

# Perceived Challenges and Strategies in Managing Generation Z Nurses of Nursing Administrator in Cavite

Mary Rose Plata<sup>1</sup>, Reymart Bolagao<sup>2</sup>

<sup>1</sup>Alumnus, Bachelor of Science in Nursing, St. Jude College Dasmariñas

<sup>2</sup>Dean, College of Allied Health Sciences, St. Jude College Dasmariñas

## Abstract

The nursing workforce is increasingly multigenerational, offering both opportunities and challenges in healthcare delivery. Generation Z nurses (born 1995–2012) are digital natives, technologically proficient, yet often exhibit shorter attention spans, higher anxiety, and individualistic tendencies. Projected to comprise up to 50% of the nursing workforce, their integration requires nurse-administrators to adapt communication, collaboration, and management strategies to their unique needs. This study examined the societal, personal, and organizational challenges perceived by nurse-administrators in managing Generation Z nurses in Cavite, Philippines, and the strategies used to address them. A descriptive-correlational design was employed with 70 nurse-administrators from selected public and private hospitals. Participants completed a structured questionnaire assessing demographics, perceived challenges, and management strategies aligned with Healthy Work Environment standards. Data were analyzed using descriptive statistics, chi-square tests, and Pearson's correlation. Results revealed that administrators' age, experience, and leadership training significantly influenced their management approaches. Middle-aged administrators with continuous professional development were most likely to apply effective decision-making, skilled communication, collaboration, staffing, recognition, and authentic leadership. Societal, personal, and organizational challenges—including workplace conflict, stress, turnover, workload, and lack of empowerment—were addressed through proactive, tailored strategies fostering supportive and efficient work environments. Recommendations highlight structured mentorship, professional development, and leadership training. Future research should explore organizational culture, leadership styles, generational communication preferences, and longitudinal trends to optimize management, enhance nurse satisfaction, and improve patient care outcomes.

**Keywords:** Generation Z nurses, Nurse administrators, Nursing leadership, Workforce management, Multigenerational nursing workforce, Leadership strategies, Healthy Work Environment (HWE) standards, Organizational challenges in nursing, Job stress and nurse turnover, Mentorship in nursing, Professional development, Nursing in the Philippines

## Introduction

The nursing profession is constantly evolving to meet the changing needs of populations and healthcare demands. Today's workforce is more diverse than ever, with multiple generations contributing distinct experiences, perspectives, and expectations. While this diversity enriches nursing with varied expertise

and cultural awareness, it also presents challenges in communication and collaboration across generational lines.

Generation Z (born 1995–2012) grew up as digital natives, highly proficient with technology but often exhibiting shorter attention spans, individualistic tendencies, and, at times, anxiety or insecurity (Chicca & Shellenbarger, 2019). Surveys indicate that 38% of Gen Z plan to enter healthcare, and they are projected to comprise approximately 50% of the nursing workforce in the coming years (Schmitt et al., 2019).

The entry of Gen Z nurses into practice brings both opportunities and challenges. Their technological skills, motivation for work-life balance, and digital fluency require nurse leaders—staff nurses, preceptors, supervisors, and educators—to adapt management approaches and workplace culture to effectively engage and retain them (Chicca & Shellenbarger, 2019).

This study aims to explore the challenges nurse administrators perceive in managing Gen Z nurses. Understanding these challenges is essential for developing strategies that foster positive work environments, bridge generational gaps, enhance communication, and promote collaboration. By addressing the needs and expectations of Gen Z nurses, administrators can improve job satisfaction and retention, while empowering this generation to thrive and contribute fully to patient care.

### Statement of the Problem

This study aims to determine the perceived challenges and strategies of the nurse-administrators in managing Generation Z nurses. Specifically, this study will answer the following questions:

1. What is the demographic profile of the respondents (nursing administrators) in terms of:
  - 1.1 Age;
  - 1.2 Sex;
  - 1.3 Hospital category;
  - 1.4 Position;
  - 1.5 Years of experience as a nurse administrator;
  - 1.6 Years of experience working in current organization;
  - 1.7 Number of staff nurses;
  - 1.8 Number of nursing units; and
  - 1.9 Seminars / Trainings about leadership management?
2. What are the perceived challenges of the nurse-administrators in terms of unique characteristics of Generation Z nurses;
  - a. Societal Challenges;
  - b. Personal Challenges; and
  - c. Organizational Culture Challenges?
3. What are the perceived strategies of the nurse administrators in terms of the Healthy Work Environment (HWE) model which includes;
  - a. Skilled Communication,
  - b. True Collaboration,
  - c. Effective Decision Making,
  - d. Appropriate Staffing,
  - e. Meaningful Recognition, and
  - f. Authentic Leadership.

4. Is there a significant relationship between the demographic profile of the nurse-administrators and the perceived challenges in managing generation Z nurses?
5. Is there a significant relationship between the demographic profile of the nurse administrators and perceived strategies in managing generation Z nurses?
6. Is there a significant relationship between the perceived challenges and perceived strategies of the nurse administrators in managing generation Z nurses?
7. Based on the findings, what output on perceived challenges and perceived strategies of the nurse administrators in managing generation Z nurses can be proposed

### Review of Related Literature

Recent literature highlights the emerging challenges associated with the increasing presence of Generation Z nurses in the healthcare workforce. As this cohort continues to grow in number, unresolved generational differences may create gaps that hinder effective integration, disrupt team dynamics, and negatively affect workforce stability and retention. Understanding the characteristics, expectations, and workplace experiences of Generation Z nurses is therefore essential for nurse administrators and healthcare organizations.

### Generation Z: Traits and Characteristics

Generation Z nurses are frequently described as diverse, open-minded, socially aware, and highly educated, with strong technological competence resulting from growing up in a digitally connected environment (Bindon, 2019). As digital natives, they value innovation, efficiency, and accessibility, often relying on technology as a primary tool for learning, communication, and problem-solving. Despite these strengths, newly graduated Gen Z nurses commonly require structured guidance and consistent support as they transition from academic preparation to independent clinical practice (Sweet & Swayze, 2019).

Elmore and McPeak (2019) characterized Generation Z using the acronym PARTNER—Private, Anxious, Restless, Tech-savvy, Nurtured, Entrepreneurial, and Redemptive—emphasizing both their adaptability and their vulnerability to stress and uncertainty. Additionally, Gen Z nurses demonstrate a strong preference for immediate feedback, autonomy, and individualized recognition, reflecting their desire for transparency and personal growth. These expectations may challenge traditional hierarchical management styles commonly observed in healthcare settings, requiring nurse administrators to adopt more responsive and supportive leadership approaches (Sindhu, 2023).

### Workplace Challenges Faced by Generation Z Nurses

Generation Z nurses experience significant workplace stress, particularly during the early stages of their careers. Studies indicate that 69% of nurses under the age of 25 report experiencing burnout, and 55% of Gen Z nurses consider leaving the profession before reaching retirement age (AMEA; Incredible Health). Factors contributing to these outcomes include high workloads, emotional demands of patient care, limited support systems, and perceived misalignment between personal values and organizational culture.

Research further indicates that Generation Z places a high value on inclusive, respectful, and value-driven workplaces. Approximately 76% seek work environments that recognize and respect diverse identities, while 73% prioritize employers whose values align with their own perspectives and beliefs (Kayser, n.d.). Failure to meet these expectations may lead to disengagement and increased turnover, highlighting the importance of tailored retention strategies that address both professional and psychosocial needs.

### **Nurse Administrators' Challenges and Strategies in the Philippine Context**

In the Philippine healthcare setting, nurse administrators face unique challenges in managing Generation Z nurses, particularly in balancing the rapid adoption of technology with the preservation of effective interpersonal communication and teamwork (Gregorio, 2022; Palma et al., 2020). The integration of digital health technologies requires investments in training and infrastructure, while ensuring that patient-centered care and collaborative practice remain central to nursing services.

To address these challenges, nurse administrators in the Philippines employ strategies that align with both generational preferences and cultural values. These include technology-enhanced training programs, structured mentoring systems, open communication channels, flexible work arrangements, and timely feedback mechanisms (Oducado et al., 2019; Steele, 2021). Such approaches promote professional growth, improve job satisfaction, and support retention among Gen Z nurses, while fostering a positive and collaborative work environment (Lisnadiyanti & Pandin, 2021).

### **Global Perspectives on Managing Generation Z Nurses**

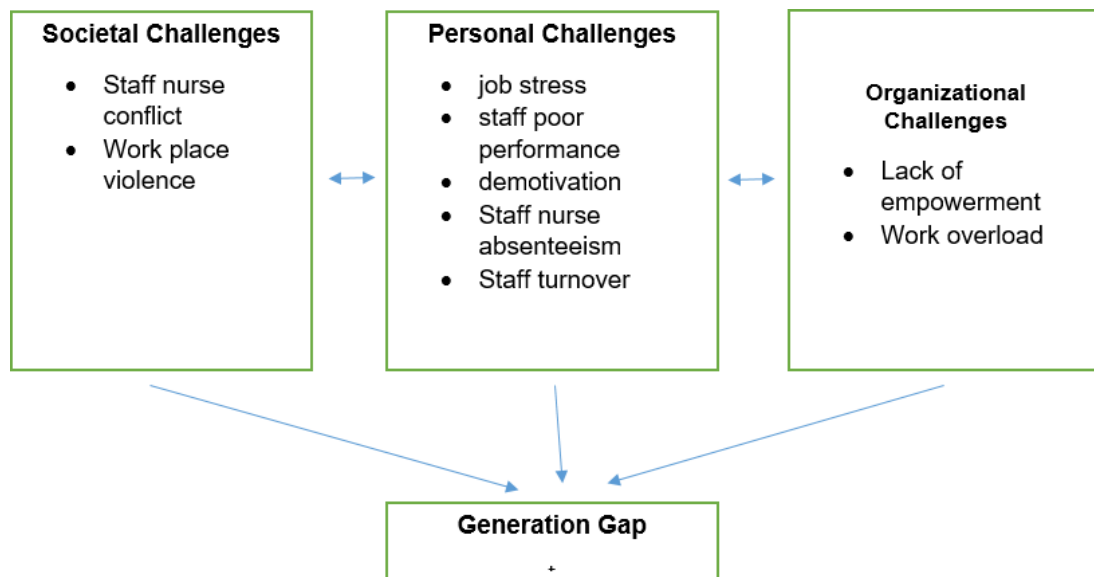
Globally, nurse leaders report similar challenges related to Generation Z nurses' reliance on technology, expectations for immediate feedback, and emphasis on work-life balance (Choi et al., 2022; Kirpik & Cetin, 2023). Traditional leadership models, which often rely on rigid hierarchies and delayed performance evaluation, may be less effective for this cohort. As a result, nurse administrators are increasingly adopting adaptive leadership strategies that emphasize flexibility, communication, and continuous engagement.

Effective management strategies identified in the literature include integrating digital tools into leadership and training practices, implementing regular and constructive feedback systems, and creating supportive work environments that encourage work-life integration (Majid et al., 2023; Wieland & Kucirka, 2019; Forster & Koob, 2023). These approaches not only enhance engagement and performance among Generation Z nurses but also contribute to improved organizational outcomes.

Despite the growing body of literature on generational differences in nursing, studies focusing specifically on nurse administrators' perspectives in managing Generation Z nurses remain limited. This study seeks to address this gap by examining perceived challenges and strategies within a multigenerational nursing workforce, contributing evidence that may inform leadership practices and policy development.

### **Conceptual Framework**

The framework is crafted upon the Generational Gap Theory by Strauss and Howe and modified with subdomains coming from the study of Gab, Elshrief, and Ageiz (2020) entitled "Developing Strategy: A Guide for Nurse Managers to Manage Nursing Staff's Work-related Problems." Nursing staff work-related problems are identified and categorized based on the societal, personal, and organizational challenges that nurse administrators perceive in handling the unique traits and needs of Gen Z nurses. According to this theory, each generation possesses distinct characteristics shaped by historical events and social environments, influencing their values, attitudes, and behaviors Loveitt, (2023).



**Figure 1. Nurse Administrators’ Perceived Challenges in Handling Gen z Nurses**

This study is anchored on the Generational Gap Theory by Strauss and Howe, which posits that each generation develops distinct values, attitudes, and behaviors shaped by historical events and social environments (Loveitt, 2023). These generational differences often manifest in the workplace and may result in misalignment between expectations of employees and leadership. The framework was modified using subdomains adapted from the study of Gab Allah, Elshrief, and Ageiz (2020), entitled “*Developing Strategy: A Guide for Nurse Managers to Manage Nursing Staff’s Work-related Problems.*”

In this study, nursing staff work-related problems are categorized into societal, personal, and organizational challenges as perceived by nurse administrators in handling Generation Z nurses. The generational gap is defined as differences in values, attitudes, and expectations between generations, which may contribute to workplace tension and management difficulties (Mendez, 2018).

### Generational Gap Domains

Societal challenges arise from Generation Z’s strong emphasis on diversity, inclusion, social justice, and value-driven work environments. Members of this generation prefer authentic, personalized experiences and expect immediate and continuous feedback (Ganesh, 2023). Failure of nurse administrators to recognize and address these expectations may lead to workplace conflict, miscommunication, and increased risk of staff dissatisfaction.

Personal challenges stem from Generation Z nurses’ desire for continuous learning, professional development, and empowerment. They are attracted to organizations that offer mentorship, structured training, and clear career advancement opportunities (Inop, 2023). When these needs are unmet, Gen Z nurses may experience work overload, decreased motivation, and reduced sense of professional autonomy. Organizational challenges involve leadership styles, staffing patterns, communication systems, and institutional policies that may not align with Gen Z values and work preferences. Traditional hierarchical structures and limited feedback mechanisms may intensify generational gaps and hinder effective collaboration.

