



HUMAN RESOURCE READINESS FOR GENERATION ALPHA ENTERING DIGITAL WORKPLACES

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Abstract

This article presents a normative account of human resource readiness for Generation Alpha as a future workforce shaped by early and continuous digital immersion. It argues that organizational preparedness should be framed as social design rather than a technology upgrade. The discussion links work design, learning design, and HR technology ethics to the formation of trust, dignity, and accountable authority. Work systems should provide clear standards, readable evaluation criteria, and regular feedback rhythms that avoid surprise judgments and opaque metrics. Learning systems should combine modular materials with practice based coaching, supporting a shame free space for inquiry while maintaining responsibility for quality. HR technology should follow proportional data collection, transparent purpose limitation, secure handling, and explainable automated decisions, including safe routes for clarification. Leadership is positioned as explanation oriented governance that sets communication boundaries and protects recovery time to prevent chronic digital fatigue. A three domain framework is proposed, covering work and evaluation design, organizational socialization and learning, and ethical governance of HR data and decision tools. The central claim is that Generation Alpha readiness depends on procedural justice and respectful everyday interaction.

Keywords: Generation Alpha, human resources, workforce readiness, digital work, organizational learning, procedural justice, HR ethics.

Introduction

Organisational work is moving towards increasingly digitalised forms through platforms, automation, and the use of artificial intelligence in routine processes. This shift affects how work is designed, how performance is assessed, and how labour relations are maintained. The main challenge is how to manage a comfortable work experience amidst this rapid technological change (Putra et al., 2022). At the same time, organisations face the reality that the future workforce is shaped by life experiences different from previous generations. Generation Alpha, born into an era where digital devices are an everyday environment, will enter the workforce with unique learning habits, communication patterns, and psychological expectations. Although they have not yet entered the labour market, their presence already influences organisational decisions today, as organisations need to prepare relevant recruitment, training, and development pathways. This preparation demands a careful understanding of how early digital experiences shape attention, ways of interpreting authority, and methods of assessing fairness in the workplace. Thus, the discussion of HR for Generation Alpha is not a trend issue, but an institutional readiness issue that determines the quality of work relations, the sustainability of competence, and the legitimacy of leadership (Ziatdinov & Cilliers, 2021).

Generational differences in the workplace have often been understood as differences in style, but Generation Alpha is expected to bring more fundamental differences because their social experiences are woven by permanent connectivity, visual content, and app-based interactions from an early age. Indirectly, these all-digital interaction patterns change the way people establish relationships and communicate with one another (Darmawan, 2021). These habits have the potential to form preferences for rapid feedback, modular learning, and easy access to information. In the workspace, these preferences can challenge HR practices that rely on long training, rigid written procedures, and one-way communication. At a psychological level, digital experiences can influence how focus is managed, how emotions are regulated, and how the boundary between private and work space is assessed. This becomes important because mutual trust between individuals can be disrupted if privacy boundaries in digital media are not properly maintained (Negara et al., 2022). At a social level, Generation Alpha grows up in a network culture that evaluates reputation

through visibility, so professional identity can be perceived as a constantly curated project. Within organisations, these dynamics can affect loyalty, engagement, and the way career is interpreted. HR needs to read this change as a shift in the social ecology of work, so that policy designs no longer rely on the assumptions of previous generations regarding discipline, authority, and motivation (Nagy & Kölcsey, 2017).

HR preparation for Generation Alpha also demands that organisations re-evaluate the definition of competence. Future competence is increasingly related to systematic thinking skills, digital literacy, remote collaboration, and adaptation to new tools. Furthermore, quality management is highly necessary so that every individual within the organisation can develop optimally according to existing standards (Arifin et al., 2022). However, technical competence does not stand alone, as organisations still require ethical resilience, the ability to build trust, and negotiation skills in conflict. Generation Alpha will learn these competencies through social experiences that blend online and offline spaces (McCrinkle & Fell, 2020). Consequently, organisations need to understand that the formation of work ethics and social skills cannot be assumed to occur through the same socialisation processes as in the past. Moreover, in the present day, a lot of false information is widely spread, making the ability to filter information very crucial (Sinambela, 2022). Within organisations, the orientation and mentoring process will become an important space to build shared norms, particularly regarding integrity, accountability, and respect. Ethics in disseminating information must also be considered so as not to harm others or violate legal regulations (Muhammad et al., 2023). If shared norms are not explicitly built, new employees will rely on the norms they bring from the digital space, which may not align with organisational needs. Therefore, HR needs to design a clear organisational language while providing space for dialogue so that standards are not accepted as coercion but as an agreement.

