

Organization Development Interventions to Improve Leadership, Communication, Support, Career Development and Justice of Generation Y & Z: A Case Study of China

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Abstract

Purpose: This research is mixed-method research aiming at identifying and prioritizing the Organization Development interventions to improve leadership, communication, training & development, support, and justice. **Research design, data and methodology:** The research also utilizes a needs assessment to examine the differences between the current and expected situations. The target respondents comprise generation Y and Z from both Zhejiang province, China. During the COVID-19 period, the researcher obtained 22847 responses from Zhejiang province, using convenient and purposive sampling. **Results and conclusions:** The quantitative findings show a significant difference between the current situation and the expected situation regarding leadership, communication, training & development, support, and justice ($p < 0.05$). According to the PNI modified value, the top three dimensions needing improvement are justice, support, and communication. The five open-ended questions' coding results revealed that respondents were dissatisfied with their organizations' five dimensions' current situation.

Keywords : Leadership, Communication, Training & development, Support, Justice, Needs assessment

JEL Classification Code: C12, D22, I31, J28, J53

1. Introduction¹

According to the International Labor Organization (ILO), the COVID-19 affects worldwide, causing many repercussions (e.g., economic downtown, new normal). Throughout the Asian region, people learn and adopt new ways of life to combat the COVID19 pandemic, including lockdown, self-isolation, and social distancing work-from-home. All these have become a part of the daily routines of Chinese people. In China, despite the impact of the

pandemic, as many as two million new businesses and stores are opened in China (Jin & Chen, 2020).

The recent survey findings of Alibaba showed that the company provided more than two million flexible employment opportunities from January to March in 2020. As more Gen Y and Z generations, both China, flow into the employee market, they invariably redefine the business models and practice. Leveraging digital technologies. Nevertheless, on the soft side of human factors, it is unclear what additional organization development interventions are perceived to the priorities of professional development from

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the perspectives of Gen Y and Z. Accordingly, the study was undertaken to examine the perceptions and priorities of the selected factors for future Organization development interventions.

2. Statement of the Problem

The COVID-19 greatly impacts young people's working environment in Asia. Although both countries manage to quickly control the pandemic, the impact on people's lives and work environment remains a puzzle. As a generation Z member, the researcher observes that generation Y and Z suffer from the pandemic caused by various repercussions (e.g., job opportunity, social and financial problems). From the lens of Gen Y and Z's continuity and motivation to pursue long-term success, it remains unclear how they manage to get through. Thus, the researcher intends to investigate and explore how the COVID-19 impacts leadership, communication, career development, support, and justice of Generation Y & Z in China, where the appropriate organization development interventions are formulated accordingly.

3. Research Objectives

- 1) To examine Leadership, Communication, Career Development, Support, and Justice of Generation Y & Z in Zhejiang province and Bangkok.
- 2) To identify the expected future situation of Leadership, Communication, Career Development, Support, and Justice of Generation Y & Z in Zhejiang province and Bangkok.
- 3) To develop the initial organization development interventions to facilitate the change from the current situation to the expected future situation.

4. Research Questions

- 1) What is the current situation in Leadership, Communication, Career Development, Support, and Justice of Generation Y & Z in Zhejiang province and Bangkok?
- 2) What is the expected future situation of Leadership, Communication, Career Development, Support, and Justice of Generation Y & Z in Zhejiang province and Bangkok?
- 3) What could the possible organization development interventions be to facilitate the change from the current situation to the expected future situation?

5. Research Hypotheses

- H1o:** There is no difference between the current situation and the expected situation in organizational leadership.
- H1a:** There is a difference between the current situation and the expected situation in organizational leadership.
- H2o:** There is no difference between the current situation and the expected situation in organizational communication.
- H2a:** There is a difference between the current situation and the expected situation in organizational communication.
- H3o:** There is no difference between the current situation and the expected organizational training & development situation.
- H3a:** There is a difference between the current situation and the expected organizational training & development situation.
- H4o:** There is no difference between the current situation and the expected situation in organizational support.
- H4a:** There is a difference between the current situation and the expected situation in organizational support.
- H5o:** There is no difference between the current situation and the expected situation in organizational justice.
- H5a:** There is no difference between the current situation and the expected situation in organizational justice.