These three domains are interrelated. Societal and organizational challenges can intensify personal challenges, leading to job stress, poor performance, absenteeism, turnover, and demotivation among Generation Z nurses. Likewise, personal challenges may influence organizational outcomes and workplace

dynamics, further widening the generational gap.

Overall, grounding the study in the Generational Gap Theory enables nurse administrators to better understand the multidimensional challenges associated with managing Generation Z nurses. This understanding supports the development of targeted and responsive leadership strategies.



**Figure 2. Healthy Work Environment (HWE) model**

The second conceptual framework guiding this study is the Healthy Work Environment (HWE) Model developed by the American Association of Critical Care Nurses (AACN). In 2005, AACN identified six essential standards necessary for establishing and sustaining healthy work environments: Skilled Communication, True Collaboration, Effective Decision Making, Appropriate Staffing, Meaningful Recognition, and Authentic Leadership.

Skilled communication promotes clarity, trust, and collaboration among healthcare team members, particularly for newly employed nurses. True collaboration fosters mutual respect and shared accountability, supporting professional growth and safe patient care. Effective decision making empowers nurses by involving them in organizational and clinical decisions, improving job satisfaction and patient outcomes. Appropriate staffing is fundamental to nurse well-being, performance, and retention. Meaningful recognition affirms nurses' contributions and enhances motivation. Authentic leadership, as emphasized in AACN research (2021), cultivates a culture of compassion, professional growth, and continuous improvement.

The application of the HWE standards provides evidence-based guidance for nurse administrators in developing strategies to manage Generation Z nurses effectively. By aligning leadership practices with these standards, nurse managers can anticipate and address generational challenges, promote well-being and engagement, and foster a supportive and inclusive work environment. Ultimately, this framework supports harmonious multigenerational collaboration and improved quality of patient care.

## Methods

### Research Design

This study utilized a quantitative approach employing a descriptive-correlational research design to determine the perceived challenges and strategies of nurse administrators in managing Generation Z nurses. Descriptive-correlational designs examine relationships between variables without manipulation, allowing the identification of associations between perceived challenges and corresponding management strategies (Canonizado, 2020).

### Sampling and Participants

A convenience sampling method under a non-probability sampling technique was used. Participants included nurse administrators from selected public and private hospitals in Cavite, Philippines. These comprised head nurses, nurse managers or supervisors, directors of nursing, and chief nursing officers. Inclusion criteria were: at least a master's degree in nursing, a minimum of one year of experience in their current administrative position, employment in any hospital unit or department, and willingness to participate in the study.

### Data Collection Procedure

Data were collected using a researcher-developed questionnaire, adapted from the study of Gab Allah, Elshrief, and Ageiz (2020). The instrument consisted of three parts:

1. demographic profile of respondents;
2. perceived challenges categorized into societal, personal, and organizational domains; and
3. perceived management strategies aligned with the six Healthy Work Environment (HWE) standards.

A 4-point Likert scale was used for Parts 2 and 3. Data collection was conducted after securing approval from participating hospitals. Questionnaires were distributed both electronically via Google Forms and through printed copies personally administered by the researcher. Completed questionnaires were collected and organized for analysis.

### Data Analysis

Descriptive statistics, including frequency, percentage, and mean, were used to analyze respondents' demographic profiles and perceived challenges and strategies. Mean scores were interpreted using predefined ranges corresponding to the 4-point Likert scale where: 4 - strongly agree, 3 - agree, 2 - disagree, and 1 - strongly disagree.

Chi-square tests were employed to determine significant relationships between nurse administrators' demographic profiles and their perceived challenges and strategies. Pearson's  $r$  correlation was used to assess the relationship between perceived challenges and perceived management strategies in handling Generation Z nurses.

### Scope and Limitations

This study aimed to identify the perceived challenges and management strategies of nurse administrators in handling Generation Z nurses. The respondents consisted of 70 nurse administrators from selected public and private hospitals in Cavite, Philippines. Participants included head nurses, nurse managers or supervisors, directors of nursing, and chief nursing officers with at least one year of experience in their current position and a minimum of a master's degree in nursing. Data collection was conducted over

approximately ten months.

The study was limited to hospitals within Cavite, which may restrict the generalizability of the findings to other regions or countries. Due to time constraints, a selected sample of hospitals was included, potentially affecting the breadth of representation. The use of self-reported data may have introduced response bias, and external factors such as healthcare policies and economic conditions were not extensively examined. This research focused specifically on nurse administrators’ perceived challenges and strategies in managing Generation Z nurses and did not address broader healthcare system issues.

**Results**

**Table 1: Demographic Profile of Respondents (Nurse-Administrators)**

Demographic Variable	Frequency (f)	Percentage (%)
<b>Age</b>		
28-30 years old	14	20.00
31-40 years old	44	62.86
41-50 years old	7	10.00
51-60 years old	5	7.14
<b>Sex</b>		
Female	60	85.71
Male	10	14.29
<b>Hospital Category</b>		
Private	58	82.86
Public	12	17.14
<b>Position</b>		
Chief Nursing Officer	4	5.71
Head Nurse/ Nurse Manager	44	62.86
Nurse Supervisor	22	31.43
<b>Years of Experience as a Nurse Administrator</b>		
less than a year - 5 years	49	70.00
6 years - 10 years	14	20.00
11 years - 15 years	4	5.71
16 years and more	3	4.29
<b>Years of Working in the Current Organization</b>		
less than a year - 5 years	39	55.71
6 years - 10 years	24	34.29
11 years - 15 years	5	7.14
16 years and more	2	2.86
<b>Number of Staff Nurses</b>		
less than 10 staff nurses	22	31.43
10 to 20 staff nurses	25	35.71
21 to 30 staff nurses	3	4.29
31 to 40 staff nurses	2	2.86
more than 40 staff nurses	18	25.71

Number of Nursing Units Overseen		
1	18	25.71
2	9	12.86
3	4	5.71
4	2	2.86
more than 4	37	52.86
Seminars/Trainings attended about Leadership Management		
ANSAP	10	14.29
PNA	5	7.14
MAN	7	10.00
ORNAP	1	1.43
Others	47	67.14

## 2. Perceived challenges of the Nurse-Administrators in terms of unique characteristics of Generation Z Nurses

**Table 2.1 Mean distribution on the perceived challenges of the Nurse-Administrators in terms of unique characteristics of Generation Z Nurses for societal challenges.**

Statements	Mean	Standard Deviation	Interpretation
I believe social challenges, such as staff nurse conflict, as a significant obstacle in effectively managing Generation Z nurses in the workplace.	3.53	0.583	HIGHLY CHALLENGING
I believe generational differences as a challenge when managing Generation Z nurses in terms of teamwork and collaboration.	3.33	0.696	HIGHLY CHALLENGING
I believe societal challenges, particularly workplace violence, as a significant concern affecting Generation Z nurses in their daily work environment.	3.21	0.759	VERY CHALLENGING
I believe workplace violence incidents involving Generation Z nurses as a barrier to providing quality patient care.	3.13	0.797	VERY CHALLENGING
<b>Grand Mean</b>	<b>3.30</b>	<b>0.562</b>	<b>HIGHLY CHALLENGING</b>

Table 2.1 presents the mean distribution of nurse administrators' perceptions of societal challenges in managing Generation Z nurses, specifically staff nurse conflict and workplace violence. Staff nurse conflict obtained the highest mean score (3.53), indicating it is perceived as a highly challenging issue. Workplace violence (3.21) and its impact on patient care (3.13) were also rated as challenging. The overall grand mean of 3.30 indicates that societal challenges are perceived as highly challenging in managing Generation Z nurses.

**Table 2.2. Mean distribution on the perceived challenges of the Nurse-Administrators in terms of unique characteristics of Generation Z Nurses for personal challenges**

Statements	Mean	Standard Deviation	Interpretation
I believe that Generation Z nurses experience heightened job stress in comparison to other generations	3.36	0.817	HIGHLY CHALLENGING
I believe that Generation Z nurses experience personal challenges, such as job stress, impacting their performance within the healthcare environment	3.46	0.674	HIGHLY CHALLENGING
I believe personal challenges, such as differing work values and expectations, contribute to poor performance among Generation Z nurses	3.21	0.720	VERY CHALLENGING
I believe interpersonal communication issues and generational gaps impact the performance of Generation Z nurses in the workplace	3.19	0.728	VERY CHALLENGING
I believe personal challenges, including potential conflicts arising from diverse values and attitudes, in influencing demotivation among Generation Z.	3.27	0.700	HIGHLY CHALLENGING
I believe Generation Z nurses experiencing challenges related to personal motivation and engagement within the workplace.	3.20	0.628	VERY CHALLENGING
I believe that the unique traits and preferences of Generation Z, such as their expectations for workplace flexibility and a supportive work environment, influence their absenteeism rates	3.17	0.636	VERY CHALLENGING
I believe that Generation Z nurses' perceived lack of engagement or motivation contributes to staff nurse absenteeism	3.09	0.756	VERY CHALLENGING
I believe factors related to professional development, such as opportunities for continuous learning and career growth, influence staff nurse turnover among Generation Z nurses.	3.36	0.591	HIGHLY CHALLENGING
I believe that Generation Z nurses experience personal challenges contributing to staff nurse turnover within our healthcare facility	3.13	0.700	VERY CHALLENGING
<b>Grand Mean</b>	<b>3.24</b>	<b>0.507</b>	<b>VERY CHALLENGING</b>

Table 2.2 presents nurse administrators’ perceptions of the personal challenges faced by Generation Z nurses. Job stress obtained the highest mean score (3.46), indicating it is perceived as a highly challenging factor affecting nurses’ performance and well-being. Nurse turnover related to professional development

and career growth opportunities also received a high mean score (3.36), suggesting it is viewed as highly challenging. Demotivation associated with value and attitude differences was likewise rated as highly challenging (3.27) Interpersonal communication issues and generational gaps impacting performance were rated as very challenging (3.19), as was nurse absenteeism influenced by Generation Z’s expectations for flexibility and a supportive work environment (3.17). Overall, these findings indicate that personal challenges significantly affect the management and performance of Generation Z nurses.

**Table 2.3. Mean distribution on the perceived challenges of the Nurse-Administrators in terms of unique characteristics of Generation Z Nurses for organizational challenges**

Statements	Mean	Standard Deviation	Interpretation
I believe the lack of empowerment has an impact on the job satisfaction and performance of Generation Z nurses.	3.23	0.705	VERY CHALLENGING
I believe that there is a lack of empowerment among Generation Z nurses within our organization	2.74	0.829	VERY CHALLENGING
I believe that Generation Z nurses experience work overload within the organization.	2.81	0.873	VERY CHALLENGING
I believe organizational challenges, such as work overload, affect the professional performance of Generation Z nurses in the workplace	3.13	0.760	VERY CHALLENGING
<b>Grand Mean</b>	<b>2.98</b>	<b>0.609</b>	<b>VERY CHALLENGING</b>

Table 2.3 presents nurse administrators’ perceptions of organizational challenges faced by Generation Z nurses, particularly lack of empowerment and work overload. Lack of empowerment received a mean score of 3.23, indicating it is perceived as a challenging organizational issue affecting job satisfaction and performance. Work overload obtained a mean score of 2.81, suggesting it is also viewed as a challenging concern that requires organizational attention to prevent burnout and support nurse well-being.

### 3. Perceived strategies of the nurse administrators in terms of the Healthy Work Environment (HWE) Model

**Table 3.1. Mean distribution on the Perceived strategies of the Nurse-Administrators in terms of the Healthy Work Environment (HWE) Model which includes skilled communication**

Statements	Mean	Standard Deviation	Interpretation
I develop and integrate a comprehensive violence prevention program that aligns with the unique traits and needs of Generation Z nurses as part of the facility's safety policy.	3.67	0.503	Excellent

I establish a tailored plan to ensure workplace security that is sensitive to the preferences and concerns of Generation Z nurses.	3.53	0.557	Excellent
I provide specialized training for Gen Z nurses on the content of violence prevention programs and support their active participation in the implementation process.	3.59	0.525	Excellent
I disseminate a clear and concise policy explicitly stating that both verbal and nonverbal threats, along with related actions, will not be tolerated.	3.51	0.503	Excellent
I implement a system to monitor and evaluate progress in reducing work-related assaults, recognizing and adapting to the dynamic nature of the Gen Z workforce.	3.57	0.498	Excellent
<b>Grand Mean</b>	<b>3.57</b>	<b>0.400</b>	<b>Excellent</b>

Table 3.1 presents nurse administrators’ perceived strategies under the Healthy Work Environment (HWE) model, focusing on skilled communication. The highest mean score was for developing and integrating a comprehensive violence prevention program aligned with the needs of Generation Z nurses (3.67). Establishing a tailored workplace security plan sensitive to Gen Z preferences also received a high mean score (3.53). Other strategies, including specialized training, clear policy communication, and monitoring efforts to reduce nursing conflict, were all rated within the Excellent range.

**Table 3.2. Mean distribution on the Perceived strategies of the Nurse-Administrators in terms of the Healthy Work Environment (HWE) Model which includes true collaboration**

Statements	Mean	Standard Deviation	Interpretation
I cultivate a supportive climate by fostering openness and trust through open discussions about challenges they may be facing.	3.56	0.528	Excellent
I identify the sources of stress unique to Gen Z nurses and collaboratively determine how they can reduce or eliminate these stressors.	3.40	0.522	Excellent
I encourage breaks and incorporate stress-reducing exercises into daily routines for Gen Z nurses.	3.37	0.516	Excellent
I enhance coworker relations by considering compatibility when scheduling work and fostering a collaborative work team environment.	3.46	0.530	Excellent
I recognize and reward effective performance, as failure to acknowledge desirable behavior can contribute to stress.	3.40	0.549	Excellent

<b>Grand Mean</b>	<b>3.44</b>	<b>0.434</b>	<b>Excellent</b>
-------------------	-------------	--------------	------------------

Table 3.2 presents nurse administrators’ perceived strategies under the Healthy Work Environment (HWE) model, focusing on true collaboration. Fostering openness and trust through open discussions of workplace challenges received the highest mean score (3.56). Enhancing coworker relations through compatibility-based scheduling and team collaboration also obtained a high mean score (3.46). Other strategies, including identifying sources of stress, promoting stress-reduction practices, and recognizing effective performance, were all rated within the **Excellent** range.

