observe the job of another organization member for a period	○	○	○	○	○
6. A company culture that focuses on developing organizational members into future organizational leaders	○	○	○	○	○
7. Opportunities for informal social interaction with other organizational members	○	○	○	○	○

End of Block: Employer Actions

Start of Block: Individual Differences

The next questions are more about you. Your responses will help us understand more about Gen Z and what they want in their future jobs.

Q11 Below are ten statements about a fictional person, named Alex. Each statement highlights something that is important to Alex, or what Alex values. For each statement, please indicate *how much like you* Alex is.

Survey items	Not at all like me	Not like me	Neutral	Like me	Very much like me
1. Alex likes to be in charge and tell others what to do. Alex wants people to do what Alex says.	○	○	○	○	○
2. Being very successful is important to Alex. Alex likes to stand out and to impress other people.	○	○	○	○	○
3. Alex really wants to enjoy life. Having a good time is very important to Alex.	○	○	○	○	○
4. Alex looks for adventures and likes to take risks. Alex wants to have an exciting life.	○	○	○	○	○
5. Alex thinks it's important to be interested in things. Alex is curious and tries to understand everything.	○	○	○	○	○
6. Alex thinks it is important that every person in the world should be treated equally. Alex wants justice for everybody, even for people he doesn't know.	○	○	○	○	○
7. Alex always wants to help the people who are close to Alex. It's very important to Alex to care for the people Alex knows and likes.	○	○	○	○	○
8. Alex thinks it is important to do things the way Alex learned from his family. Alex wants to follow their customs and traditions.	○	○	○	○	○
9. Alex believes that people should do what they're told. Alex thinks people should follow rules at all times, even when no one is watching.	○	○	○	○	○
10. The safety of Alex's community is very important to Alex. Alex wants Alex's community to be safe from harm.	○	○	○	○	○

Q12 To what extent do you *agree* with each of the following statements?

Survey items	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
1. I don't like to have to think about work while I'm at home.	○	○	○	○	○	○	○
2. I prefer to keep work life at work.	○	○	○	○	○	○	○
3. I don't like work issues creeping into my home life.	○	○	○	○	○	○	○
4. I like to be able to leave work behind when I go home.	○	○	○	○	○	○	○

Q13 The following questions are about *flexible work arrangements*. We define flexible work arrangements as "temporary leave, halftime, job-share, flextime or flexplace, and other similar programs that seek to accommodate work–life balance".

Survey items	Very unlikely	Somewhat unlikely	Neither likely nor unlikely	Somewhat likely	Very likely
1. How likely are you to intentionally seek out a career in which flexible work arrangements are an option?	○	○	○	○	○
2. How likely are you to prioritize availability of flexible work programs when deciding among potential employers?	○	○	○	○	○
3. How likely are you to mention a desire to utilize a flexible work program when interviewing for a position with a potential employer?	○	○	○	○	○

End of Block: Individual Differences

Start of Block: Demographics

This final part of the survey contains several questions about your demographic characteristics (e.g. study plan, gender, race). Your responses will help us make meaningful comparisons between different groups, and explore the diversity in your workplace preferences. Your provision of the demographic information is voluntary and you can decline to answer any question by leaving it blank. The data you provide is strictly confidential, will be reported in aggregate only, and will not be used to identify you in any way. More detail about information and privacy can be found in this link. If you have any questions, please contact dwdrewery@uwaterloo.ca.

Q14 What is your *faculty* of study?

- ○ Health
- ○ Arts
- ○ Engineering
- ○ Environment
- ○ Mathematics
- ○ Science
- ○ Other (Please specify) _____

Q15 How many *co-op work terms* have you completed so far?
(*Note*: If you are currently on a co-op work term, please count that as a completed one)

- ○ 0
- ○ 1
- ○ 2
- ○ 3
- ○ 4
- ○ 5
- ○ 6
- ○ 7 or more

Display This Question:

If How many co-op work terms have you completed so far? (Note: If you are currently on a co-op work...
!= 0

Q16 During past and current co-op work terms, which of the following ***work arrangements*** have you had experience with? [Select all that apply]

- ☐ Working exclusively in-person (e.g. in an office)
- ☐ Having a mixture of in-person and remote work (hybrid)
- ☐ Working exclusively remotely (e.g. from home or other private spaces)

Q17 Are you an ***international student***?

