



Learning Agility of Gen Z Employees in Navigating the Workforce: A Meta Analysis Study

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Abstract: This systematic literature review explores learning agility among Generation Z employees as they step into a workforce shaped by VUCA. Following PRISMA guidelines, we searched major databases including Google Scholar, ProQuest, SpringerLink, Taylor & Francis, Emerald Insight, and Sage Journals. Using keywords such as “learning agility,” “Generation Z,” and related terms, we selected eleven relevant articles published in English or Indonesian between 2020 and 2025. The findings show that Generation Z displays strong learning agility, seen in quick adaptation to digital tools, innovative behaviors, and resilience under pressure. At the same time, they face challenges from limited hands-on experience and interpersonal hurdles in early career stages. Learning agility stands out as a powerful predictor of work engagement, lower turnover intention, career adaptability, and overall performance. Organizations can strengthen this trait through supportive learning cultures, psychological safety, digital teaching methods, and tools that provide fast feedback. These insights highlight the strategic importance of nurturing learning agility to prepare for a workforce increasingly led by Generation Z and to build lasting organizational resilience.

Keywords: *learning agility, generation Z, employee*

Abstrak: Tinjauan pustaka sistematis ini bertujuan untuk mengkaji peran learning agility pada karyawan Generasi Z dalam menghadapi dunia kerja yang ditandai VUCA. Penelitian ini mengacu pada pedoman Preferred Reporting Items for Systematic Reviews and Meta-Analysis (PRISMA) dengan penelusuran literatur pada basis data Google Scholar, ProQuest, SpringerLink, Taylor & Francis, Emerald Insight, dan Sage Journals. Sebanyak sebelas artikel yang dipublikasikan dalam bahasa Indonesia dan bahasa Inggris pada periode 2020–2025 dipilih berdasarkan kriteria inklusi yang telah ditetapkan. Hasil kajian menunjukkan bahwa Generasi Z memiliki tingkat learning agility yang relatif tinggi, tercermin dari kemampuan adaptasi terhadap teknologi digital, perilaku inovatif, serta ketahanan dalam menghadapi tekanan kerja. Namun demikian, keterbatasan pengalaman praktis dan tantangan interpersonal masih menjadi hambatan pada tahap awal karier. Learning agility terbukti berperan signifikan sebagai prediktor keterlibatan kerja, adaptabilitas karier, kinerja, serta penurunan turnover intention. Temuan ini menegaskan pentingnya pengembangan learning agility melalui budaya belajar yang suportif dan lingkungan kerja yang aman secara psikologis.

Kata kunci: *learning agility, generasi Z, karyawan*

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INTRODUCTIONS

According to data from Statistics Indonesia (2021), Generation Z constituted the largest population group in Indonesia in 2020, accounting for 27.94 percent of the total population. This generation is also projected to dominate the workforce, representing approximately 27 percent of the productive age population (Zurich, 2024). Given this demographic trend, it is increasingly important to examine the behavioral dynamics of Generation Z employees, particularly as they enter a working environment characterized by uncertainty and complexity. In line with this argument, Badri (2022) emphasizes that Generation Z requires greater scholarly attention, as they are entering a labor market that is undergoing rapid and fundamental transformation.

Contemporary business and industrial environments are widely described as operating within a VUCA context, characterized by volatility, uncertainty, complexity, and ambiguity. Bilonis (2019) defines the VUCA environment as a condition marked by instability and uncertainty that can trigger systemic challenges, particularly within business and industrial sectors. Under such conditions, organizations are required not only to maintain operational stability but also to adapt rapidly and make effective decisions in the face of limited clarity. Empirical evidence supports this view, as Mishra (2020) demonstrates that VUCA conditions significantly affect organizational performance by necessitating continuous responsiveness and adaptability. Similarly, Bakti (2022) argues that the VUCA environment demands high levels of flexibility and rapid decision making from all organizational members when responding to ambiguous and dynamic conditions. Consequently, both individuals and organizations are required to continuously adjust to increasingly complex business demands.