**Table 3.3. Mean distribution on the Perceived strategies of the Nurse-Administrators in terms of the Healthy Work Environment (HWE) Model which includes effective decision making**

<b>Statements</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Interpretation</b>
I provide Gen Z nurses with the authority, tools, and information needed to excel in their roles.	3.30	0.492	Excellent
I delegate assignments to Gen Z nurses, creating valuable learning opportunities and allowing them to share in the satisfaction of achievements.	3.51	0.503	Excellent
I foster empowerment by delegating power and ensuring transparent information sharing with Gen Z nurses.	3.39	0.490	Excellent
I convey positive attitudes and develop the necessary interpersonal skills to empower and engage Generation Z nurses.	3.43	0.579	Excellent
I cultivate a democratic and inclusive environment that aligns with the preferences of Generation Z nurses, promoting collaboration and shared decision-making.	3.34	0.508	Excellent
<b>Grand Mean</b>	<b>3.39</b>	<b>0.411</b>	<b>Excellent</b>

Mean distribution of nurse-administrators' perceived strategies related to the Healthy Work Environment Model on effective decision-making. For instance, delegating assignments to Generation Z nurses to create valuable learning opportunities and enable them to share in the satisfaction of achievements received a high mean score of 3.51. Furthermore, the statement about conveying positive attitudes and developing interpersonal skills to empower and engage Generation Z nurses received a mean score of 3.43. Other approaches that scored highly on the mean score, reflecting excellence, were strategies on providing authority, tools, and information for excelling in roles; providing empowerment through open information sharing; and fostering a democratic and inclusive environment.

**Table 3.4. Mean distribution on the Perceived strategies of the Nurse-Administrators in terms of the Healthy Work Environment (HWE) Model which includes appropriate staffing.**

Statements	Mean	Standard Deviation	Interpretation
I enhance job satisfaction through meaningful tasks and responsibilities, aligning with Gen Z's desire for purposeful work.	3.34	0.508	Excellent
I offer a flexible schedule to accommodate personal needs and responsibilities, acknowledging the importance of work-life balance for Gen Z.	3.40	0.600	Excellent
I foster a supportive work culture by addressing social issues that may contribute to absenteeism among Generation Z nurses.	3.41	0.496	Excellent
I implement and reinforcing attendance policies with a focus on positive communication and mentorship rather than strict disciplinary measures.	3.49	0.503	Excellent
I recognize and rewarding good attendance through a system that aligns with Generation Z values, such as providing professional development opportunities or mentorship programs.	3.43	0.498	Excellent
I support the concept of "self-scheduling" as a strategy to address the preferences of Generation Z nurses in managing their workload and achieving a better work-life balance.	3.01	0.732	Very Good
I consider individual preferences when making permanent shift assignments, taking into account the personal needs and preferences of Gen Z nurses.	3.13	0.679	Very Good
I ensure that personnel work schedules are made with a keen consideration of workload, promoting a healthy work-life balance for Generation Z nurses.	3.33	0.557	Excellent
I provide a sufficient number of off-duty hours to allow Generation Z nurses to maintain an uninterrupted sleep cycle of at least 8 hours, contributing to their overall well-being.	3.46	0.530	Excellent
I ensure the unit has an adequate number of staff members to handle the workload efficiently, and negotiate with upper management to secure	3.49	0.503	Excellent

extra staff when necessary, aligning with the collaborative and team-oriented mindset of Generation Z nurses.

<b>Grand Mean</b>	<b>3.35</b>	<b>0.401</b>	<b>Excellent</b>
-------------------	-------------	--------------	------------------

Table 3.4 presents nurse administrators’ perceived strategies under the Healthy Work Environment (HWE) model, focusing on appropriate staffing. The highest mean scores (3.49) were for implementing attendance policies with mentorship-oriented approaches and ensuring adequate staffing while negotiating for additional support to manage workload. Other strategies, including assigning meaningful tasks, offering flexible schedules, addressing social contributors to absenteeism, recognizing good attendance, and providing sufficient off-duty hours, were all rated within the Excellent range.

**Table 3.5. Mean distribution on the Perceived strategies of the Nurse-Administrators in terms of the Healthy Work Environment (HWE) Model which includes meaningful recognition**

<b>Statements</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Interpretation</b>
I identify and address potential obstacles that may impact the performance of Generation Z nurses within the workplace.	3.50	0.504	Excellent
I privately address and discuss performance concerns with Gen Z nurses to ensure a supportive and constructive approach.	3.63	0.487	Excellent
I counsel Gen Z nurses privately, both verbally and in writing, addressing professional and nonprofessional behavior and providing guidance for improvement.	3.53	0.503	Excellent
I engage underperforming Gen Z nurses in educational seminars, workshops, or clinical programs to enhance their skills and knowledge.	3.41	0.551	Excellent
I allow Gen Z nurses dedicated time to complete self- evaluations during work hours, fostering a proactive approach to personal and professional development.	3.47	0.531	Excellent
I recognize and align individual goals and aspirations of Gen Z nurses with the overall mission and values of the organization.	3.49	0.583	Excellent
I remove traditional barriers by incorporating technology and modern work methods that resonate with the digital-native characteristics of Gen Z nurses.	3.40	0.549	Excellent

I clearly communicate expectations and provide regular feedback, embracing a transparent communication style that Gen Z nurses appreciate.	3.44	0.555	Excellent
I develop collaborative group goals and projects that encourage teamwork and camaraderie among Gen Z nurses, fostering a sense of community.	3.39	0.546	Excellent
I recognize and understand the unique qualities of each Gen Z nurse, emphasizing their individual strengths and contributions to the team.	3.47	0.503	Excellent
<b>Grand Mean</b>	<b>3.47</b>	<b>0.389</b>	<b>Excellent</b>

Table 3.5 presents nurse administrators’ perceived strategies under the Healthy Work Environment (HWE) model, focusing on authentic leadership. Addressing performance concerns privately received the highest mean score (3.63), indicating a supportive and constructive approach. Aligning Gen Z nurses’ individual goals with organizational values also scored highly (3.49). Other strategies, including identifying obstacles, engaging underperforming nurses in educational programs, and providing tailored mentorship, were all rated within the Excellent range.

**Table 3.6. Mean distribution on the Perceived strategies of the Nurse-Administrators in terms of the Healthy Work Environment (HWE) Model which includes authentic leadership**

Statements	Mean	Standard Deviation	Interpretation
I develop and integrate a comprehensive violence prevention program that aligns with the unique traits and needs of Generation Z nurses as part of the facility's safety policy.	3.27	0.658	Excellent
I establish a tailored plan to ensure workplace security that is sensitive to the preferences and concerns of Generation Z nurses.	3.30	0.574	Excellent
I provide specialized training for Gen Z nurses on the content of violence prevention programs and support their active participation in the implementation process.	3.19	0.621	Excellent
I disseminate a clear and concise policy explicitly stating that both verbal and nonverbal threats, along with related actions, will not be tolerated.	3.50	0.532	Excellent
I implement a system to monitor and evaluate progress in reducing work-related assaults, recognizing and	3.39	0.546	Excellent

adapting to the dynamic nature of the Gen Z workforce.

I maintain a safe and healthy work environment that aligns with the values and preferences of Gen Z nurses, promoting a sense of well-being and fulfillment.

3.40 0.575 Excellent

I place Gen Z nurses in roles that match their talents and interests, enhancing job satisfaction and reducing the likelihood of burnout or turnover.

3.44 0.500 Excellent

I foster openness about unit and hospital matters, aiming to build enthusiasm and engagement among Gen Z nurses through transparent communication.

3.50 0.504 Excellent

I implement measures to make the work environment more enjoyable for Gen Z nurses, considering their preferences and expectations for a positive and engaging workplace.

3.33 0.583 Excellent

I recognize and reward good attendance through a system that aligns with Generation Z values, such as providing professional development opportunities or mentorship programs.

3.43 0.527 Excellent

**Grand Mean 3.37 0.405 Excellent**

Table 3.6 presents nurse administrators’ perceived strategies under the Healthy Work Environment (HWE) model, focusing on authentic leadership. The highest mean score was for clearly communicating zero-tolerance policies for threats (3.50), addressing workplace violence. Fostering openness through transparent communication and assigning Gen Z nurses to roles matching their skills and interests also received high mean scores. Overall, the grand mean of 3.37 indicates that these strategies are perceived as highly effective.

#### 4. Correlation between the demographic profile of the Nurse-Administrators and the perceived challenges in managing generation Z nurses

**Table 4.1. Relationship between the demographic profile of the nurse-administrators and the perceived challenges in managing Generation Z Nurses in terms of societal challenges**

Profile	Coefficient	Standard Error	t	P-value	Interpretation
Hospital Category	-.137	.177	-.776	.441	Not Significant
Age	.103	.097	1.056	.295	Not Significant
Sex	-.491	.189	-2.596	.012	Significant
Position	.126	.126	.994	.324	Not Significant
Years of Experience as a Nurse Administrator	-.181	.097	-1.868	.067	Not Significant
Years of Experience	.278	.104	2.659	.010	Significant

Working in Current Organization					
Number of Staff Nurses	-.021	.051	-.411	.683	Not Significant
Number of Nursing Units	.069	.057	1.219	.228	Not Significant
Seminars / Trainings about leadership management	-.121	.047	-2.583	.012	Significant

*R-square: .255*

*Adjusted R-square: .143*

Table 4.1 presents the relationship between nurse administrators’ demographic profiles and their perceived societal challenges in managing Generation Z nurses. Among the factors examined, sex ( $p = 0.012$ ), years of experience in the current organization ( $p = 0.010$ ), and attendance at leadership seminars or training ( $p = 0.012$ ) were significant predictors. Other factors, including age, hospital category, position, total years of administrative experience, number of staff nurses, and number of nursing units, showed no significant relationship.

Female nurse administrators reported greater difficulties in managing societal challenges, such as staff conflicts and workplace violence, compared to male administrators. This aligns with prior research suggesting that gender may influence leadership styles and the perception of workplace challenges (Galsanjigmed & Sekiguchi, 2023).

Administrators with longer tenure in their current organizations perceived fewer societal challenges. This suggests that familiarity with organizational dynamics and understanding the needs of Generation Z nurses may enhance management effectiveness over time (Tan & Chin, 2023c).

Attendance at leadership seminars and management training was also associated with lower perceived societal challenges. Nurse administrators who participated in such programs demonstrated greater capacity to address conflicts and prevent workplace violence, highlighting the role of professional development in equipping leaders to create a safe and supportive environment for Generation Z nurses (Ferguson-Paré, 2023).

Overall, these findings indicate that sex, organizational tenure, and leadership training significantly shape how nurse administrators perceive societal challenges, emphasizing the importance of experience and continuous professional development in managing a multigenerational workforce effectively.

**Table 4.2. Relationship between the demographic profile of the nurse-administrators and the perceived challenges in managing Generation Z Nurses in terms of personal challenges**

Profile	Coefficient	Standard Error	T	P-value	Interpretation
Hospital Category	-.126	.165	-.764	.448	Not Significant
Age	.024	.091	.259	.796	Not Significant
Sex	-.436	.177	-2.464	.017	Significant
Position	.118	.118	.996	.323	Not Significant
Years of Experience as a Nurse Administrator	-.100	.091	-1.101	.275	Not Significant

Years of Experience Working in Current Organization	.181	.098	1.856	.068	Not Significant
Number of Staff Nurses	-.028	.048	-.577	.566	Not Significant
Number of Nursing Units	.057	.053	1.072	.288	Not Significant
Seminars / Trainings about leadership management	-.108	.044	-2.472	.016	Significant

*R-square: .198*

*Adjusted R-square: .077*

Table 4.2 examined the relationship between nurse administrators’ demographic profiles and their perceived personal challenges in managing Generation Z nurses, including job stress, poor performance, demotivation, absenteeism, and turnover. Among the factors studied, sex ( $p = 0.017$ ) and attendance at leadership seminars or training ( $p = 0.016$ ) were significant predictors. Other factors, such as age, hospital category, position, years of administrative experience, tenure in the current organization, number of staff nurses, and number of nursing units, were not significant.

Female nurse administrators perceived more personal challenges than their male counterparts, supporting literature suggesting that gender may influence perceptions of workplace difficulties (Galsanjigmed & Sekiguchi, 2023). Administrators who attended leadership seminars or professional development programs perceived fewer personal challenges, highlighting the value of targeted training in equipping leaders to manage Generation Z nurses effectively.

These findings underscore the importance of gender considerations and professional development in addressing personal challenges. Healthcare organizations can leverage these insights to provide tailored support for nurse administrators, fostering a work environment that enables effective management of multigenerational nursing teams (Alshammari & Alenezi, 2023d).

**Table 4.3. Relationship between the demographic profile of the Nurse-Administrators and the perceived challenges in managing Generation Z Nurses in terms of Organizational Culture challenges**

Profile	Coefficient	Standard Error	t	P-value	Interpretation
Hospital Category	-.111	.202	-.549	.585	Not Significant
Age	.118	.111	1.065	.291	Not Significant
Sex	-.209	.216	-.969	.336	Not Significant
Position	.019	.144	.133	.894	Not Significant
Years of Experience as a Nurse Administrator	-.091	.111	-.823	.414	Not Significant
Years of Experience Working in Current Organization	.195	.119	1.640	.106	Not Significant
Number of Staff Nurses	-.040	.058	-.688	.494	Not Significant

Number of Nursing Units	.050	.065	.767	.446	Not Significant
Seminars / Trainings about leadership management	-.172	.053	-3.221	.002	Significant

*R-square: .173*  
*Adjusted R-square: .049*

Table 4.3 examined the relationship between nurse administrators’ demographics and perceived organizational challenges in managing Generation Z nurses. Attendance at leadership seminars or training was a significant predictor ( $p = 0.002$ ), while other factors—including age, sex, hospital category, position, years of administrative experience, tenure in the current organization, number of staff nurses, and number of nursing units—were not significant.