Increasingly flexible working conditions also raise new questions about psychological well-being. Generation Alpha is expected to enter the workforce at a time when hybrid and remote work have become common practices. In such situations, a leadership style that is flexible and capable of adapting is highly required so that employees remain engaged with their teams (Rojak & Darmawan, 2023). These practices provide freedom, but

also open up risks of blurring work-time boundaries, increasing digital burnout, and creating a sense of isolation. For a generation accustomed to constant connection, the need for a break can be difficult to acknowledge, as breaks are often perceived as falling behind. Prepared organisations need to redesign norms of availability, communication, and energy recovery (Watkins et al., 2023). At this point, HR cannot simply prepare well-being policies as additional programs, but must instead place them as part of the work design. Work design includes reasonable task loads, healthy meeting rhythms, and regular feedback. Ultimately, creating an adaptive work environment is key so that all members of the organisation feel supported in the long term (Rojak & Darmawan, 2023; Putra et al., 2022). Generation Alpha may respond well to clear yet flexible structures, as long as those structures are considered fair and rational. Thus, HR needs to consider the relationship between work design, mental health, and long-term productivity as an inseparable unity.

Technology is also changing the way organisations monitor performance and make HR decisions. The use of monitoring software, indicator-based assessments, and algorithm-based recommendations can increase consistency, but can also create a sense of being watched and a lack of trust. In this case, the use of big data is indeed very helpful for leaders to make the right decisions for the company (Ali & Darmawan, 2023). Generation Alpha, having grown up with digital footprints, may be more conscious of privacy and more sensitive to data injustice, especially when promotion or reward decisions feel unexplainable (Tambe et al., 2019). Therefore, organisational preparation includes the ethics of using employee data, clarity in the reasoning behind decisions, and safe appeal mechanisms. It is crucial for companies to uphold honesty and a sense of responsibility when using artificial intelligence technology in decision-making (Gani & Darmawan, 2022). Without ethics and clarity, HR technology risks becoming a tool of dominance that diminishes dignity. At the same time, Generation Alpha is expected to evaluate an organisation based on the quality of its digital experience, including internal applications, training flows, and access to assistance. A complicated experience can be interpreted as organisational indifference. Consequently, HR needs to combine employee experience design expertise with principles of procedural justice, so that digital systems are not merely efficient but also trustworthy.

The description of the problems in this topic relates to the gap between current organisational readiness and the needs of a future workforce shaped by early digital experiences. Organisations often rely on HR models oriented toward compliance and uniform standards, while Generation Alpha is expected to have rapid learning patterns, a tendency to assess relevance directly, and preferences for concise and visual communication. Moreover, in this day and age, ease of access to technology greatly influences a person's opportunity to obtain decent work (Arifin & Darmawan, 2021). This gap can lead to interpretative tensions in work interactions; for example, when a supervisor interprets the need for feedback as a lack of independence, while the employee interprets the lack of feedback as a lack of clarity. Gaps can also emerge in the way organisations structure career paths. If a career path is presented as a period of waiting, Generation Alpha may perceive it as an unfair delay (Bencsik et al., 2018). However, if an organisation provides recognition too quickly without establishing ethics and competence, the organisation risks producing fragile performance. This issue shows that HR preparation cannot be reduced to digital tool training, but instead involves the design of work socialisation, the formation of norms, and a definition of justice acceptable to the new generation.

The next description of the problem concerns how organisations assess the psychological and social characteristics of Generation Alpha without falling into generational stereotypes. Generational discourse often produces labels that appear informative, but these labels can obscure individual variations and differences in family background. We also need to realise that an employee's mental condition and social relationships greatly influence the level of stress they feel in the workplace (Issalillah et al., 2021). When labels are used as a basis for policy, organisations risk treating prospective workers as a package of traits rather than as evolving human beings. At the same time, organisations still need a framework to prepare policies, as HR decisions must be made before that generation enters. Here, a conceptual dilemma arises: how to formulate preparations that are general enough to serve as a guideline, yet cautious enough to avoid imposing assumptions (Lyons & Kuron, 2014). This dilemma is also related to the assessment of technology as a shaper of habits. Technology can enrich learning, but it can also form a dependence on rapid stimulation. Organisations must evaluate how to design a work environment that builds

persistence and discipline without creating excessive control. Thus, the main problem is not choosing between flexibility or discipline, but rather building a work arrangement that can bridge digital habits with the organisation's need for responsibility and quality.

Many organisations will only react once that generation arrives, even though changes in work design, training design, and technological ethics require time. This writing is important to assert that HR policy is a form of social anticipation that affects the dignity of prospective workers. Human resource management plays a key role in training employees' abilities so they can adapt to the ever-changing needs of the working world (Essa & Mardikaningsih, 2023). A normative framework is needed so that organisational preparation does not stop at hardware updates, but instead touches upon the principles of establishing procedural justice, protecting psychological well-being, and clarifying communication and accountability norms. Another urgency arises from the increasing use of digital systems in recruitment and assessment, which demands transparency and the right to understand decisions (Meijerink et al., 2016). If organisations ignore the ethical dimension, trust in HR will decline and the process of work socialisation will become fragile. With an orderly framework, organisations can arrange learning, supervision, and leadership as a fair experience for Generation Alpha from the first day they enter the organisation.