6. Literature Review

6.1 Needs Analysis

Need analysis is an essential process to help identify key factors influencing human performance or behavior; it is also a performance improvement activity that usually occurs at the beginning of any performance improvement project. Witkin and Altschuld published an outstanding book named *Planning and conducting needs assessment: a practical guide* in 1995. The authors point out that their goal is to develop "a three-phase model for assessing needs and causal analysis" (Altschuld & Witkin, 2000). The model they developed was designed first to find out needs, then collect and analyze data to determine the cause of the problem and the solution or need to be met. According to Watkins et al. (1998), the model deals with current and future problems but does not deal with the opportunities for creating the future. The model also focuses on "process improvement and organization's achievement of individual and small group goals" (Watkins et al. 1998).

Table 1: Three-phases of N.A.

	Required tasks	Outcomes
PHASE 1: Pre-assessment (exploration)	<ul style="list-style-type: none"> ● Set up management plan for NA ● Define general purpose of the NA 	Preliminary plan for Phases 2 and 3, and

	<ul style="list-style-type: none"> ● Identify existing information regarding need areas Determine: <ul style="list-style-type: none"> ◇ Data to collect ◇ Sources ◇ Methods ◇ Potential uses of data 	plan for evaluation of the NA
PHASE 2: Assessment (data gathering)	<ul style="list-style-type: none"> ● Determine context, scope, and boundaries of the NA ● Gather data on needs ● Set preliminary priorities on need— Levels 1,2,and 3 ● Perform causal analyses at Levels 1,2,and 3 ● Analyze and synthesize all data 	Criteria for action based on high priority needs
PHASE 3: Post- assessment (utilization)	<ul style="list-style-type: none"> ● Set priorities on needs at all applicable levels ● Consider alternative solutions ● Develop action plan to implement solutions ● Evaluate the NA Communicate results 	Action plan(s), written and oral briefings, and reports

Note. Based on Witkin and Altschuld (1995). Planning and conducting needs Assessment: A practical guide. Thousand Oaks. CA: Sage.

This research adopts the three-stage needs assessment model to assess the current situation and expected future communication, leadership, training and development, support, and justice.

The priority needs index (PNI) = (I-D)*I was calculated to decide the development needs of Thai teachers (Lane, Crofton, & Hall, 1983). (I: the importance of tasks; D: the job proficiency of the employees.) Therefore, the greater the job proficiency, the greater the demand for training should be given priority. Wongwanich et al. (2014) used PNI to assess Thai teachers' needs to be more reflective. Wongwanich (2005) adjusted the PNI index called the modified priority needs index (PNI_{modified}). It was a simpler method to calculate needs priorities. The mean difference (MDF) method was used first to calculate the mean difference scores (here between the current situation and the expected situation) and then divide the result with D to control the needs' scope. Finally, it is to be put in a sequential order to prioritize training or further development. Boonthon and Ratanaolarn (2019) used need assessment to test the needs level of the competency design. The priority needs index $PNI_{modified} = (I-D)/D$ was used to check the fashion design undergraduate students' need levels in Thailand. With this method, the following formula is presented: I (expected performance) and D (Degree of current performance). The formula of the modified priority needs index (PNI_{modified}) is as follows:

$$PNI_{modified} = (I-D)/D$$

Here in this current research, I indicate the mean scores of the expected situation of leadership, communication, training & development, support, and justice. D describes the mean scores of leadership, communication, training & development, support, and justice.

6.2 Leadership

Leadership is defined as enabling employees to grow and work better, thus making the organization develop. The cultivation of leadership should be integrated into organizational culture comprehensively and systematically to cultivate leaders who can fully cope with organizational challenges.

Researches on why workers stay in their careers showed that leadership style is the most important reason that encourages commitment (Clausen, 2009). The results show that the higher the OCB level, the better the leader's perception of OCB is. The results show that leadership does affect the members of civic organizations (Jahad, 1995).