- ○ Yes
- ○ No

Q18 What is your ***year of birth***? _____

Q19 Please select the ***gender identity*** option(s) with which you identify. [Select all that apply]

- ☐ Woman (includes cisgender women, trans women, and anyone else who identifies as woman)
- ☐ Man (includes cisgender men, trans men, and anyone else who identifies as men)
- ☐ Gender non-confirming
- ☐ Non-binary
- ☐ Agender
- ☐ Questioning
- ☐ Trans
- ☐ Two-spirit
- ☐ Another gender identity (please specify): _____
- ☐ ⊗I prefer not to answer.

Q20 Please select the ***sexual identity*** option(s) with which you identify? [Select all that apply]

- ☐ Asexual
- ☐ Bisexual
- ☐ Gay
- ☐ Lesbian
- ☐ Pansexual
- ☐ Heterosexual/Straight
- ☐ Queer
- ☐ Two-spirit
- ☐ Questioning
- ☐ Other, please specify _____
- ☐ ⊗I prefer not to answer.

Q21 Please select the ***racial category*** or ***categories*** with which you primarily identify? [Select all that apply]

- ☐ Black (e.g., African, Afro-Caribbean, Black Canadian, Afro-Latine, African American, or other African descent)

□ East Asian (e.g., Chinese, Korean, Japanese, or other East Asian descent)
□ Latine (e.g., Latin American, Indigenous, Afro-Latine or European)
□ Middle Eastern (e.g., Afghan, Egyptian, Iranian, Lebanese, Turkish, Kurdish, or other Arab or Persian descent)
□ South Asian (e.g., East Indian, Pakistani, Bangladeshi, Sri Lankan, Indo-Caribbean, or other South Asian descent)
□ Southeast Asian (e.g., Filipino, Vietnamese, Cambodian, Thai, Indonesian, Malaysian, or other Southeast Asian descent)
□ White (e.g., British, German, Ukrainian, or other European descent)
□ Another racial category (please specify) _____
□ ⊗I prefer not to answer.

Q22 Do you identify as an *Indigenous* person?

○ Yes, an Indigenous person from Canada (i.e. First Nations [status or non-status], Métis, or Inuit/Inuk)
○ Yes, an Indigenous person from outside Canada (for example Saami, Maori, Ainu, Aymara...)
○ No
○ I prefer not to answer.

Q23 Are you a *first-generation university student* (first in your immediate family to attend university)?

○ No, one of my parents attended university
○ No, both of my parents attended university
○ Yes, I am the first in my immediate family to attend university
○ Other (Please specify): _____
○ I prefer not to answer.

Q24 Are you a person with one or more *disabilities*?
(*Definition*: *Disability is a physical, mental, intellectual, emotional, developmental, cognitive, learning, communication, or sensory impairment – or a functional limitation or difference. A disability could be permanent, temporary, or episodic in nature. It could be readily evident or invisible. The disability may result in a person experiencing disadvantage or encountering barriers to full participation in university life*.)

○ Yes
○ No
○ I prefer not to answer.

End of Block: Demographics

Start of Block: Confirmation of consent

You have now reached the end of the survey. Do you agree that we can use your survey response?

○ Yes
○ No

End of Block: Confirmation of consent

Start of Block: Thank you and Remuneration

Thank you for your participation in this study!

Would you like to receive a $5 Starbucks e-card, OR to allow us to follow up with you about the survey topic after you have graduated, OR to receive a summary of the research findings?
(***Please note***, if you answer "yes", you will be redirected to a separate survey where you can provide your student ID and email. This information is collected separately from your anonymous survey responses and will be deleted once all respondents have received remuneration.)

- ○ Yes
- ○ No

End of Block: Thank you and Remuneration