The problem formulation in this writing is as follows. How do organisations prepare HR policies and practices for prospective Generation Alpha workers who are shaped by full digital experiences—through work design, learning design, HR technology ethics, as well as communication and accountability norms, so that competence readiness and social readiness are formed in alignment with worker dignity. This question centres on organisational mechanisms in translating assumptions about digital habits into accountable system designs. This question also demands an explanation of how organisations build procedural justice in recruitment, feedback, and performance assessments that are increasingly digitalised (Bondarouk et al., 2017). The focus of the question directs the discussion toward the relationship between HR design choices and the quality of the new employee experience, including the psychological safety to speak, the sense of being trusted, and the understanding of work norms. With this formulation, the writing is directed toward composing a normative

framework that can be used as a reference for cross-functional preparation, ranging from leadership to HR managers and system developers.

The objective of this writing is to develop a normative conceptual framework regarding HR preparation for prospective Generation Alpha workers. The description aims to explain the relationship between early digital experience and organisational designs related to work design, learning design, ethics of HR data usage, and communication norms. This writing also aims to formulate normative measures for procedural justice, decision legibility, and the protection of psychological well-being as requirements for decent HR governance. Theoretically, this framework enriches the discussion on work socialisation in the era of full digitalisation. Practically, this framework provides a reference for orientation, training, and evaluation policies that respect dignity.

Method

This study utilizes a qualitative literature review to synthesize ideas regarding HR preparation for Generation Alpha as prospective members of the workforce. The focus of the synthesis is directed toward themes of work socialization, organizational learning design, HR technology ethics, and the formation of communication norms within digital work environments. Adler and Clark (2011) emphasize the importance of sharp research questions, consistent definitions, and an argumentative flow that is easy for the reader to follow. These principles are applied to define the scope of the discussion, ensuring that the writing does not devolve into a generic list of opinions about generations. Babbie and Edgerton (2023) also stress precision in constructing scientific reasoning from written sources, including the discipline of distinguishing between conceptual claims, normative assumptions, and policy implications. Accordingly, reading materials were selected based on conceptual clarity, relevance to work organizations, and the ability to explain the relationship between technology and the social experiences of prospective workers.

The processing of materials was conducted through iterative reading, noting key concepts, and grouping themes to form a logical sequence. Wagner et al. (2012) emphasize that social research must be sensitive to the diversity of experiences across different locations; therefore, the synthesis refrains from over-generalization. Lampard and Pole (2015) underscore the

importance of procedural order in social inquiry, including methods for assessing source quality, comparing ideas, and formulating coherent conclusions. This principle is used to evaluate the alignment between concepts for instance, between ideas regarding digital habits and ideas regarding the formation of work discipline. Comparisons were also made to formulate normative propositions concerning procedural justice, the legibility of HR decisions, and learning designs relevant to a generation accustomed to digital media.

The synthesis is structured as a conceptual framework that links organizational choices with the quality of the prospective workers' experience upon entering the workforce. Lune and Berg (2017) highlight that qualitative methods help in understanding social processes and the meanings formed through interaction; thus, the writing focus is directed toward how organizational rules, digital systems, and leadership generate a sense of trust, safety, and fairness. In this study, the synthesis steps include mapping themes, assessing coherence, and organizing the relationships between themes into three main domains: work design, learning design, and HR technology ethics. The results are presented as a normative description without field data, aiming to provide a conceptual reference for organizations seeking to prepare their human resources before Generation Alpha enters the labor market.

Result and Discussion

HR for Generation Alpha workers refers to a strategic human resource management approach designed for individuals born in the era of full digitalisation a generation that, from the beginning of their lives, has been integrated with smart technology, artificial intelligence, automation, and internet-based information ecosystems (Ziatdinov & Cilliers, 2021). The ease of using this technology greatly assists young people in understanding various information through social media (Kurniawan et al., 2021). This generation is projected to enter the workforce with characteristics of high technological adaptability, preferences for visual and interactive learning, an orientation toward work flexibility, and expectations for job meaning that is more personal and socially impactful. Therefore, the concept of HR for Generation Alpha workers no longer focuses solely on workforce administration or technical competency enhancement, but emphasizes the

building of future capabilities such as advanced digital literacy, technology-based creativity, virtual collaboration, digital emotional intelligence, and continuous learning abilities. Additionally, it is important to pay attention to legal aspects when companies begin using automated systems in creating employment agreements (Maulani et al., 2023). This approach also demands that organisations change their paradigms of leadership, work systems, and organisational design to accommodate adaptive, project-based work styles oriented toward sustainable innovation.