Organizational effectiveness in responding to the uncertainty and complexity of the VUCA environment depends on several critical factors, including fundamental business readiness, effective change management, innovation capacity, and the ability to respond quickly and creatively to environmental change (Navqi and Navqi, 2023). Such adaptive response patterns are central determinants of organizational competitiveness. Consistent with this perspective, Afkarina et al. (2023) emphasize that adaptive capability is a crucial prerequisite for individuals and organizations to make sound decisions, even when information is incomplete or ambiguous. This form of adaptive capability reflects the concept of agility, defined as the ability to apply limited experience and knowledge effectively in novel situations (Johansen, 2012).

Within this context, learning agility has emerged as a critical individual capability. Gravett and Caldwell (2016) define learning agility as an individual's ability to adapt when confronted with unfamiliar tasks and situations. De Meuse (2017) further conceptualizes learning agility as the capacity to extract essential lessons from prior experiences and apply them effectively to new challenges. Taken together, learning agility can be understood as the ability to learn from experience and rapidly adapt that learning to unfamiliar and complex situations.

Extant research demonstrates that learning agility generates substantial benefits for both employees and organizations, particularly under conditions of uncertainty. Rafidah and Qadriah (2025) report that learning agility positively influences employee performance, which subsequently enhances organizational productivity. Similarly, Rahardi, Nurbaiti, and Fauzi (2022) find that learning agility among marketing employees contributed positively to sales performance during the COVID nineteen pandemic. These findings suggest that learning agility plays a vital role in sustaining organizational performance even in highly uncertain environments. In this regard, learning agility enables employees to remain effective by adapting constructively to ambiguous and challenging situations.

In addition to its organizational benefits, learning agility has also been linked to positive employee outcomes. Ghosh, Muduli, and Pingle (2021) demonstrate that employees with higher levels of learning agility exhibit greater performance potential,

which is associated with higher compensation outcomes. This relationship reflects the tendency of agile learners to remain motivated to acquire new knowledge and actively seek solutions when encountering novel or complex challenges.

Age related differences in learning agility have also been documented in prior research. De Meuse et al. (2010) report that younger employees tend to exhibit higher levels of learning agility compared to older employees. In the contemporary workforce, younger employees largely correspond to Generation Z, defined as individuals born between 1995 and 2012. Empirical support for this assertion is provided by Violi and Rostiana (2024), who report high levels of learning agility among Generation Z employees in Indonesia. This tendency may be attributed to the general orientation of Generation Z toward seeking new experiences and learning opportunities (Schroth, 2019).

In recent years, scholarly interest in Generation Z has increased substantially. Pham et al. (2024) note that researchers have examined Generation Z careers from diverse perspectives, reflecting this generation's emphasis on individualization and diversity. Despite this growing body of research, comprehensive literature reviews or meta analytical studies focusing specifically on Generation Z careers, particularly in relation to learning agility, remain limited. This lack of synthesis represents a significant gap in understanding the career needs, expectations, and perceptions of Generation Z (Pham et al., 2024).

In response to this gap, the present article aims to examine learning agility among Generation Z, with a particular focus on individuals who are currently employed. The study concentrates on Generation Z employees within organizational settings, acknowledging that workplace challenges vary significantly across institutional contexts. Understanding learning agility among Generation Z is therefore essential for organizations seeking to identify the characteristics of the generation that will increasingly shape workforce dynamics and organizational culture.

To achieve a comprehensive understanding of this phenomenon, this study conducts a systematic review of the literature on learning agility among Generation Z in the workplace, guided by the following research questions: (1) How is learning agility manifested among Generation Z employees? (2) How important is learning agility in navigating workplace challenges? (3) What interventions have been identified to enhance learning agility?