Table 2: Two kinds of leadership

Transformational	Transactional
Builds on man's need for meaning	Builds on man's need to get the job done and make a living
Preoccupied with purposes, values, morals and ethics	Preoccupied with power and position, politics and perks
Transcends daily affairs	Mired in daily affairs
Oriented toward long-term goals without compromising human values and principles	Focused on short-term goals and hard data orientation
Focuses more on missions and strategies	Focuses on tactical issues
Releases human potential identifying and developing new talent	Relies on human relations to lubricate human interactions
Designs and redesigns jobs to make them meaningful and challenging	Follows and fulfills role expectations by striving to work effectively within current systems
Align internal structures and systems to reinforce overarching values and goals	Supports structures and systems that reinforce the bottom line, maximize efficiency, and guarantee short term profits

Leadership is one of the factors that affect OCB. The results show that leaders significantly influence employee behavior, attitude, commitment, and organizational citizenship behavior (Luthans, 2008; Newstrom & Davis, 1997). According to transactional leadership, the relationship between leaders and subordinates is

transactional; in other words, leaders use rewards to motivate employees, thus meeting the expected outcomes (Bass, 1990; Luthans, 2008; Kreitner & Kinicki, 2004). There are mainly three categories of transactional leadership (DiPaola & Hoy, 2005): (1) contingent reward leadership, (2) active management-by-exception, and (3) passive management-by-exception. Transformational leadership is not just about rewards and exchange. Transformational leadership requires leaders and employees to transcend self-centeredness for the sake of the organization. Effective transformational leadership requires leadership that creates, communicates, and models visions for the organization. Transformational leaders are proactive, promote collective interests, and help employees achieve high performance in the workplace (McShane & Von Glinow, 2008; Bass, 1990; Luthans, 2008; Kreitner & Kinicki, 2004).

6.3 Communication

Communication plays an important role in the development of organizational satisfaction. In most related studies, communication is considered as a one-dimensional construction. In this study, formal communication and informal communication are proposed as predictors of communication satisfaction. Formal communication and informal communication can predict communication satisfaction. Besides, communication satisfaction has a strong predictive effect on OCB dimensions (Kandlousi, Ali & Abdollahi 2010).

Cooren (1999) believes that communication constitutes an organization's activities; organization, coordination, notification, arrangement, and obedience are carried out through communication behavior. The significance of communication is more than providing information (Zhu, May & Rosenfeld, 2004). Communication plays an important role in the failure or success of any organization (Orpen, 1997). The communication effects of perceived organizational support and psychological contract on OCB burnout in completing exchange relationships and buffering employees' extra-role time have been explored (Brown & Roloff, 2015).

How can employees seek organizational communication through the social exchange to confirm that they and their additional contributions are valuable in the organization and the impact of such communication on employee well-being? The organization officially admits formal communication channels. Instructions and information are passed down or up through these channels (Anderson & Narus, 1984). Formal communication has always been a research topic.

The literature proposes that formal communication is closely connected with productivity (Litterst & Eyo, 1982), job satisfaction (Holtzhausen, 2002), reducing coordination costs (Sine, Mitsuhashi & Kirsch, 2006), reducing conflict,

strengthening trust and overall satisfaction (Chio, Hsieh, & Yang, 2004), and ultimately reducing the negative impact of rumors on satisfaction (Difonzo & Bordia, 2000).

Like formal communication, informal communication plays an inevitable role in organizational life (Crampton, Hodge, & Mishra, 1998). According to Homans (1951), the existence of an informal system in an organization is inevitable because employee resistance is regarded as an end, and an interactive whole, followed by their problems and purposes, spontaneous behavior, and attempts to control their working conditions (Ogaard, Marnburg, & Larsen, 2008, p. 2). Colleagues found similar attitudes and opinions in their interactions and values to become familiar and partner, eventually becoming friends (Hargie, Dickson, & Nelson, 2003). Informal communication is based on social relationships (Anderson & Narus, 1984; Litterst & Eyo, 1982; Guffy, Rhoddes, & Rogin, 2005). Therefore, informal communication will inevitably affect communication satisfaction logically because the most important role of informal communication is to achieve employee satisfaction with communication information needs.

6.4 Training and Development

Employee training is very important to improve an organization's performance (Mpofu & Hhlatywayo, 2015). Training support, learning motivation, training environment, and training benefit are significantly related to organizational citizenship behavior elements.

Employees who get enough training opportunities are satisfied, less willing to leave, and more efficient (Dysvik & Kuvaas, 2008). When an organization provides employees with development opportunities, they will become motivated to do their best to benefit the organization (Kuvaas & Dysvik, 2009). High-level training opportunities lead to the best organizational performance (Guest, 1997; Purcell, 1999). When employees think that they have not received or participated in training opportunities, they may have a higher willingness to quit (Pfeffer & Sutton, 2006).