Measurement indicators of HR for Generation Alpha workers can be observed through digital competency readiness, which includes the ability to utilise smart technology, data analysis, and the use of digital collaboration platforms in work activities. However, we must be aware that not everyone has the same opportunities to access technology, which sometimes creates gaps (Sinambela et al., 2022). Measurement is also seen from the level of self-directed learning ability through technology, flexibility in facing job changes, creativity in complex problem solving, and the capacity for cross-cultural and cross-virtual space collaboration. Furthermore, other important indicators include the level of engagement with meaningful work, the ability to maintain a balance between productivity and psychological well-being in a digital work environment, and readiness to adapt to hybrid work models and artificial intelligence-based automation (Dwivedi et al., 2021). To remain professional, employees need strong mental resilience and good social skills in dealing with work pressure (Putra et al., 2022). A comprehensive evaluation of these indicators shows the extent to which an organisation is able to build an HR management system that is responsive to the future workforce transformation while simultaneously maximising the unique potential of Generation Alpha as key actors in the knowledge and technology-based economy.

HR preparation for prospective Generation Alpha workers needs to start with the understanding that an organisation is a socialisation institution, not merely a place for work transactions. When someone enters an organisation, they learn professional language, ways to manage conflict, and ways to evaluate themselves through feedback. Generation Alpha is expected to enter these institutions with learning habits formed by digital media, so the socialisation process needs to be designed as a structured and understandable experience (Colbert et al., 2016). In working, good relationships between

colleagues and maintained mental health are very important so that employees do not easily feel stressed (Sudja'i et al., 2021). Within a normative framework, what is required is not coddling, but rather the clarity of rules and the clarity of reasoning. Clarity of reasoning is important because a generation accustomed to accessing information quickly tends to judge legitimacy based on explanations, not on status alone. HR needs to view this as an opportunity to strengthen accountability-based leadership. Accountability means leaders are able to explain work goals, decision consequences, and behavioural standards consistently. Thus, HR preparation must arrange work orientation as the formation of shared norms that protect dignity, rather than as an administrative ritual that is quickly forgotten.

Work design for Generation Alpha needs to balance autonomy and structure. Autonomy is necessary so that employees can experiment, learn, and feel a sense of ownership. Structure is necessary so that work quality is maintained and the workload does not become arbitrary. Implementing remote work systems is one way to keep employee management effective in the digital era (Mardikaningsih & Darmawan, 2022). In the digital workspace, structure is often manifested through tickets, dashboards, and indicators. However, indicators without explanation can create a sense of being controlled. Therefore, HR needs to link indicators with the meaning of work, so that employees understand why something is measured (Borgman et al., 2022). Fair measurement demands two things: legibility and the opportunity for correction. Legibility means employees can understand how performance is assessed. The opportunity for correction means employees can seek clarification without stigma. Good teamwork will also be very helpful in improving overall work results (Rojak & Darmawan, 2023). Generation Alpha is expected to be more sensitive to procedural experiences, as they are accustomed to evaluating digital services based on the clarity of the flow. If an organisation wants to be trusted, the assessment flow must be clear and consistent. Thus, a work design ready for Generation Alpha is one that avoids evaluation surprises, avoids double standards, and builds habits of regular feedback.

Organisational learning for Generation Alpha needs to be understood as a learning ecology, which is a combination of material, practice, and social relationships. A generation accustomed to concise and visual material will require accessible modules, but organisations also need to ensure depth of

understanding through real-world practice. Adaptive learning models are very helpful for every individual and group to learn more effectively (Kurniawan & Darmawan, 2021). Within a normative framework, short modules must be tied to responsibility, for example, through small tasks that are tested and discussed. Learning also needs to incorporate digital work ethics, such as how to manage information, how to maintain confidentiality, and how to communicate without condescension. These ethics are important because digital interactions easily trigger misunderstandings and can easily become a site for symbolic violence through brief comments. HR needs to design learning as the formation of respectful social habits, not merely as a transfer of technical knowledge. Furthermore, learning needs to provide space for reflection, as a generation living in a rapid flow of information potentially loses the pause needed to assess quality (Caza et al., 2018). Reflective pauses are not a luxury, but a prerequisite for building persistence, integrity, and the ability to make mature decisions.

Recruitment for Generation Alpha will be increasingly influenced by digital systems, including automated screening and platform-based assessments. Within a normative framework, digital recruitment must maintain procedural justice and avoid unexplainable decisions. We need to be careful that the use of automated technology does not create injustice for applicants (Mardikaningsih & Oluwatoyin, 2023). Procedural justice demands that candidates understand the criteria being assessed and can anticipate how the process unfolds (Woods et al., 2020). If the process feels like a black box, candidates may perceive the organisation as dishonest. Procedural honesty is reputational capital, especially for a generation that easily shares experiences through networks. Companies must be adept at maintaining their reputation in the virtual world so that they continue to be viewed positively by the public (Darmawan et al., 2022). HR needs to ensure that digital tools do not produce hidden biases through variables that favour certain groups. The principle to be upheld is traceability, meaning the organisation can explain the reasons for rejection at a reasonable categorical level. Traceability also protects the organisation from inconsistent decisions. In addition, HR needs to arrange the candidate experience as an experience of respect. Respect is evident in clear communication, reasonable waiting times, and language that is not demeaning. Thus, recruitment is an ethical

gateway that determines the quality of the initial psychological relationship between prospective workers and the organisation.