METHODES

This study adopts a systematic literature review approach guided by the Preferred Reporting Items for Systematic Reviews and Meta Analysis (PRISMA) framework to ensure methodological rigor, transparency, and replicability throughout the review process. A systematic literature review is a structured and comprehensive method used to identify, critically evaluate, and synthesize findings from existing empirical studies relevant to a particular research topic (Trifu et al., 2022). Unlike narrative reviews, this approach follows predefined procedures that minimize bias and enhance the reliability of conclusions. Furthermore, systematic literature reviews aim to consolidate evidence from multiple studies as a foundation for theoretical development, the formulation of policy and practice guidelines, and the provision of robust empirical insights into specific phenomena. When conducted comprehensively, such reviews also offer the potential to identify research gaps, clarify inconsistent findings, and generate new theoretical perspectives and future research directions within a given field (Snyder, 2019).

The review process was conducted through an extensive online literature search across several major academic databases, including Google Scholar, ProQuest, SpringerLink, Taylor and Francis, Emerald Insight, and SAGE Journals. These databases were selected to ensure broad coverage of multidisciplinary research in psychology, human resource management, organizational behavior, and education. The literature search employed a combination of keywords, namely learning agility, learning agility

generation Z, generation Z, learning, and agility, which were adapted to the search syntax of each database to maximize retrieval accuracy. The inclusion criteria comprised peer reviewed journal articles published in either English or Indonesian between 2020 and 2025, with a primary focus on learning agility among Generation Z. This time frame was chosen to reflect the period during which Generation Z has increasingly entered the workforce and begun actively adapting to contemporary organizational and industrial environments.

Following the procedural guidelines proposed by Trifu et al. (2022), data collection commenced with an initial screening of article titles to assess their relevance to the research objectives. Articles deemed potentially relevant were then subjected to a more detailed screening process through abstract review. During this stage, careful consideration was given to the clarity of research objectives, the formulation of hypotheses or research questions, key findings, methodological approaches, and the characteristics of the study respondents. This multi stage screening process ensured that only studies meeting the predefined inclusion criteria were retained for further analysis. By incorporating both international and national studies, this systematic approach enabled a comprehensive examination of learning agility across diverse cultural and organizational contexts, thereby facilitating the identification of key predictors and patterns influencing learning agility among Generation Z.

RESULT

The initial literature search conducted across multiple databases, including Google Scholar, ProQuest, SpringerLink, Taylor and Francis, Emerald Insight, and SAGE Journals, yielded a total of 339 articles that met the preliminary criteria. These articles were subsequently screened for topical relevance, resulting in 123 articles deemed suitable for further consideration, while 216 articles were excluded. In the next phase, a more detailed assessment was conducted by examining full text accessibility through a review of abstracts, research objectives, study subjects, and key findings. This screening process resulted in a final sample of 11 articles that met all inclusion criteria. The identification and selection process is illustrated in Figure 1.

Of the 11 articles included in this review, nine studies employed a quantitative explanatory approach to examine the effects of learning agility on various psychological and work related outcomes, including the use of mediation models. In addition, one study adopted a correlational design using a cross sectional approach, while one study employed a qualitative or conceptual design aimed at providing theoretical insights into learning agility. Overall, these findings indicate a clear predominance of explanatory research designs in studies examining learning agility.

In general, the 11 articles addressing learning agility among Generation Z can be categorized into several thematic focuses. Seven studies examined learning agility as a mediator or primary predictor of work related outcomes, such as work engagement, innovative behavior, turnover intention, and adaptation to technology or digitalization among Generation Z employees. Three studies explored learning agility within specific professional contexts relevant to Generation Z, including teachers, nurses, and students transitioning into the workforce. Furthermore, one study compared perceptions of agility across generational groups with a particular focus on Generation Z identity, while another study integrated learning agility into discussions of leadership characteristics and career transition within organizational contexts. These articles were systematically analyzed to extract key findings and critical insights that inform the discussion presented in this literature review.