Therefore, if employers provide enough employees with training opportunities, they can reduce their turnover intention (Benson et al., 2004) because training opportunities make employees feel important. If they feel that their working environment supports training opportunities, they will have better chances to develop (Dysvik & Kuvaas, 2008).

According to Diab and Ajlouni (2015), employees should have the opportunity to choose training programs. Moreover, the selection process of candidates should be transparent. Training can improve the morale of employees and help them get job security and satisfaction. Improving employee morale will reduce the employee turnover rate.

Besides, trained professional staff can perform their tasks (Onyango & Wanyoike, 2014). Training has a positive impact on job performance (Dysvik & Kuvaas, 2008; Falola, Dsibanjo, & Ojo, 2014; Iqbal, Ahmad, & Javaid, 2013; Jagero, Komba & Mingi, 2012; Khan, 2012; Kepha et al., 2014; Onyango & Wanyoike, 2014). After training, employees' turnover intention will decrease (Benson et al., 2004) because they feel their importance and have the opportunity to develop further their career path (Dysvike & Kuvass, 2008).

6.5 Support

The theory of organizational support (Eisenberg et al., 1986) argues that it is necessary to determine the degree of organizational readiness, reward, increase work and meet social and psychological needs, employees' development of global beliefs, and their contribution value and concern for their happiness. Perceived Organizational Support (POS) related concepts include procedural justice, supervisor's support, respect behavior, recognition, fair pay and reward, promotion, job safety, autonomy, and Training (Rhoades & Eisenberger, 2002).

POS is developed based on organizational personification. Employees regard their favorable or unfavorable treatment to sign that the organization tends to communicate quarterly, dislike them, or find their efforts important to organizational goals (Bycio et al., 1995). Organizational support theory also describes the psychological process of the potential consequences of POS. POS includes policies that promote employee well-being and a sense of achievement, positive contribution to the organization, and individual and organizational goals (Eisenberger et al., 2001). Eisenberger et al. (1986) mentioned that POS was associated with increased employee effort to achieve organizational goals in two studies. Cardona et al. (2004) showed that employees who report higher positions have a stronger social attachment to the organization, which leads to an increase in organizational citizenship behavior. Kaufman et al. (2001) and Wayne et al. (2002) confirmed that POS is related to OCB but not to peer-directed OCB.

One consequence is that POS should strengthen employees' belief that the organization recognizes and rewards improved performance. Besides, a good reward opportunity helps convey a positive assessment of employee contribution, thus contributing to POS. Therefore, POS can be used as a communication variable to help employees explain their organizational values. Organizational justice was found to correlate with OCB positively (Chan & Lai, 2017).

6.6 Justice

The concept of organizational justice refers to members' views on whether their organizations treat them fairly (Greenberg, 1990). In addition to a general classification, from the perspective of social exchange theory, organizational justice can be divided into three dimensions: distributive justice, procedural justice, and interactive justice (Bies & Moag, 1986; Taylor & Bies, 1990). For example, wages, incentives, goods, benefits, and rewards are fair. Greenberg (1990) mentioned that distributive justice is an important dimension of organizational justice, focusing on employees' beliefs that they have received appropriate work-related results. When employees of different levels receive the same salaries, the organization members may feel that there is no fair distribution, which will lead to the deterioration of employee performance, cooperation, and work quality, and even lead to some unethical behaviors of employees (Cohen, Charash & Spector, 2001; Laczniak & Murphy, 2008). Procedural justice refers to the fairness of the decision-making process. When people think that the decision-making process is not open, their satisfaction and loyalty to the company will decrease, and the turnover rate will increase. Interactive justice includes decision-makers' interpretation of their decisions because these may influence the employees' perception of the fairness of the decision. For example, if given sufficient explanation, a person may consider a fair decision, even if the decision is expected to have an adverse outcome for this person.