Work orientation for Generation Alpha needs to be treated as the formation of a psychological contract. A psychological contract is the expectation of what is reasonable to give and receive in the workplace. Generation Alpha is expected to build expectations from highly responsive digital service experiences (Griep & Vantillborgh, 2018). Another challenge is ensuring that everyone has equal opportunities and capabilities in using such technology (Ramle & Mardikaningsih, 2022). If an organisation is slow without explanation, new employees may interpret this as indifference. However, organisations also need to form realistic expectations regarding work rhythm, responsibility, and the learning process. Within a normative framework, good orientation explains boundaries, not just rights. Explaining boundaries includes communication ethics, communication hour limits, and procedures when mistakes occur. Innovation in managing employees is highly needed so that companies can remain competitive at a global level (Abdulah et al., 2021). When mistakes happen, the organisation's response builds a sense of security. If mistakes are always punished, new employees will hide problems. Hiding problems damages quality and trust. Therefore, HR needs to build a culture of correction that does not humiliate, yet still upholds accountability. Accountability means there are standards, proportional consequences, and learning. Thus, orientation becomes a means of forming honest habits, rather than a means of oppressive uniformity.

Performance management for Generation Alpha needs to position feedback as a routine process that builds direction. Infrequent feedback leaves employees second-guessing, while very frequent but contentless feedback leaves them exhausted. Integrated management information systems greatly assist leaders in taking strategic corporate steps (da Silva & Darmawan, 2023). Within a normative framework, good feedback has three elements: it is specific, actionable, and delivered with respect. Specific means mentioning behaviour and results, not character. Actionable means providing clear steps for improvement. Delivered with respect means not humiliating the recipient. Generation Alpha, accustomed to instant responses, may desire quick clarity, but organisations must avoid unfair impulsive responses (Budworth et al., 2015). Proper leadership can help improve teamwork in the face of change (Mardikaningsih & Darmawan,

2022). Therefore, HR needs to arrange the rhythm of feedback and simple yet adequate documentation procedures. Adequate documentation protects both parties because it reduces memory bias. In digital spaces, documentation often occurs via short messages. Short messages need to be supplemented with formal notes so that evaluations are not built from out-of-context quotes. Thus, a performance system ready for Generation Alpha is one that combines communication speed with procedural order.

Leadership for Generation Alpha needs to move from a command model toward a model of explanation and role-modelling. This does not mean authority disappears, but rather that authority is built through accountability and consistency. A generation growing up with broad access to information tends to scrutinise reasons, so leaders need to be skilled at explaining goals and priorities. Psychologically, every individual indeed has basic needs to be valued and to have their behaviour understood in a social environment (Karina et al., 2012). Within a normative framework, explanation is not self-justification, but a form of respect for the employee's intelligence (Eva et al., 2019). Leaders also need to arrange spaces for dialogue without losing the ability to make decisions. Dialogue means listening to objections and testing assumptions. Decision-making means determining direction and maintaining standards. Both need to be balanced. If a leader only engages in dialogue without making decisions, the organisation loses certainty. If a leader only makes decisions without dialogue, the organisation loses trust. Additionally, leaders need to be sensitive to digital burdens, such as excessive meetings and late-night messages. Generation Alpha might be accustomed to being online, but being online habitually does not mean being ready to work without boundaries. Prepared leaders will enforce communication boundaries as a health norm, so that productivity is not paid for with hidden exhaustion.

Psychological well-being for Generation Alpha needs to be understood as an integral part of organisational design. Many well-being programs fail because they stand separately from workload and leadership styles. Within a normative framework, well-being cannot be a purely individual matter, as individuals work within rules determined by the organisation. HR needs to ensure that workloads are set reasonably, priorities do not shift arbitrarily without reason, and conflicts are resolved through clear procedures. We must remember that the habits and attitudes

of today's youth are heavily influenced by the digital content they consume every day (Kurniawan & Khayru, 2021). Furthermore, Generation Alpha is expected to live with high exposure to social comparison through digital media. This exposure can affect their sense of adequacy and self-confidence. Organisations need to restrain cultures of humiliating competition, such as leaderboards that shame those who lag behind. Recognition should be given fairly without creating collective shame. A healthy recognition culture emphasises learning, cooperation, and quality. HR also needs to arrange access to assistance, such as counselling and supervisor support, using non-stigmatising language (Guest, 2017). If assistance is perceived as a sign of weakness, employees will avoid it. Thus, well-being is the result of a work arrangement that respects humanity, not the result of slogans.