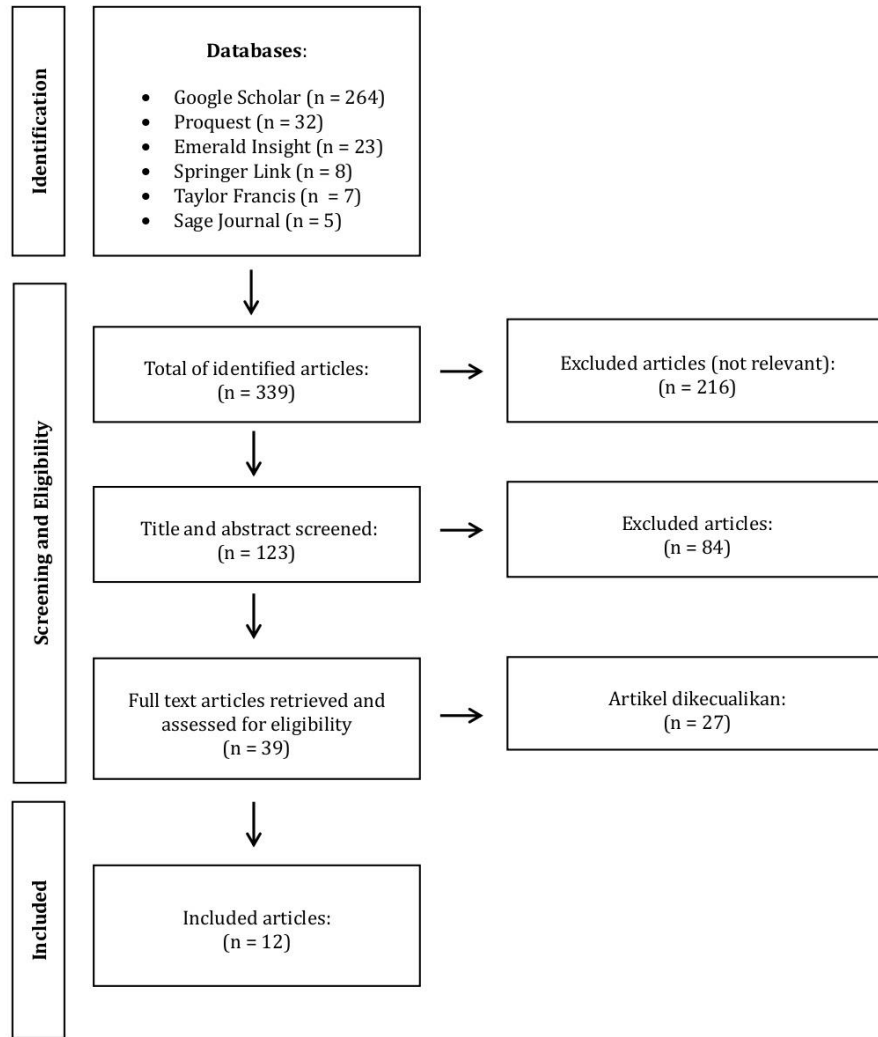


Figure 1. Flow chart of PRISMA in selecting the article

The articles that met the inclusion criteria were further analyzed with regard to their overall substantive content. Table 1 presents a summary of the journals included in this review, outlining the main findings of each study and their relevance to learning agility:

TABLE 1. Summary of reviewed articles

No	Author(s)	Year	Study Finding	Relevance to Learning Agility
1	Hukubun, Wariunsora, Sakti, Ramli, & Anggreni	2025	Organizational commitment, learning agility, and digital pedagogy have a significant positive effect on sustainability behavior among Generation Z teachers.	Learning agility serves as a key factor in enhancing the adaptability of Generation Z teachers to digital transformation, thereby supporting sustainable practices in education.