The relationship between organizational justice and OCB has been explored and supported in many studies, including Tansky's (1993) findings on overall fairness cognition and types of civil organization behavior; Moorman, Niehoff, and Morgan (1993) research on national cable television company involved in procedural justice and civic organization; and; Bish, Martin, and Brockner (1993) tested the sense of fairness in the process of the layoff, and its impact on the organizational behavior of citizens after the announcement of layoffs; Podsakoff and Mackenzie (1993) summarized and discussed the impact of fairness on civil behavior. Other studies support the social exchange's role in promoting various fair OCB (Cropanzano & Mitchell, 2005). Organizational justice is one of the most important factors that influence OCB, which is consistent with the views supported by many studies (Konovsky & Pugh 1994; Moorman, 1991; Niehof & Moorman 1993; Konovsky & Organ 1996; Schnake 1991). These studies show that organizational justice can predict OCB development; this means that when an organization's employees believe in the organization's objectivity, they are likely to show OCB.

6.7 Organization Citizenship Behavior (OCB)

Bateman and Organ (1983) developed the concept of organizational citizenship behavior (OCB) firstly, defining that; "An individual behavior that is discretionary, not directly or explicitly recognized by a formal reward system, and that in aggregate promotes the effective functioning of an organization" (p. 4).

Nowadays, managers and scholars have noticed the importance of OCB as a prerequisite for organizational achievement and effectiveness (Bolino & Turnley, 2003; Zellars, Tepper & Duffy, 2002). The OCB includes five dimensions – altruism, conscientiousness, civic virtue, sportsmanship, and courtesy. Dulac, Coyle Shapiro, Henderson, and Wayne (2008) studied the relationship between organizational support, psychological contract effect, intensity, and social exchange between organizations and employees.

The purpose of this study is to expand the literature on the relationship between organizational communication, OCB, and employee well-being. Employees who play more extra roles in OCB are more likely to expect higher organizational returns in informal social exchange. The burnout relationship between employees and employers can be mediated through organizational buffering, namely the extra effort of employees consistent with organizational support theory, namely, through the communication system of perceived organizational support (POS) and psychological contract fulfillment (PCT-F). This mechanism is assumed to be social information processing.

7. Theoretical Framework

The theoretical framework is drawn from several frameworks from the selected literature related to the study's topic, as illustrated in Figure 1. The theoretical framework shows that organizational justice, organizational politics, clarity of information on organizational change, leader-member exchange, motivation, and openness are closely related to OCB. The five dimensions selected in this research comprised organizational support for the employees. Perceived clarity of organizational change information is a kind of organizational support; it is related to the communication process and the perceived leader-member exchange, describing different organizational communication and leadership styles. Motivation and openness are very important for the training and development of employees.

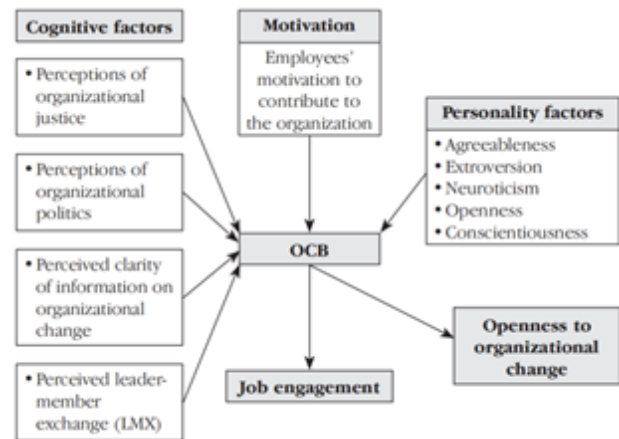


Figure 1. The rationale of five dimensions' relationship to OCB

8. Conceptual Framework

Figure 2 illustrated below is the conceptual framework representing the study's scope, drawn from the initial analysis of the global, regional, and Asian contexts, theoretical frameworks, and organization management theories.



Figure 2. The conceptual framework

There are five dimensions embedded in the conceptual framework: leadership, communication, training and development, support, and justice. Based on the theoretical framework and the research context, the research's conceptual framework mainly focuses on the five OCB-related factors. Besides, all factors in the conceptual framework are supported by empirical studies to have a significant positive impact on organizational citizenship behavior. The conceptual framework is used to formulate the

needs assessment survey to identify the current situation and future expected situation for the five OCB-related factors.

9. Research Design and Methods

This research employed a needs assessment questionnaire to identify the differences between the current and preferred situations, utilizing the five-Likert scale, ranging from 1 =strongly disagree, 2=disagree, 3=neutral 4=agree, to 5=strongly agree. The questionnaire also contained an open-ended comment section to fill out additional comments related to the selected variables.