The ethics of HR data usage is becoming a critical issue for Generation Alpha because they live with an awareness of digital footprints. Organisations increasingly use data for recruitment, assessment, and prediction. Therefore, HR teams must become smarter in processing data to make decisions that are truly beneficial for the organisation (Khairi & Darmawan, 2022). Within a normative framework, data usage must meet the principles of proportionality, transparency, and purpose limitation. Proportionality means the data collected is relevant to the decisions being made. Transparency means employees understand what data is collected and for what purpose. Purpose limitation means data is not used for other purposes without clear consent. This principle protects dignity because dignity relates to control over personal information. Additionally, automated decisions need to be explainable (Tambe et al., 2019). Reasonable explanations provide room for correction if errors occur. One way to maintain the security of employee data so it is not misused is by utilising new technologies that are more secure (Darmawan & de Jesus Isaac, 2023). Without explanation, employees feel treated as mere numbers. Being treated as a number damages loyalty and invites silent resistance. HR also needs to manage data security as a trust. Data breaches are not just technical incidents but violations of trust. Generation Alpha, accustomed to evaluating platform security, will judge an organisation by its response to incidents. An honest and swift response is the moral standard that determines reputation.

The communication culture for Generation Alpha needs to take into account that digital interactions change nuances. Short messages can sound

harsh, emojis can be misunderstood, and response delays can be interpreted as rejection. Within a normative framework, organisations need to build clear communication etiquette, such as when to use short messages, when to hold meetings, and when to use documents. This is important because pressure from the surrounding environment often influences how young people make choices and behave (Fajar et al., 2021). This etiquette protects against misunderstandings and communication dominance. Communication dominance occurs when some individuals monopolise channels, send messages continuously, and demand rapid responses. This dominance is exhausting and creates inequality. HR needs to manage availability boundaries so people can focus. Focus is the source of quality (Mazmanian et al., 2013). Generation Alpha is often associated with short attention spans, but organisations should not treat this as a fixed trait. Instead, organisations need to create conditions that support focus through work design and interruption boundaries. Thus, inclusive communication for Generation Alpha is communication that maintains clarity, respect, and space for pauses.

Career development for Generation Alpha needs to balance the need for rapid direction with the need to build solid competencies. Many organisations offer career paths, but these paths are often vague and feel like mere promises. Generation Alpha, accustomed to app navigation, may expect a clear map. To achieve this, training involving various fields is very useful for improving cooperation within teams (Fared & Darmawan, 2021). Within a normative framework, career maps must be accompanied by verifiable criteria, not just motivational narratives. Criteria need to explain competencies, ethical behaviour, and relevant achievements. Additionally, organisations need to provide structured mentoring (De Vos et al., 2020). Mentoring is not just friendship, but a process that ensures new employees understand norms, receive feedback, and gain opportunities to try new tasks. Furthermore, companies also need to have the right technological strategies to remain competitive and continue producing new works (Mardikaningsih & Hariani, 2023). Mentoring also prevents network inequality. If a career depends on proximity, certain groups will be left behind. HR needs to arrange access to mentoring as a right, not a matter of luck. On the other hand, organisations need to assert that career acceleration does not mean bypassing responsibilities. Fair acceleration

means criteria are met and ethical behaviour is proven. Thus, a career becomes a credible learning path.

The formation of work ethics for Generation Alpha needs to include discussions on digital honesty. Digital honesty includes how to cite sources, how to use tools, and how to declare the limits of one's abilities. With the advent of automated tools, the boundary between assistance and cheating becomes more complex. Therefore, we must begin to build technologies that are fairer and more honest so that their use remains responsible (Radjawane & Mardikaningsih, 2022). Within a normative framework, organisations need to create clear guidelines on the use of tools, including when they may be used and how results are verified. Guidelines need to be accompanied by education, as prohibitions without education will encourage hidden violations. Ethical education also needs to emphasise collective responsibility, such as maintaining client data confidentiality and access security. Generation Alpha, accustomed to sharing, may need to learn that the working world has strict confidentiality boundaries. However, this learning must be presented as a moral reason, not as a threat. Threats produce pseudo-compliance. Moral reasons produce commitment. HR needs to arrange positive reinforcement for honest behaviour, such as rewarding the reporting of errors (Martin, 2019). Reporting errors is a form of integrity. Thus, work ethics are built as trained habits, not as assumptions.

Intergenerational teamwork will be a common condition when Generation Alpha enters. Intergenerational work often creates interpretive conflicts regarding speed, communication styles, and ways of respecting seniority. Within a normative framework, organisations need to arrange collaboration rules that respect all parties. These rules include meeting etiquette, task division, and methods of giving criticism. Criticism must focus on the work, not on age. If criticism becomes stereotypical, teams will fragment. HR needs to encourage a professional language that values contribution, not generational identity. Additionally, organisations need to arrange two-way knowledge transfer mechanisms (Li et al., 2019). Older generations bring institutional knowledge, while Generation Alpha brings habits of technological exploration. Two-way transfer prevents feelings of being belittled or held back. To this end, organisations can arrange joint projects that demand both types of knowledge. However, project design must be fair, so that one generation does not always act as an assistant. Thus,

intergenerational collaboration is a social design, not just a moral hope. When social design is clear, differences become a source of learning.