Interestingly, administrators who attended leadership training perceived more organizational culture challenges. This suggests that professional development enhances awareness of organizational dynamics, making administrators more sensitive to potential issues when managing Generation Z nurses (Alsadaan et al., 2023b).

These findings highlight the importance of tailored professional development programs that equip nurse administrators to navigate organizational challenges effectively, supporting the management of multigenerational teams and fostering a positive workplace culture.

### 5. Correlation between the demographic profile of the nurse-administrators and the perceived strategies in managing Generation Z Nurses

**Table 5.1. Relationship between the demographic profile of the Nurse-Administrators and the perceived strategies in managing Generation Z Nurses in terms of skilled communication**

Profile	Coefficient	Standard Error	t	P-value	Interpretation
Hospital Category	.005	.136	.038	.970	Not Significant
Age	.071	.075	.954	.344	Not Significant
Sex	-.196	.146	-1.349	.183	Not Significant
Position	-.055	.097	-.570	.571	Not Significant
Years of Experience as a Nurse Administrator	-.077	.075	-1.031	.307	Not Significant
Years of Experience Working in Current Organization	.122	.080	1.518	.134	Not Significant
Number of Staff Nurses	-.031	.039	-.795	.430	Not Significant
Number of Nursing Units	.071	.044	1.615	.112	Not Significant
Seminars / Trainings about leadership management	-.061	.036	-1.686	.097	Not Significant

*R-square: .127*

*Adjusted R-square: -.004*

Table 5.1 examined the relationship between nurse administrators’ demographics and their perceived strategies for skilled communication with Generation Z nurses. None of the demographic factors—including age, sex, hospital category, position, years of administrative experience, tenure in the current organization, number of staff nurses, number of units, or attendance at leadership seminars—were significant predictors.

These results suggest that demographic characteristics do not directly influence administrators’ use of skilled communication strategies. Other factors, such as organizational culture, individual differences, or the unique communication preferences of Generation Z nurses, may play a larger role in shaping these strategies (Arsat et al., 2023).

Regardless of demographic factors, skilled communication remains essential for effectively managing Generation Z nurses. Healthcare organizations should continue prioritizing the development of communication strategies that align with this generation’s characteristics and workplace expectations (Lee et al., 2023).

**Table 5.2. Relationship between the demographic profile of the Nurse-Administrators and the perceived strategies in managing Generation Z Nurses in terms of true collaboration**

Profile	Coefficient	Standard Error	t	p-value	Interpretation
Hospital Category	.008	.141	.054	.957	Not Significant
Age	.176	.078	2.271	.027	Significant
Sex	-.131	.151	-.872	.387	Not Significant
Position	-.009	.101	-.091	.928	Not Significant
Years of Experience as a Nurse Administrator	-.137	.077	-1.773	.081	Not Significant
Years of Experience Working in Current Organization	.024	.083	.283	.778	Not Significant
Number of Staff Nurses	.031	.041	.747	.458	Not Significant
Number of Nursing Units	-.007	.045	-.144	.886	Not Significant
Seminars / Trainings about leadership management	-.092	.037	-2.456	.017	Significant

*R-square: .204*

*Adjusted R-square: .085*

Table 5.2 examined the relationship between nurse administrators’ demographics and their perceived strategies for true collaboration with Generation Z nurses. Age ( $p = 0.027$ ) and attendance at leadership seminars or trainings ( $p = 0.017$ ) were significant predictors, while other factors—including hospital category, sex, position, years of administrative experience, tenure in the current organization, number of staff nurses, and number of units—were not significant.

These results suggest that middle-aged administrators and those who participate in leadership development programs are more likely to recognize the importance of collaboration strategies with Generation Z nurses. Age may influence perceptions due to differences in communication styles, work experiences, or leadership approaches, while professional development equips administrators with skills to effectively engage, collaborate, and implement strategies that support multigenerational nursing teams (Tan & Chin, 2023d; Chiarella, 2021).

**Table 5.3. Relationship between the demographic profile of the Nurse-Administrators and the perceived strategies in managing Generation Z Nurses in terms of effective decision-making**

Profile	Coefficient	Standard Error	t	p-value	Interpretation
Hospital Category	-.125	.136	-.915	.364	Not Significant
Age	.166	.075	2.205	.031	Significant
Sex	-.072	.146	-.492	.624	Not Significant
Position	.035	.097	.358	.721	Not Significant
Years of Experience as a Nurse Administrator	-.135	.075	-1.809	.075	Not Significant
Years of Experience Working in Current Organization	.049	.081	.610	.544	Not Significant
Number of Staff Nurses	-.021	.040	-.532	.597	Not Significant
Number of Nursing Units	-.050	.044	-1.127	.264	Not Significant
Seminars / Trainings about leadership management	-.125	.136	-.915	.364	Not Significant

*R-square: .171*

*Adjusted R-square: .047*

Table 5.3 examined the relationship between nurse administrators’ demographics and their perceived strategies in effective decision-making with Generation Z nurses. Age was the only significant predictor ( $p = 0.031$ ), while other factors—including hospital category, sex, position, years of administrative experience, tenure in the current organization, number of staff nurses, number of units, and attendance in leadership seminars—were not significant.

These findings suggest that middle-aged administrators are more likely to perceive the importance of effective decision-making strategies when managing Generation Z nurses. Age may shape these perceptions due to accumulated experience, maturity, and a developed sense of responsibility, consistent with psychosocial development theory, which links decision-making abilities to experience and life stage (Holmberg et al., 2022).

**Table 5.4. Relationship between the demographic profile of the Nurse-Administrators and the perceived strategies in managing Generation Z Nurses in terms of appropriate staffing**

Profile	Coefficient	Standard Error	t	p-value	Interpretation
Hospital Category	-.183	.130	-1.407	.165	Not Significant
Age	.194	.072	2.698	.009	Significant
Sex	-.169	.139	-1.212	.230	Not Significant
Position	.002	.093	.020	.984	Not Significant
Years of Experience as a Nurse Administrator	-.114	.071	-1.600	.115	Not Significant
Years of Experience Working in Current Organization	.068	.077	.887	.379	Not Significant
Number of Staff Nurses	-.033	.038	-.886	.379	Not Significant
Number of Nursing Units	-.022	.042	-.532	.597	Not Significant
Seminars / Trainings about leadership management	-.069	.035	-1.988	.051	Not Significant

*R-square: .204*

*Adjusted R-square: .085*

Table 5.4 examined the relationship between nurse-administrators’ demographics and their perceived strategies in appropriate staffing for Generation Z nurses. Age was the only significant predictor ( $p = 0.009$ ), while other factors—including hospital category, sex, position, years of administrative experience, tenure in the current organization, number of staff nurses, number of units, and attendance in leadership seminars—were not significant.

Findings indicate that middle-aged administrators are more likely to recognize the importance of appropriate staffing strategies. This may be attributed to accumulated experience, knowledge of staff abilities and workloads, and familiarity with organizational demands. Older, more experienced nurse-administrators can better tailor staffing strategies to maintain high-quality care, promote nurse satisfaction, and enhance organizational effectiveness (Al-Dossary, 2017; Papathanasiou et al., 2024).

**Table 5.5. Relationship between the demographic profile of the Nurse-Administrators and the perceived strategies in managing Generation Z Nurses in terms of meaningful recognition**

Profile	Coefficient	Standard Error	t	p-value	Interpretation
Hospital Category	-.156	.127	-1.234	.222	Not Significant
Age	.161	.070	2.313	.024	Significant
Sex	-.158	.135	-1.164	.249	Not Significant
Position	.023	.090	.249	.804	Not Significant
Years of Experience as a Nurse Administrator	-.150	.069	-2.166	.034	Significant
Years of Experience	.086	.075	1.157	.252	Not Significant

Working in Current Organization					
Number of Staff Nurses	-.031	.037	-.848	.400	Not Significant
Number of Nursing Units	-.012	.041	-.300	.765	Not Significant
Seminars / Trainings about leadership management	-.070	.034	-2.100	.040	Significant
<hr/>					
<i>R-square: .200</i>					
<i>Adjusted R-square: .080</i>					

Table 5.5 examined the relationship between nurse-administrators’ demographics and their perceived strategies in meaningful recognition for Generation Z nurses. Age ( $p = 0.024$ ), years of experience as a nurse administrator ( $p = 0.040$ ), and attendance in leadership seminars/trainings ( $p = 0.034$ ) were significant predictors. Other factors—including hospital category, sex, position, tenure in the current organization, number of staff nurses, and number of nursing units—were not significant.

Findings indicate that middle-aged administrators are more likely to value meaningful recognition strategies. Less experienced nurse-administrators also tend to emphasize recognition, while those who attended leadership trainings are more inclined to apply effective recognition practices. These results suggest that age, professional development, and administrative experience shape how nurse-administrators acknowledge and motivate Generation Z nurses, fostering sustained engagement, motivation, and high-quality patient care (Kaihlanen et al., 2019; Barnes et al., 2021).

**Table 5.6. Relationship between the demographic profile of the Nurse-Administrators and the perceived strategies in managing Generation Z Nurses in terms of authentic leadership**

Profile	Coefficient	Standard Error	t	P-value	Interpretation
Hospital Category	-.150	.127	-1.180	.243	Not Significant
Age	.208	.070	2.969	.004	Significant
Sex	-.175	.136	-1.281	.205	Not Significant
Position	.061	.091	.668	.507	Not Significant
Years of Experience as a Nurse Administrator	-.191	.070	-2.734	.008	Significant
Years of Experience Working in Current Organization	.092	.075	1.216	.229	Not Significant
Number of Staff Nurses	-.020	.037	-.533	.596	Not Significant
Number of Nursing Units	.009	.041	.229	.820	Not Significant
Seminars / Trainings about leadership management	-.080	.034	-2.365	.021	Significant
<hr/>					
<i>R-square: .253</i>					
<i>Adjusted R-square: .141</i>					

Table 5.6 examined the relationship between nurse-administrators’ demographics and their perceived strategies in authentic leadership with Generation Z nurses. Age ( $p = 0.004$ ), years of experience as a nurse administrator ( $p = 0.008$ ), and attendance in leadership seminars/trainings ( $p = 0.021$ ) were significant predictors. Other factors—including hospital category, sex, position, tenure in the current organization, number of staff nurses, and number of nursing units—were not significant.

Findings indicate that older and more experienced nurse-administrators, as well as those who attend leadership trainings, are more likely to emphasize authentic leadership strategies. This suggests that age, professional experience, and ongoing leadership development enhance the ability of nurse-administrators to effectively lead Generation Z nurses. Such administrators are better equipped to demonstrate critical thinking, openness, and a commitment to lifelong learning, fostering engagement, motivation, and high-quality patient care (Nikpour et al., 2022; Patrick et al., 2011; Al-Dossary, 2019b).

**6. Correlation between the perceived challenges and perceived strategies of the Nurse-Administrators in managing Generation Z Nurses**

**Table 6.1. Relationship between the perceived challenges and perceived strategies of the Nurse-Administrators in managing Generation Z Nurses**

		Societal Challenges	Personal Challenges	Organizational Challenges
Skilled Communication	Correlation Coefficient	.487**	.370**	.171
	Sig. (2-tailed)	.000	.002	.158
	N	70	70	70
True Collaboration	Correlation Coefficient	.546**	.494**	.264*
	Sig. (2-tailed)	.000	.000	.027
	N	70	70	70
Effective Decision Making	Correlation Coefficient	.522**	.484**	.234
	Sig. (2-tailed)	.000	.000	.051
	N	70	70	70
Appropriate Staffing	Correlation Coefficient	.444**	.497**	.262*
	Sig. (2-tailed)	.000	.000	.029
	N	70	70	70
Meaningful Recognition	Correlation Coefficient	.459**	.419**	.179
	Sig. (2-tailed)	.000	.000	.139
	N	70	70	70
Authentic Leadership	Correlation Coefficient	.528**	.445**	.249*
	Sig. (2-tailed)	.000	.000	.038

	N	70	70	70
--	---	----	----	----

The study revealed clear and meaningful patterns between nurse-administrators’ perceived challenges and their management strategies. Societal challenges—such as staff conflicts and workplace violence—showed strong positive correlations with all strategic approaches, including skilled communication ( $r = 0.487, p < 0.001$ ), true collaboration ( $r = 0.546, p < 0.001$ ), effective decision-making ( $r = 0.522, p < 0.001$ ), appropriate staffing ( $r = 0.444, p < 0.001$ ), meaningful recognition ( $r = 0.459, p < 0.001$ ), and authentic leadership ( $r = 0.528, p < 0.001$ ).

Similarly, personal challenges, such as job stress, absenteeism, demotivation, and turnover, were strongly linked to the use of these strategies, indicating that administrators actively adapt their approaches to address individual nurse needs. Correlations were observed for skilled communication ( $r = 0.370, p = 0.002$ ), true collaboration ( $r = 0.494, p < 0.001$ ), effective decision-making ( $r = 0.484, p < 0.001$ ), appropriate staffing ( $r = 0.497, p < 0.001$ ), meaningful recognition ( $r = 0.419, p < 0.001$ ), and authentic leadership ( $r = 0.445, p < 0.001$ ).

In contrast, organizational challenges—such as work overload and lack of empowerment—exhibited weaker, yet still positive correlations with strategies (skilled communication  $r = 0.171, p = 0.158$ ; true collaboration  $r = 0.264, p = 0.027$ ; effective decision-making  $r = 0.234, p = 0.051$ ). This suggests that while organizational issues matter, nurse-administrators’ strategic responses are driven more by societal pressures and personal nurse needs than by structural factors alone.