The research instrument contained 25 questions drawn from the conceptual framework. Three experts of Ph.D. holders were invited to perform item objective congruence (IOC) validity on the research instrument. An acceptable IOC score of ≥ 0.66 . After that, the questionnaire was tested, using the Cronbach Alpha Co-Efficient to ensure statistical reliability of ≥ 0.70 .

Sampling procedures comprised convenient and purposive sampling. The sample criteria were current employees who worked for the companies in China and whose generation was Y and Z. Data analysis procedures comprised descriptive statistics (e.g., mean, S.D), paired T-test, $PNI_{Modified}$, and content analysis.

Table 3 illustrated the actual IOC results obtained from the experts ($n=3$) and Cronbach's alpha coefficient ($n=30$).

Table 3: Validity and Reliability Test Results

Dimension	Items	IOC	Cronbach's Alpha Co-Efficient
Leadership	Q1	1.00	.808
	Q2	1.00	
	Q3	0.67	
	Q4	1.00	
	Q5	0.67	
Communication	Q6	0.67	.817
	Q7	0.67	
	Q8	0.67	
	Q9	0.67	
	Q10	0.67	
Training & Development	Q11	1.00	.884
	Q12	1.00	
	Q13	0.67	
	Q14	1.00	
	Q15	0.67	
Support	Q16	1.00	.843
	Q17	1.00	
	Q18	1.00	
	Q19	1.00	
	Q20	1.00	
Justice	Q21	1.00	.878
	Q22	0.67	
	Q23	1.00	
	Q24	1.00	
	Q25	1.00	
Overall			.952

The researcher collected data via on-line platforms and face-to-face questionnaire tables. After finishing the instrumentation of the survey questionnaire's preparation work in the mid of September 2020, the researcher began to employ three distinguished university English teachers to translate the questionnaire into Chinese. After a discussion for one week, the final Chinese version of the questionnaire was confirmed. Then the author conducted the pilot study in the last week of September 2020. After the validity and reliability test, the researcher began to collect data from the first week of October 2020. As the first week of October is the national holiday of Chinese people, the author combined face-to-face ways with on-line links to collect the data. As a result, 184 questionnaires were collected from Chinese respondents.

10. Results

As illustrated in Table 4, the paired-sample t-test results showed that generation Y and Z held that the current situation had some gaps to fill to reach the expected ideal situation. What they expected were higher in the mean scores than those of the current situation. The t value of the five dimensions was -7.811, -7.255, -7.007, -9.134, and -9.576, respectively; all were above 5. Besides, the five dimensions' p-value were all less than 0.05, which means a significant difference between the current situation and the expected situation.

Therefore, Hypothesis 1, 2, 3, 4, and 5 were all proved to be valid according to the above paired-sample t-test results.

Table 4: The paired sample t-test of the current situation of the expected situation

		M	SD	t	df	Sig. (two tails)
Pair 1 Leadership	CL EL	-0.3391	.5890	7.811	183	.000
Pair 2 Communication	CC EC	-0.2957	.5528	7.255	183	.000
Pair 3 Training & Development	CTD ETD	-0.3565	.6902	7.007	183	.000
Pair 4 Support	CS ES	-0.4359	.6473	9.134	183	.000
Pair 5 Justice	CJ EJ	-0.5196	.7360	9.576	183	.000

Table 5 presented the $PNI_{modified}$ and ranking, which

indicated that organizational justice was no 1. Priority, organization support was no. 2 priority, training & development was no. 3, leadership was no. 4 priority, and communication was no. 5 priority.

Table 5: The PNI_{Modified} and Ranking

		N	Mean	PNI _{modified}	Rank
Pair 1 Leadership	CL	184	3.608	0.094	4
	EL	184	3.947		
Pair 2 Communication	CC	184	3.627	0.082	5
	EC	184	3.923		
Pair 3 Training & Development	CTD	184	3.685	0.097	3
	ETD	184	4.041		
Pair 4 Support	CS	184	3.555	0.123	2
	ES	184	3.991		
Pair 5 Justice	CJ	184	3.428	0.152	1
	EJ	184	3.948		

Table 6 illustrated the top five emergent themes and basic frequency drawn from the contents analysis of the questionnaire's open-ended questions.