Organisational trust for Generation Alpha will be largely determined by the experience of justice. Justice here includes the fairness of task distribution, the fairness of assessment, and fairness in conflict resolution. Generation Alpha is expected to have broad access to compare work experiences between organisations, making injustice easily visible. Within a normative framework, organisations need to build consistent procedures, as inconsistency is the primary source of suspicion. Suspicion damages loyalty and increases turnover intentions. However, loyalty is not a moral target, but rather the result of a fair relationship. HR needs to enforce consistency through clear guidelines and training for managers. Much injustice arises because managers act based on intuition and habit. Managerial training needs to emphasise how to provide feedback, how to assess, and how to restrain bias. Additionally, organisations need to provide safe appeal mechanisms (Colquitt & Zipay, 2015). Safe appeals protect employees from retaliation and provide room for correction. Without appeals, employees will choose to remain silent or leave. Thus, procedural justice is the foundation of labour relations for the new generation.

The language of reward and recognition needs to be designed so as not to build an exhausting performative culture. Generation Alpha grew up in a culture of metrics, such as likes and followers, which value visibility. If organisations mimic that culture rawly, they will trigger image competition and reduce work quality. Within a normative framework, rewards need to emphasise substance, cooperation, and learning. Healthy rewards do not humiliate those who lag behind and do not create fear. HR needs to arrange transparent reward systems with clear and verifiable criteria. Unclear criteria open the door to favoritism. Favoritism destroys trust. Furthermore, recognition needs to be given to contributions that are often invisible, such as documentation, mentoring, and process improvement (Gallus & Frey, 2016). If invisible contributions are not recognised, the organisation encourages behavior that shows off quick results. Behavior that shows off quick results can sacrifice quality. Thus, the reward system is a social instrument that shapes culture. A healthy culture will help Generation Alpha build a stable professional identity, not dependent on visibility alone.

A learning space without shame is a vital requirement for Generation Alpha. Although this generation is associated with digital skills, digital skills do not automatically translate to work skills. The world of work demands persistence, coordination, and responsibility. Within a normative framework, organisations must build an environment that encourages questioning and experimentation without humiliation. Shame makes people hide and cover up mistakes. Covered-up mistakes turn into risks. HR needs to manage a culture that distinguishes between reasonable learning mistakes and ethical violations. Reasonable mistakes should be discussed and corrected. Ethical violations need to be given proportional consequences. This distinction is important so that the organisation does not become a place of fear. Fear produces passive compliance, not creativity. Moreover, learning space needs to be arranged within working hours, not left to personal time (Noe et al., 2014). If learning always occurs after work hours, only certain people will be able to keep up, and inequality increases. Thus, HR needs to position learning as part of the job, especially for early-career employees. This affirms that the organisation is responsible for the quality of work socialisation.

Early-career job design for Generation Alpha needs to avoid two extremes: trivial tasks that kill motivation and heavy tasks without guidance that damage self-confidence. Within a normative framework, early-career tasks should be designed as a series of experiences that build competency gradually. A series means there are clear goals, feedback, and increasing complexity. Clear goals help employees assess progress. Feedback assists with correction. Increasing complexity facilitates growth (Parker et al., 2017). HR also needs to ensure that early-career tasks provide exposure to organisational values, such as service, integrity, and cooperation. Values are ineffective if they are merely written; they become effective when manifested in tasks and decisions. Furthermore, while Generation Alpha may expect meaning, meaning needs to be built through the connection between small tasks and larger goals. The organisation needs to explain that connection. If the relationship is not explained, small tasks feel futile. Thus, early-career job design is a design of motivation rooted in explanation, mentoring, and gradual experience.

Hybrid work for Generation Alpha demands that organisations manage presence and trust. Many organisations judge work based on physical presence. In hybrid work, physical presence is not always possible,

so assessment needs to shift toward results and visible processes. However, outcome-based assessment can become unfair if results depend on uneven system support. Therefore, HR needs to set clear remote work standards, including documentation standards, coordination standards, and response standards. Response standards are important so that people do not make limitless demands on one another. Within a normative framework, communication boundaries protect health and quality (Choudhury et al., 2021). Generation Alpha, accustomed to being online, needs to learn boundaries, but the organisation also needs to model these boundaries through leadership behaviour. Additionally, hybrid work requires team rituals to maintain togetherness. Rituals do not have to be long, but they must be consistent. Togetherness reduces the sense of isolation and aids informal learning. However, rituals must be inclusive, not dependent on specific hours that exclude those with family responsibilities. Thus, fair hybrid work is hybrid work that manages standards, boundaries, and togetherness as part of the design.