No	Author(s)	Year	Study Finding	Relevance to Learning Agility
2	Nayak, Malik, Meher, & Patel	2025	Organizational learning culture influences the development of Generation Z competencies, with learning agility acting as a mediator.	Learning agility functions as a bridge between organizational learning culture and competence development, enabling Generation Z to adapt to dynamic work environments.
3	Varga, Csiszarik-Kocsir, & Garai-Fodor	2025	Generation X identifies most strongly with agile approaches, followed by Generations Y and Z. Although Generation Z demonstrates positive attitudes toward agility, they lack concrete knowledge and require educational interventions to enhance flexibility and proactivity.	Learning agility is associated with Generation Z's positive orientation toward agility. However, project-based learning is needed to compensate for limited practical experience and strengthen adaptability in education and early career stages.
4	Noh, Lee, Kim, & Song	2025	Agility among Generation Z nurses is positively associated with nursing competence and job satisfaction, with competence mediating the relationship between agility and satisfaction.	Learning agility, conceptualized as workforce agility, enhances nursing competence, which in turn supports job satisfaction among Generation Z in the healthcare sector.
5	Windiyanaputri & Darmawan	2024	Learning agility mediates the relationship between job involvement and innovative work behavior among Generation Z employees in Sleman.	Learning agility acts as a key mediator, enabling Generation Z employees to translate job involvement into innovative behavior in the post COVID digital era.
6	Kalyoncu & Yıldız	2025	Learning agility is positively related to career adaptability, with self-esteem partially mediating this relationship.	Learning agility is essential for sustainable career success by enhancing adaptability through self-esteem in complex work environments.
7	Lukman, Kusuma, & Esterina	2025	Psychosocial safety climate and learning agility significantly influence work engagement among Generation Z employees.	Learning agility enhances work engagement by supporting adaptation in rapidly changing work environments, particularly when combined with a supportive psychosocial safety climate.
8	Fadli & Rosmawati	2025	Learning agility influences employees' technostress when using the Sinergy BOMA application in district offices.	Learning agility reduces technostress by strengthening learning capability and adaptability to digital tools within the public sector.

No	Author(s)	Year	Study Finding	Relevance to Learning Agility
9	Esterina, Hidayati, & Wicaksono	2025	Learning agility and psychological capital significantly influence turnover intention among Generation Z employees, with learning agility emerging as the dominant predictor.	Learning agility plays a dominant role in reducing turnover intention by enhancing adaptability and resilience among Generation Z employees.
10	Govindasamy	2025	Characteristics of Generation Z leaders in Malaysia include digital nativity, value orientation, collaborative preferences, and work life integration; organizations require integrated frameworks to support leadership transition and retention.	Learning agility represents a core characteristic of Generation Z leaders, enabling rapid adaptation in evolving leadership contexts and supporting transformational leadership development.
11	Brata, & Sihabudin	2025	Learning agility and employee engagement significantly influence organizational citizenship behavior, with records management acting as a moderating variable.	Learning agility strengthens organizational citizenship behavior by fostering adaptability and engagement, particularly in remote working environments.

All reviewed articles were further examined and synthesized in depth, resulting in three overarching themes as outlined below:

Characteristics of Learning Agility Among Generation Z in Navigating the World of Work

Generation Z, demographically defined as individuals born between 1997 and 2012, is entering the workforce within a landscape characterized by volatility, uncertainty, complexity, and ambiguity, alongside rapid technological disruption such as artificial intelligence and post pandemic digital transformation. Within this context, learning agility emerges as a defining characteristic of Generation Z, reflecting their capacity to learn quickly from experience, flexibly integrate new knowledge, and demonstrate high adaptability in dynamic work environments.

Varga et al. (2025), in a quantitative study involving 5,067 respondents in Hungary, found that Generation Z exhibits a positive attitudinal predisposition toward agile approaches, particularly reflected in relatively high levels of flexibility and proactivity within educational settings. However, this potential remains underdeveloped due to significant deficits in concrete knowledge and practical experience compared to Generations X and Y. As a result, project based educational interventions are required to optimize dimensions of change agility and mental agility. Complementing this perspective, Govindasamy (2025) argues that learning agility constitutes a core element of Generation Z leadership profiles in Malaysia. These profiles are shaped by digital nativity, value driven decision making, collaborative preferences, and work life integration, enabling rapid adaptation in dynamic work environments, although challenges persist in nuanced face to face interpersonal interactions.