These findings underscore the critical role of targeted management strategies. Nurse-administrators who recognize the challenges posed by societal and personal factors are more likely to employ proactive strategies, including fostering open communication, enhancing collaboration, making informed decisions, optimizing staffing, providing meaningful recognition, and practicing authentic leadership. Such approaches are essential for supporting Generation Z nurses, reducing turnover, and maintaining high-quality patient care.

Evidence from the AACN Healthy Work Environment (HWE) survey (2021) reinforces this conclusion: units implementing HWE standards report higher nurse satisfaction, lower burnout, and better patient outcomes, while those in unsupportive environments face increased dissatisfaction and turnover (Cassidy, 2022; Isangula et al., 2022). This highlights that understanding and strategically addressing challenges is not optional—it is fundamental to sustaining an effective, engaged, and resilient nursing workforce.

## Conclusion

The findings of this study highlight that managing Generation Z nurses requires a nuanced and adaptable approach, tailored to both individual and organizational factors. Nurse-administrators’ age, years of experience, and participation in leadership training significantly influence their perception of challenges and the strategies they employ. Middle-aged administrators with a balance of experience and ongoing professional development were more likely to recognize the importance of effective decision-making, true collaboration, appropriate staffing, meaningful recognition, and authentic leadership. These results suggest that combining experiential knowledge with continuous learning equips nurse-administrators with the competencies necessary to address the unique needs of Generation Z nurses, fostering a work environment that is both supportive and efficient.

To mitigate societal challenges such as workplace conflict and violence, nurse-administrators should adopt proactive strategies that emphasize skilled communication, transparent collaboration, and authentic

leadership. By fostering open dialogue, clarifying expectations, and promoting trust, administrators can address broader organizational pressures while maintaining team cohesion. Similarly, addressing personal challenges such as job stress, absenteeism, demotivation, and turnover requires individualized approaches. Strategies that include recognition, mentorship, and opportunities for professional growth can enhance job satisfaction and retention, ensuring that Generation Z nurses feel supported and empowered within the organization.

Organizational challenges, including excessive workloads and lack of empowerment, must also be strategically managed. Effective staffing models, workload distribution, and engagement in decision-making processes not only improve operational efficiency but also reduce burnout and turnover among younger nurses. The study indicates that nurse-administrators who integrate these strategies are more capable of creating a positive work environment, one that aligns with Healthy Work Environment (HWE) standards and promotes both high-quality patient care and professional satisfaction among nursing staff. In essence, these findings point to a comprehensive solution framework where demographic factors, experience, and targeted professional development collectively shape effective management strategies. By prioritizing proactive, evidence-based interventions, nurse-administrators can anticipate and address challenges across societal, personal, and organizational domains. Implementing these strategies establishes a foundation for sustainable leadership, improved nurse retention, and a healthier, more productive work environment—setting the stage for the practical recommendations that follow.

### **Recommendation**

To address the diverse challenges of managing Generation Z nurses, healthcare institutions in Cavite should implement structured mentorship programs that promote knowledge transfer from senior, experienced nurse-administrators to younger leaders. Such programs will support the development of leadership skills, critical thinking, and decision-making competencies among emerging nurse leaders, ensuring continuity of expertise while fostering collaboration across generational cohorts. Coupled with continuous professional development opportunities, these initiatives will equip administrators to respond proactively to societal and personal challenges faced by Generation Z nurses, including workplace conflict, stress, and demotivation.

Healthcare organizations should also prioritize creating a supportive, inclusive, and gender-sensitive work environment. Training programs aimed at enhancing emotional intelligence, resilience, and leadership competencies for all nurse-administrators—regardless of age or gender—can improve communication, conflict management, and team support. These programs should particularly emphasize strategies for addressing personal challenges such as absenteeism, low morale, and high turnover among younger nurses, ensuring that Generation Z staff feel valued, empowered, and engaged in their professional growth. Operational strategies should focus on optimizing staffing, workload distribution, and decision-making processes to reduce organizational challenges. Structured communication channels, team-building activities, and regular performance evaluations can enhance unit cohesion, address work-life balance concerns, and improve patient care outcomes. Leadership workshops, seminars, and simulation-based training in authentic leadership, meaningful recognition, and collaborative decision-making will further strengthen nurse-administrators' ability to lead effectively across multiple units, creating a healthier and more productive work environment.

Finally, institutions should align these initiatives with Healthy Work Environment (HWE) standards, integrating continuous evaluation and feedback mechanisms to monitor the effectiveness of strategies in

bridging generational gaps. By combining mentorship, professional development, supportive policies, and evidence-based leadership practices, nurse-administrators will be better prepared to manage societal, personal, and organizational challenges, enhance nurse satisfaction, and ensure high-quality patient care. These recommendations lay the groundwork for sustainable workforce management strategies tailored to the unique needs of Generation Z nurses.

While this study provides valuable insights into the strategies employed by nurse-administrators in managing Generation Z nurses, it also highlights areas for further investigation. Future research could explore additional factors beyond demographic characteristics, such as organizational culture, leadership styles, technological adaptation, and generational communication preferences, which may influence the effectiveness of management strategies. Longitudinal studies could also examine how the perceptions and approaches of nurse-administrators evolve over time as Generation Z nurses gain experience in the workforce. Furthermore, expanding the scope to include public hospitals, rural healthcare settings, or different regions may offer a more comprehensive understanding of the challenges and strategies across diverse healthcare environments. Such studies would contribute to the development of more targeted and evidence-based interventions to optimize workforce management and enhance both nurse satisfaction and patient care outcomes.

## Research Output

### Work force Management Strategies for Generation Z Nurses

By Ms. Mary Rose A. Plata

<p><b>Description</b></p>	<p>Workforce management strategies for Generation Z nurses, as grounded in the "Healthy Work Environment" standards developed by American Association of Critical-Care Nurses or ACNN (2019), provide a strong framework for nurse administrators. Focusing on skilled communication, true collaboration, effective decision-making, appropriate staffing, meaningful recognition, and authentic leadership, these strategies have the potential to bring about a nurturing environment where Generation Z nurses would be able to excel and grow. A respectful, open communication, team building, respect for evidenced-based practice, safe staffing levels, recognition programs, and authentic leadership can help a nurse administrator steer clear of most challenges that come along with managing Generation Z nurses and can help foster a culture of excellence, collaboration, and job satisfaction within healthcare settings.</p>
<p><b>General Objectives</b></p>	<ol style="list-style-type: none"> <li><b>1. Improve Workforce Effectiveness:</b> The overall effectiveness and efficiency of healthcare teams, with a special emphasis on managing Generation Z nurses, should be improved through specially targeted workforce management strategies.</li> <li><b>2. Positive Work Culture:</b> Encourage a supportive, positive work culture with effective communication, teamwork, and decision-making; optimize staffing, recognize, and build authentic leaders.</li> <li><b>3. Optimize Patient Care:</b> Improve patient care outcomes by assuring that Generation Z nurses are well supported, motivated, and equipped to deliver quality care in a healthy work environment.</li> </ol>
<p><b>Specific Objectives</b></p>	<ol style="list-style-type: none"> <li>1. Identify and institute communication training programs that promote skilled</li> </ol>

	<p>communication between Generation Z nurses and interdisciplinary healthcare teams.</p> <ol style="list-style-type: none"> <li>2. Practice true collaboration through teamwork, shared decision-making, and effective channels of communication.</li> <li>3. Provide education and resources to support Generation Z nurses in informed and evidence-based decisions that promote improved outcomes for patients.</li> <li>4. Examine staffing levels and workload demands to make sure appropriate staffing ratios are maintained and adequate resources are allocated for Generation Z nurses.</li> <li>5. Plan and institute meaningful recognition programs that will assure recognition of Generation Z nurses and a sense of appreciation.</li> <li>6. Develop authentic leadership practices by the nurse administrators in order to influence trust, promote transparency, and create a positive work environment for Generation Z nurses.</li> </ol>
<p><b>Intended Outcome</b></p>	<p><b>Improved Workforce Satisfaction:</b> Improved job satisfaction, engagement, and morale for Generation Z nurses and healthcare teams due to a supportive work culture where communication, collaboration, recognition, and authentic leadership are valued.</p> <p><b>Enhanced Patient Care Quality:</b> Improved patient care outcomes, including higher patient satisfaction scores, lower medical errors, and improved clinical outcomes, are the result of effective workforce management strategies.</p> <p><b>Reduced Turnover and Burnout:</b> Generation Z nurses are more likely to remain in their jobs and experience less burnout and turnover due to a balanced workload, meaningful recognition, opportunities for growth, and supportive leadership.</p> <p><b>Communication and Collaboration:</b> Clear communication, collaboration, and shared decision-making among healthcare teams are facilitated by workforce management strategies, leading to better coordination of care, fewer misunderstandings, and better patient outcomes.</p> <p><b>Strong Leadership and Team Dynamics:</b> Nurse administrators portray authentic leadership characteristics that instill trust, build teamwork, and empower Generation Z nurses to contribute effectively to the healthcare team, forming a cohesive and high-performing workforce.</p>
<p><b>Intended User</b></p>	<p>The intended users of these workforce management strategies include all nurse administrators, such as nurse managers, supervisors, and leaders who manage healthcare teams—specifically, Generation Z nurses. The strategies described in this paper aim to update the knowledge of nurse administrators by enhancing their skills and tools for managing the challenges that arise while working with Generation Z nurses in a healthcare setting. The strategies pinpoint nurse administrators as the intended user, with the objective of supporting them to create and foster a healthy work environment that will impact both the</p>

	professional growth and development of Generation Z nurses and delivery of quality patient care.
<b>Beneficiaries</b>	These workforce management strategies toward Generation Z nurses aim at multi-pronged beneficiaries: Generation Z nurses, healthcare teams, patients, and healthcare organizations. Generation Z nurses—increasing job satisfaction, improving burnout, and professional growth—all occur in a supportive work environment. Healthcare teams will benefit from good communication, collaboration, and decision-making to help obtain better teamwork and patient care outcomes. Patients are benefited from receiving care in an environment where nurses feel supported, doing their best for the patients, and improving the patient experience. The healthcare organizations enjoy better retention rates, productivity, higher patient satisfaction, and a good reputation within the healthcare community.
<b>Resources</b>	AACN Guiding Principles for Appropriate Staffing - AACN. (2018). AACN. <a href="https://www.aacn.org/policy-and-advocacy/guiding-principles-for-staffing">https://www.aacn.org/policy-and-advocacy/guiding-principles-for-staffing</a>

PERSONAL CHALLENGES					
TOPIC	STRATEGY	GUIDELINES	MECHANISM	MONITORING	EVALUATION
GENERATION Z NURSES JOB STRESS	TRUE COLLABORATION	1. Encourage Open Communications 2. Team Building Engagements 3. Provision of Stress Management Resources	1. Bi-weekly team meetings for the discussion of workload, stress levels, and improvements that can be done. 2. Generation Z nurses should be matched with veteran nurses to get guidance. 3. Stress management workshops should be provided monthly by expert professionals. Include topics such as time management and mindfulness and various self-care methods.	1. Run quarterly surveys on stress levels and job satisfaction of the Generation Z nurses. 2. Conduct bi-annual reviews of the effectiveness of the mentorship program. • Collect feedback from mentors and mentees to identify improvements. 3. Track attendance in stress management workshops and seminars.	1. Pre- and post-program stress level compared using standard assessment tools. 2. Bi-annual job satisfaction surveys are conducted among Generation Z nurses. 3. Monitor retention rates of Generation Z nurses over time.

PERSONAL CHALLENGES					
TOPIC	STRATEGY	GUIDELINES	MECHANISM	MONITORING	EVALUATION
GENERATION Z NURSES ABSENTEEISM	APPROPRIATE STAFFING	<ol style="list-style-type: none"> <li>1. Implement Evidence-Based Staffing Ratios</li> <li>2. Promote Flexible Scheduling Options</li> <li>3. Enhance Professional Development Opportunities</li> </ol>	<ol style="list-style-type: none"> <li>1. The staffing ratios should be guided by current evidence and best practice in order to ensure a safe and healthy work environment. Review and update staffing levels regularly to cope with changing needs in patient care and nurse workload.</li> <li>2. Put in place self-scheduling systems that can allow the input of nurses in creating schedules.</li> <li>3. Provide continuous education and professional development programs tailored to Generation Z nurses to ensure that job satisfaction and commitment are formed and turnover and absenteeism are reduced.</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop monthly reports on the nurse absenteeism rate and its trends over time.</li> <li>2. Conduct quarterly satisfaction surveys to perceive nurse perceptions of staffing, scheduling, and work-life balance.</li> <li>3. Establish peer review committees to review and assess the practice of staffing and the impact it is having on nurse well-being.</li> </ol>	<ol style="list-style-type: none"> <li>1. Monitor patient outcomes, nurse retention, and absenteeism as performance metrics to assess the impact of staffing strategies.</li> <li>2. Track employee turnover rates before and after the implementation of relevant measures in staff.</li> <li>3. Review the results of feedback implementation and the progress made from the employee satisfaction survey and the peer review committees.</li> </ol>