Conflict management for Generation Alpha needs to consider that conflict can stem from misinterpreted digital communication. Within a normative framework, organisations need to provide conflict resolution procedures that are swift yet fair. Swift means conflict is not allowed to escalate. Fair means all parties are heard and decisions are explained. HR needs to train managers to handle conflict using respectful language rather than threats. Threats encourage silence and resentment. Furthermore, the organisation needs to build conversational ethics, including prohibitions on insults, doxing, and shaming. These ethics are vital because Generation Alpha is accustomed to digital spaces that are sometimes harsh (Leonardi & Treem, 2020). The organisation must be a different kind of space—a space that protects dignity. Conflict procedures also need to distinguish between differences of opinion and personal attacks. Differences of opinion are the raw material of work; personal attacks destroy relationships. Accordingly, organisations need to build healthy debating skills, such as how to criticise ideas and how to accept criticism. When these skills are trained, Generation Alpha can develop into workers capable of working through differences without damaging relationships.

Compensation and recognition systems need to consider the perception of fairness among individuals that is easily formed through

digital comparisons. Generation Alpha can easily compare salaries and facilities through open information. Within a normative framework, organisations need to organise a compensation structure that is transparent at the level of principles, even though personal details remain confidential. Principle transparency means employees understand what factors influence compensation, such as responsibility, competence, and results. If principles are unclear, rumours will fill the void. Rumours damage trust and trigger cynicism. Furthermore, organisations need to ensure that compensation does not become a tool for oppressive control (Shaw & Gupta, 2015). Compensation needs to affirm the appreciation for work, not affirm the fear of loss. Generation Alpha, seeking psychological stability, can evaluate an organisation based on financial security and procedural security. Procedural security means changes in compensation and bonuses are not made suddenly without reason. Thus, HR needs to organise clear compensation communication, a consistent evaluation calendar, and clarification mechanisms.

Generation Alpha grew up in a culture where identity is often built through digital posts and reputation. In the world of work, personal branding can be beneficial for networking, but it can also encourage self-presentation behaviours and breaches of confidentiality. Within a normative framework, organisations need to organise public communication guidelines for employees, including limits on the information that may be shared. These guidelines must be accompanied by an explanation of reasoning, not just a prohibition. Explaining the reasoning helps employees understand that confidentiality protects clients and protects the organisation. Additionally, organisations need to provide space for internal professional identity recognition, for example, through secure work portfolios and fair recognition systems (Jeske & Kapasi, 2017). If the organisation does not provide space for recognition, employees will seek recognition elsewhere, which can create risks. Thus, HR needs to wisely manage the relationship between personal digital identity and the organisation's professional identity, by placing dignity and security as the boundaries. This is part of the work socialisation relevant to the new generation.

There are three interconnected domains of preparation: the domain of work design and assessment, the domain of learning design and socialisation, and the domain of HR technology ethics. Work design and assessment

demand clear standards, an orderly feedback rhythm, and understandable procedural justice. Learning design and socialisation demand accessible modules, structured mentoring, and the formation of respectful digital work ethics. HR technology ethics demand transparency in data usage, traceability of automated decisions, purpose limitation, and robust security. These three domains need to be supported by leadership that explains reasoning, enforces communication boundaries, and protects a learning space without shame. With this framework, organisations can prepare for Generation Alpha not with stereotypes, but with adequate governance for a generation living in a rapid flow of information. This preparation views the new generation as subjects who can thrive through work experiences that are fair, structured, and dignity-respecting. This is the normative basis for HR ready to welcome the working era of Generation Alpha.

Conclusion

HR preparation for prospective Generation Alpha workers is an institutional undertaking that integrates work design, learning design, and HR technology ethics into a single governance framework that respects dignity. Generation Alpha is understood as a generation shaped by a fully digital experience; thus, organizational legitimacy is largely determined by procedural clarity, the legibility of decisions, and the consistency of feedback and evaluation. The analysis shows that organizational readiness cannot be narrowed down to hardware readiness, as the core issue lies in how the organization structures work socialization, builds realistic psychological contracts, and manages the boundaries of communication and energy recovery. The use of digital systems in recruitment and assessment demands principles of proportionality, transparency, purpose limitation, and decision traceability to prevent the collapse of trust. The answer to the research problem positions procedural justice, shame-free learning spaces, and explanation-based leadership as the primary requirements for an organization to welcome the new generation credibly and responsibly.

Implications and suggestions emphasize the need for organizations to prepare HR policy maps that can be translated into daily practices before Generation Alpha enters the workforce. Organizations are advised to restructure performance appraisal designs to ensure clear criteria, specific feedback, and safe clarification mechanisms, preventing standards from

turning into arbitrary control. Learning designs should be made modular and practice-bound, accompanied by structured mentoring that guarantees equal access to the organization's tacit knowledge. Organizations also need to establish digital communication etiquette, including availability boundaries, meeting protocols, and methods for providing critique, to protect focus quality and psychological health. The use of HR data must adhere to principles of transparency, purpose limitation, security, and reasonable explanation for automated decisions, including non-stigmatizing appeal mechanisms. Leadership must be trained to explain reasoning, uphold ethics of respect, and maintain a learning environment without shaming, allowing the new generation to grow within a framework of fair discipline.

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