In addition, Generation Z demonstrates strong learning agility manifested through rapid cognitive and behavioral adaptation. This is supported by the findings of Windiyanaputri and Darmawan (2024), who identified learning agility as a significant mediator between job involvement and innovative work behavior among Generation Z

employees in Sleman, Indonesia. This indicates that Generation Z is capable of translating work engagement into innovation through swift cognitive and behavioral adaptation processes. Similarly, Fadli and Rosmawati (2025) reported that learning agility effectively reduces technostress among Generation Z employees during the adoption of new digital applications in government institutions. These findings suggest that one of Generation Z's core strengths lies in rapid technological assimilation, although this advantage may diminish when learning agility levels are insufficient.

Overall, the reviewed studies indicate that Generation Z possesses relatively strong learning agility, as reflected in positive attitudes toward learning and change, growth orientation, innovative capacity, and technological resilience. Nevertheless, these strengths are accompanied by vulnerabilities, including limited depth of practical experience, interpersonal challenges, and reliance on external support systems.

The Urgency of Understanding Learning Agility Among Generation Z

A comprehensive understanding of learning agility among Generation Z is not merely a theoretical recommendation but a strategic imperative, particularly given projections that this cohort will comprise more than 27 percent of the global workforce between 2025 and 2030 (Zurich, 2024). Generation Z enters the labor market with unique challenges, including shorter early tenure driven by growth seeking orientations rather than linear stability, technological disruption that reduces entry level opportunities, and a heightened risk of turnover intention when developmental expectations are unmet.

Esterina et al. (2025) statistically demonstrated that learning agility and psychological capital significantly influence turnover intention among Generation Z employees, with learning agility emerging as the dominant predictor, accounting for 61.3 percent of the variance. This finding underscores that organizational failure to leverage learning agility may result in the loss of digitally native and highly adaptive young talent. Further evidence from Noh et al. (2025) indicates a significant positive relationship between workforce agility and job satisfaction among Generation Z nurses, with professional competence serving as a key mediating variable. Extending this discussion to long term career development, Kalyoncu and Yildız (2025) argue that sustainable career success depends not only on technical skill acquisition but also on psychological factors such as self esteem and learning agility.

The urgency of this issue is amplified by the adaptive potential of Generation Z, which may serve as a model for building a resilient workforce across generations (Pham et al., 2024). Without a comprehensive understanding of learning agility, organizations face risks of widespread disengagement, increased talent mobility, and difficulties integrating younger perspectives into long term business strategies. Consequently, examining learning agility is not solely an academic endeavor but a foundation for organizational sustainability in an era of accelerated work transformation.

Interventions to Enhance Learning Agility Among Generation Z

Interventions aimed at enhancing learning agility among Generation Z must be contextually designed and aligned with this generation's preferences for digital engagement, experiential learning, intrinsic meaning, and clear purpose. As highlighted by Pham et al. (2024), Generation Z exhibits distinct characteristics in responding to work demands, necessitating empirically supported intervention strategies grounded in organizational culture and individual development.

Nayak et al. (2025) explicitly recommend fostering a learning oriented organizational culture that encourages continuous learning, experimentation with new ideas, and open knowledge sharing as a primary mechanism for enhancing learning agility and competence among Generation Z. In educational and profession specific contexts, Hukubun et al. (2025) found that integrating digital pedagogy with learning agility positively influences sustainability behavior among Generation Z teachers, demonstrating the potential of technology based interventions in strengthening professional adaptability.