PERSONAL CHALLENGES					
TOPIC	STRATEGY	GUIDELINES	MECHANISM	MONITORING	EVALUATION
GENERATION Z NURSES POOR PERFORMANCE AND DEMOTIVATION	MEANINGFUL RECOGNITION	<ol style="list-style-type: none"> <li>1. Implement Regular Recognition Programs</li> <li>2. Utilize Performance Review Systems</li> <li>3. Foster a Supportive Work Environment</li> </ol>	<ol style="list-style-type: none"> <li>1. Create a "Nurse of the Month" program with peer and management nominations.</li> <li>2. Provide quarterly performance evaluations with individual feedback.</li> <li>3. Facilitate peer mentoring programs for sharing knowledge and developing skills.</li> </ol>	<ol style="list-style-type: none"> <li>1. Monitor the number of recognitions given and received by Generation Z nurses.</li> <li>2. Track improvements to specific areas of performance over time after recognition initiatives are in place.</li> <li>3. Regularly review survey and feedback results to make informed adjustments to the program.</li> </ol>	<ol style="list-style-type: none"> <li>1. Compare performance metrics before and after the implementation of a recognition program.</li> <li>2. Include pre-program and post-program surveys to measure changes in job satisfaction and engagement levels.</li> <li>3. Obtain feedback from nurses, supervisors, and peers on the effectiveness of recognition initiatives.</li> </ol>

PERSONAL CHALLENGES					
TOPIC	STRATEGY	GUIDELINES	MECHANISM	MONITORING	EVALUATION
GENERATION Z NURSES TURN OVER	AUTHENTIC LEADERSHIP	<ol style="list-style-type: none"> <li>1. Foster a culture of constant learning and professional development among Generation Z nurses.</li> <li>2. Implement authentic leadership practices that emphasize trust, transparency, and mentorship.</li> <li>3. Offer opportunities for professional growth to Gen Z nurses to achieve their career objectives.</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop structured mentorship programs that pair Generation Z nurses with experienced leaders for guiding and supporting them.</li> <li>2. Provide access to ongoing training and educational resources that enhance skill development and career progress.</li> <li>3. Develop ways to seek feedback on the learning needs and preferences of the Generation Z nurse.</li> </ol>	<ol style="list-style-type: none"> <li>1. Monitor participation rates in educational programs and workshops designed for Gen Z nurses.</li> <li>2. Assess the effectiveness of the mentorship relationship in terms of professional growth and job satisfaction.</li> <li>3. Monitor the level of turnover among Generation Z nurses and identify factors contributing to retention or attrition.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use surveys and feedback mechanisms to understand the perceptions of Gen Z nurses on authentic leadership practices across the organization.</li> <li>2. Analyze retention data and career progression metrics to see the impact of initiatives for continuing education and skills enhancement.</li> <li>3. Obtain the perceptions of both Gen Z nurses and their leaders on how well the program has helped to address the problems of turnover.</li> </ol>

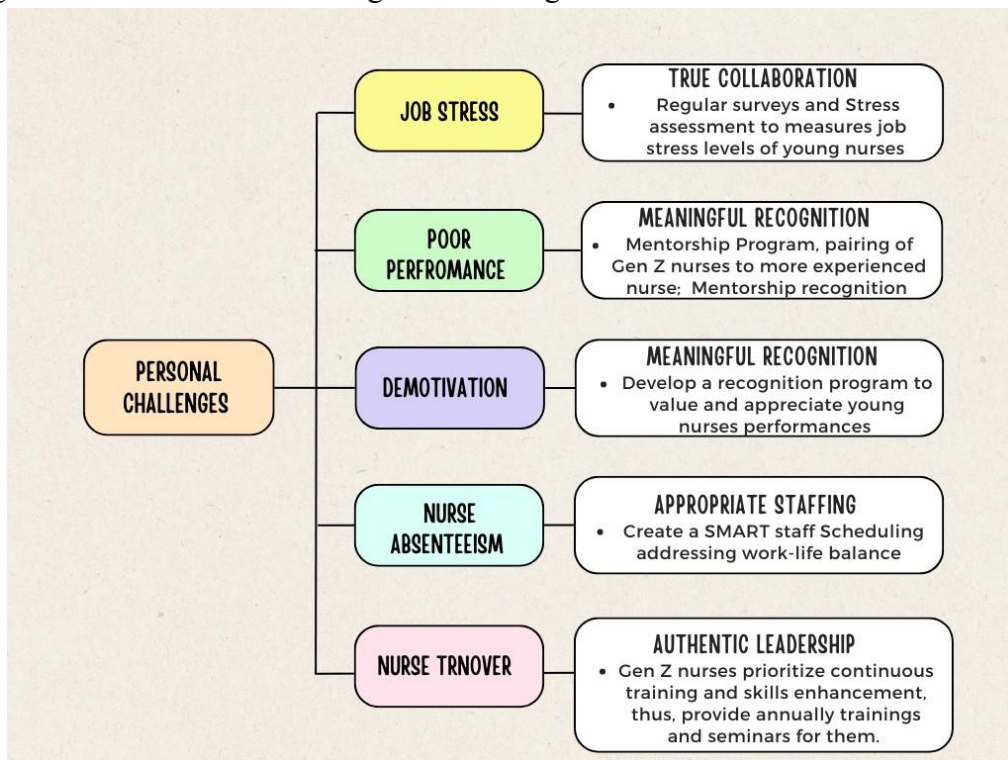
SOCIETAL CHALLENGES					
TOPIC	STRATEGY	GUIDELINES	MECHANISM	MONITORING	EVALUATION
GENERATION Z NURSES CONFLICT	SKILLED COMMUNICATION	<ol style="list-style-type: none"> <li>1. Establish Clear Communication Protocols for Addressing Conflicts</li> <li>2. Implement Regular Workshops on Effective Communication Skills and Conflict Management</li> <li>3. Create Safe Spaces for Open Expression</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop and circulate clear communication protocols outlining steps to address conflicts in a manner that is respectful and constructive. Emphasize how active listening and empathetic communication should figure in conflict resolution processes.</li> <li>2. Schedule workshops and in-service training programs specifically designed to improve communication skills, techniques of conflict resolution, and ways of increasing the level of empathy. The programs will give nurses practical tools and effective strategies in managing conflicts and providing assertive communication with colleagues and administrators.</li> <li>3. Provide specific forums or meetings where nurses are able to voice their opinions and concerns without fear of judgment or reprisal. Encourage active participation with options to provide anonymous feedback for transparency and trust within the nursing team.</li> </ol>	<ol style="list-style-type: none"> <li>1. Collect feedback from nurses on the effectiveness of communication strategies implemented to resolve conflicts.</li> <li>2. Observe the communication dynamics periodically in team interactions and meetings.</li> <li>3. Utilize surveys and measures that assess the improvement in communication satisfaction and perceived effectiveness of conflict resolution.</li> </ol>	<ol style="list-style-type: none"> <li>1. Assess the general communication climate of the nursing team, including trust levels, openness, and receptivity to feedback.</li> <li>2. Compare pre- and post-intervention data to assess changes in communication patterns and conflict resolution outcomes.</li> <li>3. Gather feedback from nursing administrators, supervisors, and Generation Z nurses on the role of skilled communication strategies in conflict resolution.</li> </ol>

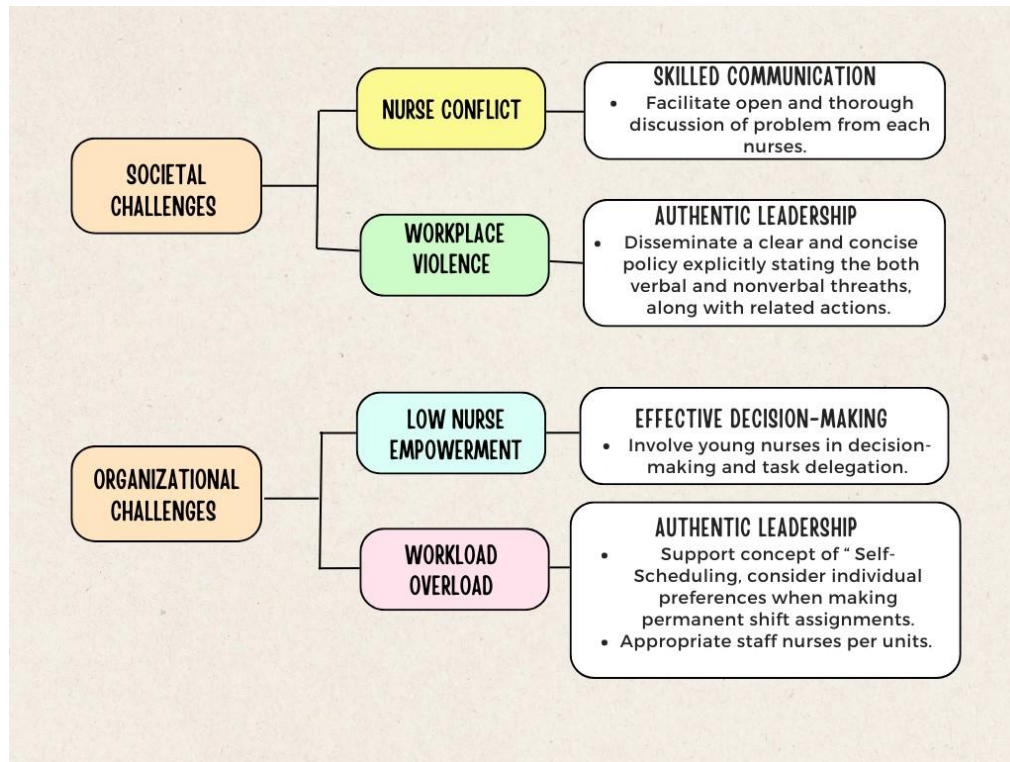
SOCIETAL CHALLENGES					
TOPIC	STRATEGY	GUIDELINES	MECHANISM	MONITORING	EVALUATION
GENERATION Z NURSES VIOLENCE	AUTHENTIC LEADERSHIP	<ol style="list-style-type: none"> <li>1. Monthly Safety Meetings</li> <li>2. Zero-Tolerance Policy Document</li> <li>3. Support Groups and Counseling Services</li> </ol>	<ol style="list-style-type: none"> <li>1. Schedule regular monthly meetings to review workplace safety measures, discuss incidents of violence, and strategies for prevention and intervention. Provide an avenue whereby nurses could voice their concerns and suggestions with regards to the development of improved safety protocols.</li> <li>2. Develop a comprehensive document outlining the policy of the organization on zero tolerance for violence, harassment, and bullying. Distribute this document to all staff members to ensure clarity and understanding of what is expected in terms of workplace behavior.</li> <li>3. Establish specific support groups and counseling services for Generation Z nurses who have faced violence or trauma in the workplace. Provide confidential counseling sessions, networks of peer support, and other sources of coping and healing.</li> </ol>	<ol style="list-style-type: none"> <li>1. Keep a record of violence-related incidents reported and the actions taken.</li> <li>2. Conduct periodic surveys regarding the perception of safety and support of the workplace among Generation Z nurses.</li> <li>3. Collect feedback from Generation Z nurses regarding the efficacy of nursing administrators' leadership styles.</li> </ol>	<ol style="list-style-type: none"> <li>1. Periodically review incident logs to assess the efficacy of the reporting system and the effectiveness of the resulting actions.</li> <li>2. Analyze survey data to measure changes in Generation Z nurses' perceptions of workplace safety and support.</li> <li>3. Performance reviews of nursing administrators should be conducted to assess the ability of nursing administrators to adhere to authentic leadership principles.</li> </ol>

ORGANIZATIONAL CHALLENGES					
TOPIC	STRATEGY	GUIDELINES	MECHANISM	MONITORING	EVALUATION
GENERATION Z NURSES LOW EMPOWERMENT	EFFECTIVE DECISION-MAKING	<ol style="list-style-type: none"> <li>1. Inclusive Decision-Making</li> <li>2. Task Delegation</li> <li>3. Continuous Feedback</li> </ol>	<ol style="list-style-type: none"> <li>1. Actively involve Gen Z nurses in decision-making processes related to their work and unit operations. Ask for and share their input, ideas, and perspectives to ensure that decisions are made after considering various viewpoints.</li> <li>2. Give Generation Z nurses opportunities to take leadership roles. Give them tasks and responsibilities that involve something they are interested in and align with their skills. Be supportive and guide them along the way for growth and development in such roles.</li> <li>3. Openly communicate and empower Generation Z nurses to share their ideas, concerns, and feedback on a regular basis. Encourage constant interaction and provide constructive feedback to support their professional development and team building.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use tools such as questionnaires and feedback forms to measure the participatory and empowerment levels of Generation Z nurses on a regular basis.</li> <li>2. Periodic reviews of the implementation of decision-making and task delegation practices.</li> <li>3. Monitor the outcomes of the decisions made on unit operations and nurse satisfaction.</li> </ol>	<ol style="list-style-type: none"> <li>1. Conduct regular satisfaction surveys to ascertain perceptions on empowerment and job satisfaction among Gen Z nurses.</li> <li>2. Create and track practical performance indicators that show Generation Z nurses' abilities in decision-making roles.</li> <li>3. Organize feedback sessions for discussions by Generation Z nurses on the effect of the program in their empowerment and professional growth.</li> </ol>

ORGANIZATIONAL CHALLENGES					
TOPIC	STRATEGY	GUIDELINES	MECHANISM	MONITORING	EVALUATION
GENERATION Z NURSES WORK OVERLOAD	AUTHENTIC LEADERSHIP	<ol style="list-style-type: none"> <li><b>Define Clear Expectations</b> <ul style="list-style-type: none"> <li>Communicate workload expectations clearly and transparently.</li> </ul> </li> <li><b>Promote Work-Life Balance</b> <ul style="list-style-type: none"> <li>Encourage regular breaks and time off to prevent burnout.</li> </ul> </li> <li><b>Encourage Open Communication</b> <ul style="list-style-type: none"> <li>Create a culture of trust where Generation Z nurses feel comfortable discussing workload concerns.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li><b>Delegation of Task</b> <ul style="list-style-type: none"> <li>Assign tasks based on individual strengths and capacity to handle workload.</li> </ul> </li> <li><b>Flexible Scheduling</b> <ul style="list-style-type: none"> <li>Provide flexible scheduling options to work around home needs and personal preferences.</li> <li>Allow shift swaps or changes in balancing the distribution of workload.</li> </ul> </li> <li><b>Resource Allocation</b> <ul style="list-style-type: none"> <li>Ensure adequate staffing and resources to handle the workload demand.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>Assess workloads on a regular basis to identify where overload occurs.</li> <li>Productivity, quality of work, and job satisfaction are amongst the performance indicators that need to be monitored.</li> <li>Use the feedback to continually improve and optimize the allocation of workload.</li> </ol>	<ol style="list-style-type: none"> <li>Administer surveys to assess Generation Z nurses' perceptions of workload and leadership support.</li> <li>Measure the metric, such as turnover rates, absenteeism, and productivity before and after the implementation of the program.</li> <li>Engage stakeholders, such as Generation Z nurses, nurse-administrators, and health care leadership, in the review of program outcomes.</li> </ol>

Proposed algorithm on Work force Management Strategies for Generation Z Nurses.