Table 6: Contents Analysis on open-ended questions

Open-ended questions	Top Five Emergent Themes	Frequency (Percentage)
Comments or suggestions on organizational leadership:	Goal compatibility with employees	35%
	More friendly leadership style	21%
	Power tactics for agreement	13%
	Shape the vision	11%
	Connect people	7%
Comments or suggestions on organizational communication:	More transparent rules	33%
	More communication rituals	26%
	Casual communications with outsiders	16%
	Explicit downward communication	13%
	Less use of out-of-work time	7%
Comments or suggestions for Training & Development:	More financial aid	35%
	More targeted training programs/projects	31%
	More international cooperation	13%
	Higher frequency of further education	7%
	Encouragement for team development	7%
Comments or suggestions on support:	More supervisor's support	41%
	More colleague's collaboration	17%
	Good Labor Union's support in life	14%
	Less scolding	11%

Comments or suggestions on justice:	Family member's support	9%
	Invisible injustice	45%
	No equal opportunities	19%
	Not equal treatment	16%
	Psychological burnout	7%
Possible turnover	5%	

The questionnaire has five open-ended questions: variable leadership, communication, training & development, support, and justice. As a result, 49 respondents gave comments on these variables (face-to-face in paper forms). After scrutinizing their responses, 41 valid pieces of questionnaires were listed out for further coding.

The above table made the summative content analysis of the responses to the open-ended questions for each variable. From the 41 respondents, the top five emergent themes were listed out in the table. These qualitative results were in alignment with the quantitative results to a large extent. Respondents were mostly dissatisfied with the current situation of organizational justice.

11. Conclusion

Statically, there was a difference between the current situation and the expected situations in terms of organizational leadership, organizational communication, training and development, and organizational support variables.

Organizational justice in China from the generation Y and Z's perspectives ranked this variable as the priority and the second priority for organizational support.

A significant difference between the current situation and the expected situation in terms of organizational communication, training & development, organizational support, and organizational justice was observed statistically, which implied that the generation Y and Z expected a better organizational environment to work and develop themselves.

In terms of training and development, Chinese and Thai respondents of the generation Y and Z viewed training and development as equally important as personal growth and institutional development.

As generation Y and Z continue playing an important role in business development and social development, studying their working environments' perceptions is important. On the other hand, it is also closely related to the organization's employees' working performance and behavior. This study was designed to make a formal need assessment of generation Y and Z employees' perceptions of organizational leadership, organizational communication, training and development, organizational support, and

organizational justice.

Based on the quantitative and qualitative data, it can be concluded that there are differences between the current situation and the expected situations based on the quantitative findings in terms of organizational leadership, organizational communication, training and development, organizational support, and organizational justice both in China.

12. Recommendation

Table 7, as illustrated, presented a set of recommendations that provided general guidelines for the organizations to effectively co-create with employees of generation Y and Z to fuel work performance, productivity, and satisfaction.

Table 7: Recommended Organization development interventions

<u>Organizational Justice</u>
<ul style="list-style-type: none"> • Zero tolerance to hidden injustice • More opportunities for ordinary employees with empowerment.
<u>Organizational Support</u>
<ul style="list-style-type: none"> • Strengthening the relationship between superiors and follows • Encouraging collaboration among employees
<u>Training & Development</u>
<ul style="list-style-type: none"> • More investment in this section • Clearer targets with training programs
<u>Organizational communication</u>
<ul style="list-style-type: none"> • Establishing a uniform organizational digital platform • Creating Cross-functional departments
<u>Organizational leadership</u>
<ul style="list-style-type: none"> • Increasing compatibility between goals and employees' interests • Promoting communicative leadership

13. Future studies

This research primarily utilized a needs assessment to prioritize the employees' needs to improve organizational leadership, organizational communication, training & development, organizational support, and organizational justice. Nevertheless, additional methods are highly recommended for the researcher.

1) In-depth interviews should be further conducted to explore the needs levels of employees and the reasons behind them.

2) Appropriate action research plans should be designed in the following ODI process. For example, in China, justice, support, training, and development should be prioritized as the PNI_{modified} value indicated that they were the top three urgent.

3) The issue of invisible injustice and the supervisor-follower relationship should be further explored. As

indicated by previous studies, China is a society full of "Guanxi" (Hwang, 1998), which implied multiple levels of meaning in this sense.

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