Additionally, Lukman et al. (2025) reported that a psychosocial safety climate combined with learning agility significantly enhances work engagement by creating a psychologically safe environment for experimentation and continuous learning. Brata and Sihabudin (2025) further enriched this perspective by showing that learning agility contributes to organizational citizenship behavior in remote work settings.

Organizations are also encouraged to provide access to artificial intelligence based tools to accelerate task execution, implement instant feedback mechanisms, incorporate gamification elements into development programs, and design lattice shaped career paths that allow lateral mobility and multidimensional growth (Pham et al., 2024). Such interventions not only strengthen individual learning agility but also contribute to broader organizational outcomes, including increased talent retention, innovative behavior, organizational citizenship behavior, and overall workforce resilience to future disruptions. Accordingly, strategic investment in Generation Z learning agility serves as a catalyst for developing an adaptive, innovative, and sustainable workforce in an evolving digital era.

DISCUSSION

Generation Z is defined as the demographic cohort born between 1997 and 2012 and represents the first generation to be fully immersed in a digital ecosystem (Gabrielova & Buchko, 2021). This condition shapes cognitive patterns, learning preferences, and work orientations that differ fundamentally from those of previous generations. Unlike Generations X and Y, who began their careers in relatively stable work environments, Generation Z enters the workforce within a VUCA context characterized by rapid change, high uncertainty, systemic complexity, and informational ambiguity. Theoretically, such conditions shift the competency paradigm from linear experience based development toward adaptive capability and continuous learning, positioning learning ability as a strategic asset for young workers.

Despite frequent associations with flexibility and digital literacy, empirical studies reveal an adaptation paradox among Generation Z during early career stages. On one hand, Generation Z demonstrates rapid information access and technological learning; on the other hand, they face limitations in practical experience depth, interpersonal maturity, and decision making under ambiguity. Varga et al. (2025) emphasize that positive attitudes toward agile approaches among Generation Z are not yet matched by mature implementation capabilities due to limited exposure to real world work experiences. From an organizational psychology perspective, this condition is reinforced by reliance on external support structures such as clear work frameworks, instant feedback, and intensive supervision. These findings suggest that the primary challenge for Generation Z lies not in willingness to learn but in internalizing experience into sustainable adaptive competence.

Within career development and adult learning theories, such limitations are best understood as characteristics of the early career transition stage rather than permanent competency deficits. At this stage, individuals depend heavily on reflective learning mechanisms to transform limited experiences into functional knowledge. Learning agility plays a critical role as a meta learning capacity, enabling individuals to learn how to learn from experience (De Meuse et al., 2010). Thus, learning agility serves as an explanatory variable bridging the gap between limited experience and the adaptive demands of work in a VUCA environment.

Conceptually, learning agility is defined as the ability to derive learning from experience, adjust mindset and behavior, and transfer learning to novel situations. It encompasses not merely learning speed but also tolerance for ambiguity, willingness to take learning risks, and critical reflection on failure. From a work adaptation theory perspective, learning agility functions as a core competency that allows individuals to maintain effectiveness despite rapid and unpredictable contextual changes.

Importantly, the psychosocial characteristics of Generation Z align theoretically with the prerequisites for high learning agility. Generation Z is often described as growth oriented, challenge seeking, and motivated by meaningful new experiences. They tend to engage with challenging tasks that offer exploration and development opportunities, provided that safe learning spaces and constructive feedback are available. From a motivational theory standpoint, such preferences reinforce experiential learning processes that underpin learning agility. This is supported by De Meuse et al. (2010), who found higher learning agility scores among younger individuals, as well as by Violi and Rostiana (2024), who reported high learning agility among Generation Z employees in Indonesia. These findings help explain why learning agility is perceived as critical by Generation Z, as higher learning agility strengthens expectations of career sustainability and organizational retention.