## References

1. AACN Guiding Principles for Appropriate Staffing - AACN. (2018). AACN. <https://www.aacn.org/policy-and-advocacy/guiding-principles-for-staffing>
2. Alaseeri, R., Rajab, A. A., & Banakhar, M. (2021). Do personal differences and organizational factors influence nurses' decision making? A qualitative study. *Nursing Reports*, 11(3), 714–727. <https://doi.org/10.3390/nursrep11030067>
3. Al-Dossary, R. (2019). Leadership in nursing. In InTech eBooks. <https://doi.org/10.5772/65308>
4. Alsadaan, N. et al., (2023). Impact of Nurse Leaders Behaviors on Nursing Staff Performance: A Systematic Review of literature. *Inquiry*, 60, 004695802311785. <https://doi.org/10.1177/00469580231178528>
5. Alsadaan, N. et al., (2023b). Impact of Nurse Leaders Behaviors on Nursing Staff Performance: A Systematic Review of literature. *Inquiry*, 60, 004695802311785. <https://doi.org/10.1177/00469580231178528>
6. Alshammari, M. H., & Alenezi, A. (2023b). Nursing workforce competencies and job satisfaction: the role of technology integration, self-efficacy, social support, and prior experience. *BMC Nursing*, 22(1). <https://doi.org/10.1186/s12912-023-01474-8>
7. Alshammari, M. H., & Alenezi, A. (2023c). Nursing workforce competencies and job satisfaction: the role of technology integration, self-efficacy, social support, and prior experience. *BMC Nursing*, 22(1). <https://doi.org/10.1186/s12912-023-01474-8>
8. Alshammari, M. H., & Alenezi, A. (2023d). Nursing workforce competencies and job satisfaction: the role of technology integration, self-efficacy, social support, and prior experience. *BMC Nursing*, 22(1). <https://doi.org/10.1186/s12912-023-01474-8>
9. An, M., Heo, S., Hwang, Y. Y., Kim, J., & Lee, Y. (2022). Factors Affecting Turnover Intention among New Graduate Nurses: Focusing on Job Stress and Sleep Disturbance. *Healthcare (Basel)*,

- Switzerland), 10(6), 1122. <https://doi.org/10.3390/healthcare10061122>
10. **Arsat, N. et al.,(2023)**. The effect of work setting and demographic factors on caring behaviour among nurses in the public hospitals and public health services, Sabah, Malaysia. *BMC Nursing*, 22(1). <https://doi.org/10.1186/s12912-023-01359-w>
  11. **Baek, H., Han, K., Cho, H., & Ju, J. (2023)**. Nursing teamwork is essential in promoting patient-centered care: a cross-sectional study. *BMC Nursing*, 22(1). <https://doi.org/10.1186/s12912-023-01592-3>
  12. **Barnes. Et al., (2021)** Meaningful recognition: An imperative for nurse manager well-being. *Nursing Management (Springhouse)* 52(10):p 6-9, October 2021. | DOI: 10.1097/01.NUMA.0000792044.13706.b2
  13. **Benítez-Márquez, M. D.et al., (2022)**. Generation Z Within the Workforce and in the workplace: A Bibliometric analysis. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.736820>
  14. **Boned-Galán, Á., López-Ibort, N., & Gascón-Catalán, A. (n.d.)**. Nurse Manager Span of Control in Hospital Settings: An Integrative Review. *Nursing Reports*, 13(4), 1577–1592. <https://doi.org/10.3390/nursrep13040131>
  15. **Burmeister, E. A. et al., (2019)**. Determinants of nurse absenteeism and intent to leave: An international study. *Journal of nursing management*, 27(1), 143–153. <https://doi.org/10.1111/jonm.12659>
  16. **Carayon P, Gurses AP**. Nursing Workload and Patient Safety—A Human Factors Engineering Perspective. In: Hughes RG, editor. *Patient Safety and Quality: An Evidence-Based Handbook for Nurses*. Rockville (MD): Agency for Healthcare Research and Quality (US); 2008 Apr. Chapter 30. Available from: <https://www.ncbi.nlm.nih.gov/books/NBK2657/>
  17. **Chen, H., Kewou, N. Y. N., Atingabili, S., Sogbo, A. D. Z., & Tcheudjeu, A. T. (2024)**. The impact of psychological capital on nurses' job performance: a chain mediation analysis of problem-focused coping and job engagement. *BMC Nursing*, 23(1). <https://doi.org/10.1186/s12912-024-01802-6>
  18. **Choi, P. et al., (2022)**. Multi-Generational Perspectives on the Competencies Required of First-Line Nurse Managers: A Phenomenological Study. *International Journal of Environmental Research and Public Health*, 19(17), 10560. <https://doi.org/10.3390/ijerph191710560>
  19. **Darling-Hammond, L., Flook, L., Cook-Harvey, C. M., Barron, B., & Osher, D. (2019b)**. Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 24(2), 97–140. <https://doi.org/10.1080/10888691.2018.1537791>
  20. **Davidescu, A. A., Apostu, S. A., Paul, A., & Cășuneanu, I. (2020b)**. Work Flexibility, Job Satisfaction, and Job Performance among Romanian Employees—Implications for Sustainable Human Resource Management. *Sustainability*, 12(15), 6086. <https://doi.org/10.3390/su12156086>
  21. **DBM-DOH (2013)** [https://www.dbm.gov.ph/wp-content/uploads/Issuances/2013/Joint%20Circular%202013/DOH/Manual%20RSSGH\\_%203%20levels.pdf](https://www.dbm.gov.ph/wp-content/uploads/Issuances/2013/Joint%20Circular%202013/DOH/Manual%20RSSGH_%203%20levels.pdf)
  22. **Duley, M. (2023)**. Gen Z Is the Most Entrepreneurial Generation: What This Means for the Future of Work and the Economy. <https://finance.yahoo.com/news/gen-z-most-entrepreneurial-generation-110057091.html>
  23. **Dyrbye, L. N. et al., (2019)**. A cross-sectional study exploring the relationship between burnout, absenteeism, and job performance among American nurses. *BMC nursing*, 18, 57. <https://doi.org/10.1186/s12912-019-0382-7>

24. **Elizabeth Laudert (2018)** Generation Z: Utilizing Adaptive and Authentic Leadership to Promote Intergenerational Collaboration at Work <https://digital.sandiego.edu/cgi/viewcontent.cgi?article=1031&context=solesmalscap>
25. **Errida, A., & Lotfi, B. (2021)**. The determinants of organizational change management success: Literature review and case study. *International Journal of Engineering Business Management*, 13, 184797902110162. <https://doi.org/10.1177/18479790211016273>
26. **Farsi, Z., Sajadi, S. A., Afaghi, E., Fournier, A., Aliyari, S., Ahmadi, Y., & Hazrati, E. (2021)**. Explaining the experiences of nursing administrators, educators, and students about education process in the COVID-19 pandemic: a qualitative study. *BMC Nursing*, 20(1). <https://doi.org/10.1186/s12912-021-00666-4>
27. **Ferguson-Paré, M. (2023)**. Administration: What is leadership in nursing administration? <https://www.longwoods.com/content/16240/nursing-leadership/administration-what-is-leadership-in-nursing-administration->
28. **Flaubert, J. L., Menestrel, S. L., Williams, D. R., & Wakefield, M. K. (2021)**. *Supporting the Health and Professional Well-Being of Nurses*. The Future of Nursing 2020-2030 - NCBI Bookshelf. <https://www.ncbi.nlm.nih.gov/books/NBK573902/>
29. **Forster, A., & Koob, C. (2023)**. Antecedents of Nurse Managers' Work Engagement: A Cross-Sectional Study. *Healthcare*, 11(9), 1336. <https://doi.org/10.3390/healthcare11091336>
30. **Gab Allah AR, Elshrief HA, Ageiz MH.(2020)** Developing Strategy: A Guide For Nurse Managers to Manage Nursing Staff's Work-related Problems. *Asian Nurs Res (Korean Soc Nurs Sci)*. 2020 Aug;14(3):178-187. doi: 10.1016/j.anr.2020.07.004. Epub 2020 Jul 18. PMID: 32693032; PMCID: PMC7368158.
31. **Galsanjigmed, E., & Sekiguchi, T. (2023)**. Challenges Women Experience in Leadership Careers: An Integrative review. *Merits*, 3(2), 366–389. <https://doi.org/10.3390/merits3020021>
32. **Generation Z – Joining Nursing's workforce. (n.d.-b)**. [https://www.naylornetwork.com/tne-nwl/articles/index\\_v2.asp?aid=495254&issueID=58241](https://www.naylornetwork.com/tne-nwl/articles/index_v2.asp?aid=495254&issueID=58241)
33. **Gregorio, R. G. (2022)**. Supervision of the Emerging Millennial Nurses as Experienced by Nurse Administrators. *Journal of Positive School Psychology*, 142–153. <https://www.journalppw.com/index.php/jpsp/article/view/6890>
34. **Hallenbeck, G. (2022)**. *How to Use Experience to Fuel Leadership Development*. CCL. <https://www.ccl.org/articles/leading-effectively-articles/use-experience-fuel-leadership-development/>
35. **Haynes et al., (2018)**. Who Is Gen Z: The restless generation? <https://www.kornferry.com/institute/who-is-gen-z-the-restless-generation>
36. **He, X., Ya, M., Cao, H., Li, L., Wu, Y., & Yang, H. (2024)**. Factors influencing the development of nursing professionalism: a descriptive qualitative study. *BMC Nursing*, 23(1). <https://doi.org/10.1186/s12912-024-01945-6>
37. **Holmberg, C., Wolf, A., Olsson, M., & Heckemann, B. (2022)**. Nurses' general attitudes and caregiving-specific perceptions toward the oldest-old: A nationwide survey. *International Journal of Nursing Studies*, 136, 104379. <https://doi.org/10.1016/j.ijnurstu.2022.104379>
38. **Inop. (2023)**. *Gen Z Workforce: Values as the Catalyst for job change*. <https://www.linkedin.com/pulse/gen-z-workforce-values-catalyst-job-change-inop-ai/>
39. **Isangula, K., Pallangyo, E., Mbekenga, C., Ndirangu-Mugo, E., & Shumba, C. (2022)**. Factors

- shaping good and poor nurse-client relationships in maternal and child care: a qualitative study in rural Tanzania. *BMC Nursing*, 21(1). <https://doi.org/10.1186/s12912-022-01021-x>
40. **Jalufka, S. (2021)**. 6 things to know about Generation Z. Region 13's. Blog. <https://blog.esc13.net/6-things-to-know-about-generation-z/>
41. **Jankelová, N., & Joniaková, Z. (2021)**. Communication Skills and Transformational Leadership Style of First-Line Nurse Managers in Relation to Job Satisfaction of Nurses and Moderators of This Relationship. *Healthcare (Basel, Switzerland)*, 9(3), 346. <https://doi.org/10.3390/healthcare9030346>
42. **Jenkins, R. (2019)**. This Is How Generation Z Employees Want Feedback. <https://www.inc.com/ryan-jenkins/this-is-how-generation-z-employees-want-feedback.html>
43. **Johnston, P. F. (2023)**. Head Nurses as Middle Managers. *The Journal of Nursing Administration*, 13(11), 22–26. <http://www.jstor.org/stable/26807857>
44. **Kaihlanen, A., Hietapakka, L., & Heponiemi, T. (2019)**. Increasing cultural awareness: qualitative study of nurses' perceptions about cultural competence training. *BMC Nursing*, 18(1). <https://doi.org/10.1186/s12912-019-0363-x>
45. **Kayser, A. (n.d.)**. Gen Z's complex healthcare workforce, explained in 30 numbers. [https://www.beckershospitalreview.com/workforce/gen-zs-complex-healthcare-workforce-explained-in-30-numbers.html?fbclid=IwAR1Pzp3oAyt1XjHLDK0BaSN0Ts9pJlz1Wc5YF56CLLo\\_Bohxb66U8a1AEV0](https://www.beckershospitalreview.com/workforce/gen-zs-complex-healthcare-workforce-explained-in-30-numbers.html?fbclid=IwAR1Pzp3oAyt1XjHLDK0BaSN0Ts9pJlz1Wc5YF56CLLo_Bohxb66U8a1AEV0)
46. **Keilhack-Ball, K. S. (2021)**. A Qualitative Study on Work Values Effect on Job Satisfaction Among Generation Y and Generation Z Nurses (Doctoral dissertation, Northcentral University).
47. **Khan, H., Rehmat, M., Butt, T. H., Farooqi, S., & Asim, J. (2020)**. Impact of transformational leadership on work performance, burnout and social loafing: a mediation model. *Future Business Journal*, 6(1). <https://doi.org/10.1186/s43093-020-00043-8>
48. **Khaw, K. W., Alnoor, A., AL-Abrrow, H., Tiberius, V., Ganesan, Y., & Atshan, N. A. (2022)**. Reactions towards organizational change: a systematic literature review. *Current Psychology*, 42(22), 19137–19160. <https://doi.org/10.1007/s12144-022-03070-6>
49. **Khemmaya Kiniman, Burapha Napitchya Cherdchom (2019)**. volume 10 number 2 Work Motivation of Registered Nurses in Generation Z in a Private Hospital in Chonburi Province <file:///C:/Users/hansj/Downloads/6597-Article%20Text-7885-1-10-20200110.pdf>
50. **Kim, E., Kim, H., & Lee, T. W. (2024)**. How are new nurses satisfied with their jobs? From the work value perspective of Generations Y and Z nurses. *BMC Nursing*, 23(1). <https://doi.org/10.1186/s12912-024-01928-7>
51. **Kirpik, G., & Cetin, Y. (2023)**. Examining the Relationship Between Communication and Information Sharing and Organisational Ambidexterity: A Study on Nurses in TRC1 Region. *Sosyoekonomi*, 11–35. <https://doi.org/10.17233/sosyoekonomi.2023.01.01>
52. **Kohnen, D., De Witte, H., Schaufeli, W. B., Dello, S., Bruyneel, L., & Sermeus, W. (2024)**. Engaging leadership and nurse well-being: the role of the work environment and work motivation—a cross-sectional study. *Human Resources for Health*, 22(1). <https://doi.org/10.1186/s12960-023-00886-6>
53. **Kwame, A., & Petrucka, P. (2021)**. A literature-based study of patient-centered care and communication in nurse-patient interactions: barriers, facilitators, and the way forward. *BMC Nursing*, 20(1). <https://doi.org/10.1186/s12912-021-00684-2>