For Generation Z in early career stages, learning agility enhances adaptation speed, perceived competence, and readiness for workplace change. These improvements directly influence career sustainability perceptions and reduce turnover intention (Wibowo et al., 2024). Employees with high learning agility adapt more quickly to new job demands, experience greater competence in managing change, and perceive clearer career development pathways. Consequently, turnover intention decreases as perceived career control increases (Dhakal et al., 2020). From a career perspective, learning agility accelerates career adaptability and employability, enabling individuals to leverage rotational or promotional opportunities, which in turn enhances retention and continuous competency development (Selvia et al., 2022).

The impact of learning agility on turnover intention and career development positions it as a central focus in human resource development strategies (Kinger & Kumar, 2023). Prioritizing learning agility reflects an organizational shift from merely expanding technical training toward developing employees' systemic capacity to learn from experience, transfer learning, and respond adaptively to diverse work situations (Handayani et al., 2025). This strategic approach yields dual benefits: reducing turnover intention through increased readiness and job satisfaction, while accelerating internal career development and strengthening organizational talent pipelines in VUCA environments (De Meuse, 2017).

Effective interventions to enhance learning agility should be integrated across three primary domains: organizational culture, technology based learning modules, and reinforcement of organizational citizenship behavior (Mahdia, 2024). Within organizational culture, creating environments that support psychological safety and experiential learning encourages employees to experiment, reflect on mistakes, and embrace new challenges, forming the foundation for learning agility development (Hukubun et al., 2025). Technology based learning modules such as microlearning, scenario based simulations, and digital mentoring facilitate rapid and structured accumulation of practical experience through contextual feedback, particularly effective for Generation Z's digital learning preferences. Strengthening organizational citizenship behavior, especially knowledge sharing and mutual support among colleagues, further creates informal learning ecosystems that expand cross individual learning opportunities (Brata & Sihabudin, 2025).

When these domains are consistently supported through policies, recognition, and role modeling, learning agility develops not only at the individual level but also becomes embedded as a collective organizational capability, contributing to reduced turnover intention and sustainable career development (Noh et al., 2025). A holistic integration of these domains enhances learning agility sustainably, supports long term career development, and strengthens organizational resilience in an era of continuous disruption (Onjewu et al., 2025).

CONCLUSIONS

This systematic literature review highlights learning agility as a central psychological and behavioral capability that enables Generation Z to navigate early career challenges within volatile, uncertain, complex, and ambiguous work environments. Across the reviewed studies, learning agility consistently emerges as a dominant predictor and mediator influencing key work related outcomes, including work engagement, innovative behavior, turnover intention, career adaptability, and technological adjustment. These findings confirm that learning agility functions not merely as an individual trait but as a meta learning capacity that bridges limited practical experience and escalating adaptive demands in contemporary workplaces.

The synthesis further demonstrates that Generation Z possesses a strong predisposition toward learning agility, reflected in positive learning orientations, growth focused mindsets, and technological responsiveness. However, this potential remains partially constrained by insufficient experiential depth, interpersonal challenges, and reliance on structured external support. Consequently, learning agility plays a critical explanatory role in understanding why Generation Z may demonstrate rapid initial adaptation yet remain vulnerable to disengagement and early career turnover when developmental pathways are unclear.

From an organizational perspective, this review underscores the strategic importance of cultivating learning agility through integrated interventions that span organizational culture, psychologically safe environments, technology enabled learning systems, and the reinforcement of collaborative and prosocial work behaviors. Evidence suggests that such interventions not only strengthen individual adaptability but also generate broader organizational benefits, including enhanced retention, sustained performance, and workforce resilience amid ongoing digital transformation.

Theoretically, this review contributes to the learning agility literature by positioning learning agility as a key mechanism underpinning early career sustainability for Generation Z. Practically, the findings suggest that organizations should shift from skill centric development models toward experience centered and learning oriented systems that enable continuous adaptation. Future research is encouraged to employ longitudinal and mixed method designs to examine the dynamic development of learning agility over career stages and to explore its interaction with contextual and cultural factors across diverse employment settings.

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