54. **Labster (2023)**. 6 tips for supporting Gen Z nurses UbiSim. <https://www.ubisimvr.com/blog/6-tips-for-supporting-gen-z-nurses>
55. **Lee, Y. J., Lee, H., & Choi, E. (2023)**. Moderating Role of Communication Competence in the Association between Professionalism and Job Satisfaction in Korean Millennial and Generation Z Nurses: A Cross-Sectional Study. *Healthcare*, 11(18), 2547. <https://doi.org/10.3390/healthcare11182547>
56. **Lindsay, S. L., & Mathieson, K. (2022)**. Authentic leadership. *Nursing Management*, 53(6), 24–30. <https://doi.org/10.1097/01.numa.0000831416.21965.e2>
57. **Lisnadiyanti, L., & Pandin, M. (2021)**. Socio-cultural Approach in Developing the Quality of Clinical Education in the Millennium Era: A Literature Review (New Paradigm). *Consensus.app*. <https://doi.org/10.20944/PREPRINTS202104.0051.V2>
58. **Loveitt, M. (2023)**. The Lived Experiences of the Newly Graduated Generation “Z”: Registered Nurse Entering the Intensive Care Unit. *Doctoral Dissertations and Projects*. <https://digitalcommons.liberty.edu/doctoral/5074/>
59. **Mahapatra, G. P., Bhullar, N., & Gupta, P. (2022)**. Gen Z: An emerging phenomenon. *NHRD Network Journal*, 15(2), 246–256. <https://doi.org/10.1177/26314541221077137>
60. **Majid, P et al., (2023)**. Competencies expected of undergraduate nursing students: A scoping review. *Nursing Open*, 10(12), 7487–7508. <https://doi.org/10.1002/nop2.2020>
61. **Maravilla, S. N. (2021)**. Perceived work values and work ethics of Gen Z nursing graduates. *Journal of Social Health*, 4(2), 62-73.
62. **Mariecarrier. (2021)**. *The role of nurse administrators in improving healthcare quality*. Radford Online. <https://online.radford.edu/degrees/nursing/msn-nursing-administration/the-role-of-nurse-administrators-in-improving-healthcare-quality/>
63. **Matutina, R. P. (2013)**. Management support, attitude and level of empowerment of nurse managers in private and public hospitals in Iloilo (Unpublished Master’s thesis). Central Philippine University, Jaro, Iloilo City. <https://hdl.handle.net/20.500.12852/1976>
64. **Michellerisby. (2023)**. How can nurse leaders bridge generational divides in the workplace? Tamiu. <https://online.tamiu.edu/programs/nursing/msn/nursing-administration/nurse-leaders-bridge-generational-divides/>
65. **Mlambo, M., Silén, C., & McGrath, C. (2021b)**. Lifelong learning and nurses’ continuing professional development, a metasynthesis of the literature. *BMC Nursing*, 20(1). <https://doi.org/10.1186/s12912-021-00579-2>
66. **Nene SE, Ally H, Nkosi E. (2020)** Nurse managers experiences of their leadership roles in a specific mining primary healthcare service in the West Rand. *Curationis*. 23;43(1):e1-e8. doi: 10.4102/curationis.v43i1.2129. PMID: 32787428; PMCID: PMC7433317.
67. **Nikpour, J., Hickman, R. L., Clayton-Jones, D. L., González-Guarda, R. M., & Broome, M. E. (2022)**. Inclusive leadership to guide nursing’s response to improving health equity. *Nursing Outlook*, 70(6), S10–S19. <https://doi.org/10.1016/j.outlook.2022.02.006>
68. **Nurmeksela, A., Mikkonen, S., Kinnunen, J., & Kvist, T. (2021)**. Relationships between nurse managers' work activities, nurses' job satisfaction, patient satisfaction, and medication errors at the unit level: a correlational study. *BMC health services research*, 21(1), 296. <https://doi.org/10.1186/s12913-021-06288-5>

69. **Oducado, R. M. (2019).** Gen Z Nursing Students' Usage, Perception and Satisfaction with Facebook for Educational Purposes: Tool for Learning or Distraction. *Papers.ssrn.com*. [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=3491589](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3491589)
70. **Opal, D. (2000).** The theory of generational change: A critical reassessment. <https://www.collectionscanada.gc.ca/obj/s4/f2/dsk2/ftp03/MQ57686.pdf> Chicca, J., & Shellenbarger, T. (2019). A new generation of nurses is here: Strategies for working with Generation Z. *American Nurse Journal - American Nurse*. <https://www.myamericannurse.com/wp-content/uploads/2019/02/ant2-GenZ-117.pdf>
71. **Palma, S. et al., (2020).** Continuing professional development: Awareness, attitude, facilitators, and barriers among nurses in the Philippines. *Nursing Practice Today*, 7(3). <https://doi.org/10.18502/npt.v7i3.3348>
72. **Papathanasiou, I., Tzenetidis, V., Tsaras, K., Zyga, S., & Malliarou, M. (2024).** Missed nursing care; Prioritizing the patient's needs: an umbrella review. *Healthcare*, 12(2), 224. <https://doi.org/10.3390/healthcare12020224>
73. **Patrick A, Laschinger HK, Wong C, Finegan J. (2021).** Developing and testing a new measure of staff nurse clinical leadership: the clinical leadership survey. *J Nurs Manag*. 2021 May;19(4):449-60. doi: 10.1111/j.1365-2834.2021.01238.x. Epub 2021 Apr 25. PMID: 21569142.
74. **Patten, Y. A. (2023).** Critical Factors Influencing Generation Z's Professional Socialization Process into the Nursing Workforce (Doctoral dissertation, Barry University).
75. **Pérez-Sánchez S, Madueño SE, Montaner J (2021)** Gender gap in the leadership of health institutions: the influence of hospital-level factors, *Health Equity* 5:1, 521–525, DOI: 10.1089/heq.2021.0013
76. **Pires BSM, Oliveira LZ, Siqueira CL, Feldman LB, Oliveira RA, Gasparino RC. (2018).** Nurse work environment: comparison between private and public hospitals. *Einstein (Sao Paulo)*. 2018 Nov 8;16(4):eAO4322. doi: 10.31744/einstein\_journal/2018AO4322. PMID: 30427485; PMCID: PMC6223946.
77. **Practices, E., & Behavioral, C. B. O. (2020).** Are generational categories meaningful distinctions for workforce management? In National Academies Press eBooks. <https://doi.org/10.17226/25796>
78. **Pressley, C., & Garside, J. (2023).** Safeguarding the retention of nurses: A systematic review on determinants of nurse's intentions to stay. *Nursing Open*, 10(5), 2842–2858. <https://doi.org/10.1002/nop2.1588>
79. **Price, S., & Reichert, C. (2017).** The Importance of Continuing Professional Development to Career Satisfaction and Patient Care: Meeting the Needs of Novice to Mid- to Late-Career Nurses throughout Their Career Span. *Administrative Sciences*, 7(2), 17. <https://doi.org/10.3390/admsci7020017>
80. **PSA (Philippine Statistics Authority) (2016)** *Census of Population 2015*, Public-Use File (Quezon City: Philippines).
81. **Rahn, H., & Marchand, M. (2023).** Generation Z. <https://www.deltatau.org/generationz#:~:text=Because%20Generation%20Z%20grew%20up,different%20viewpoints%2C%20opinions%20and%20lifestyles>.
82. **Regan, L. C., & Rodriguez, L. (2021).** Nurse empowerment from a middle-management perspective: nurse managers' and assistant nurse managers' workplace empowerment views. *The Permanente journal*, 15(1), e101–e107. <https://doi.org/10.7812/TPP/11.997>
83. **Regent University. (2022).** Generation Z's perspectives on leadership.

- <https://www.regent.edu/journal/emerging-leadership-journeys/gen-z-generation-z-leadership/>
84. **Regis College. (2023).** *How will attending nursing education seminars enhance your job qualifications?* Regis College Online. <https://online.regiscollege.edu/blog/how-will-attending-nursing-education-seminars-enhance-your-job-qualifications/>
  85. **Rose. (2022).** *Communicating with Generation Z Nurses - Emerging Nurse Leader.* Emerging Nurse Leader. <https://emergingnleader.com/communicating-with-generation-z-nurses/>
  86. **Schieszer, J., MA. (2023).** *Proactive efforts needed to ease work overload, burnout in health care.* Renal and Urology News. <https://www.renalandurologynews.com/practice-management/proactive-efforts-needed-to-ease-work-overload-burnout-in-health-care/>
  87. **Sherman, R. O. (2021).** *Keeping an eye on Generation Z nurses.* Nurse leader, 19(1), 6-7.21
  88. **Sindhu. (2023b).** *How can nursing Administration best lead millennial and Gen Z nurses?* Radford Online. <https://online.radford.edu/degrees/nursing/msn-nursing-administration/lead-millennial-and-gen-z-nurses/>
  89. **Steele, S. K. (2021).** *Predicting medical-surgical nurses' work satisfaction and intent to stay.* *Nursing Management*, 52(8), 16–25. <https://doi.org/10.1097/01.numa.0000758672.01825.25>
  90. **Sweet, J., & Swayze, S. (2019).** *The Multi-Generational Nursing Workforce: Analysis of Psychological Capital by Generation and Shift.* *Journal of Organizational Psychology*, 17(4).
  91. **Taibah, D., & Ho, T. C. (2023).** *The moderating effect of flexible work option on structural empowerment and Generation Z contextual performance.* *Behavioral Sciences*, 13(3), 266. <https://doi.org/10.3390/bs13030266>
  92. **Tan, S. H. E., & Chin, G. F. (2023).** *Generational effect on nurses' work values, engagement, and satisfaction in an acute hospital.* *BMC nursing*, 22(1), 88. <https://doi.org/10.1186/s12912-023-01256-2>
  93. **Tan, S. H., & Chin, G. F. (2023b).** *Generational effect on nurses' work values, engagement, and satisfaction in an acute hospital.* *BMC Nursing*, 22(1). <https://doi.org/10.1186/s12912-023-01256-2>
  94. **Tan, S. H., & Chin, G. F. (2023c).** *Generational effect on nurses' work values, engagement, and satisfaction in an acute hospital.* *BMC Nursing*, 22(1). <https://doi.org/10.1186/s12912-023-01256-2>
  95. **Tan, S. H., & Chin, G. F. (2023d).** *Generational effect on nurses' work values, engagement, and satisfaction in an acute hospital.* *BMC Nursing*, 22(1). <https://doi.org/10.1186/s12912-023-01256-2>
  96. **Team, T. (2024).** *Conflict in Nursing: Types, strategies, and resolutions.* Trusted Health. <https://www.trustedhealth.com/blog/conflict-resolution-in-nursing>
  97. **Toode, K., Routasalo, P., Helminen, M., & Suominen, T. (2022).** *Hospital nurses' work motivation.* *Scandinavian Journal of Caring Sciences*, 29(2), 248–257. <https://doi.org/10.1111/scs.12155>
  98. **Torsello, D. (2019),** "Generation Y workers: An empirical framework for cultural and organizational aspects", *Employee Relations*, Vol. 41 No. 6, pp. 1330-1347. <https://doi.org/10.1108/ER-03-2018-0083>
  99. **Tussing, T. E., Chipps, E., & Tornwall, J. (2024).** *Generational differences in the nursing workforce.* *Nurse Leader*. <https://doi.org/10.1016/j.mnl.2024.03.007>
  100. **Wang, Q., & Wang, C. (2020).** *Reducing turnover intention: perceived organizational support for frontline employees.* *Frontiers of Business Research in China*, 14(1). <https://doi.org/10.1186/s11782-020-00074-6>
  101. **WHO (2020b)** *State of the World's Nursing – 2020* (Geneva:

WHO), <https://www.who.int/publications-detail-redirect/9789240003279> (accessed on 30 July 2020).

102. **Wieland, D. M., & Kucirka, B. G. (2019).** Helicopter Parenting and the Mental Health of iGen College Students. *Journal of Psychosocial Nursing and Mental Health Services*. <https://doi.org/10.3928/02793695-20191210-01>
103. **Yellapu. (2018).** Descriptive statistics. *International Journal of Academic Medicine*. 4. 60. 10.4103/IJAM.IJAM\_7\_18.
104. **Zajac, S., Woods, A. L., Tannenbaum, S. I., Salas, E., & Holladay, C. L. (2021).** Overcoming Challenges to Teamwork in Healthcare: A Team Effectiveness Framework and Evidence-Based Guidance. *Frontiers in Communication*, 6. <https://doi.org/10.3389/fcomm.2021.606445>