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COHESIVE GROUP MODEL FOR WORKING IN AN ONLINE ENVIRONMENT

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***Abstract:** Since the pandemic context, it has migrated to the online environment. The Industry 4.0 progressed and extended the boundaries of human relations. Since the boom of the online meetings, the issue of solving certain group workshops appeared. The identifying of cohesion methods and the ability to work in groups in an online environment has become a topic of research. Our research is limited to online teamwork in Industry 4.0. The challenge is to keep the cohesion of the groups. Teamwork has acquired special importance due to the multitude of requirements. We aim to develop methods for adapting personal motivation in the case of online teamwork consisting of generations involved, a model that can be used in the production process.*

***Key words:** Industry 4.0, digitalization, groups, motivation, teamwork, cohesive.*

1. INTRODUCTION

The continuous development of Industry 4.0 and the immersion towards a massive digitalization entail special implications, both technological and human. In this context, the emphasis is on the cohesion of online groups, which is the main place of activities, along with the pandemic context. Of major importance is also the individual or group involvement, depending, of course, on the internal or external reasons that each social actor is motivated by, but in this involvement, there are, of course, many similarities and differences, depending on status, role, and at the same time, by the belonging generation.

Recently, another phenomenon has been observed that disrupts the workplace, being counterproductive behavior, which involves manifestations such as personal dissatisfaction, perception of injustice within the organization, various strictly organizational constraints, and stressors, such as ambiguity of role and status within the organization.

Counterproductive behavior implicitly implies an interpersonal and an organizational dimension, implying the ability to cause harm

and negative effects on the organization itself, as well as on individuals belonging to or related to it.

It has also been observed that emotional stability and conscientiousness are closely related to the success and professional performance manifested within an organization, so they become a desideratum in any social establishment [1].

Cognitions and attributions are those that influence the modes of perception and beliefs of self-efficacy by the fact that they shape the behavior of individuals. Awareness of one's own attributes and values as well as emotional control are important in the process of knowing and expanding the boundaries of personal efficiency. Causal reasoning is a means of manifestation that allows emotional control and capitalization of their own attributes and values in the sense of effectively increasing the potential of everyone [2].

According to the theory of social attribution, which says that the social actor uses various information in order to develop the causal construct that explains how certain events took place and produced in which individuals gave meaning to the world around, it can be seen that

individuals they tend to make certain choices based on certain internal predispositions, in which case they make dispositional assignments, and in some cases the assignments are based on certain factors external to the individual, such as situations and events beyond personal control, noting that, most of the time, in order to understand the behavior of others, we resort to the model that has its roots in the internalization process, and when trying to explain their own behavior is chosen to assign external elements to the individual, such as environmental characteristics or situational. However, these are often erroneous due to the personal inability to relate to the real cause and constitute, what specialists call false assignment [3].

The present research makes an in-depth study of the three generations that are still active in the field of work, each expressing itself with totally specific characteristics. Based on this analysis, there is the problem of developing a cohesive group model for working in an online environment, and precisely because of these considerations we see the need to develop a sustainable model for this specific situation.

2. INFORMATION

This study starts by revealing the motivational pattern of each group's member leads to the harmonization of a strong emotional connection within of any studied group, between its members, and produces important effects within it, such as [4]:

1. Alignment with a common goal and purpose;
2. Improving the decision-making act;
3. Clarification of any actions taken;
4. Improving the manifesto towards evolution and encouraging leadership;
5. The sense of belonging to the organization and the encouragement of everyone to propose viable and innovative ways to lead evolution.

Following a functional analysis of the motivation dimensions, it was observed that it differs depending on the factor that determines it and can be structured into larger categories, namely: professional, psychological, material, and moral [5].

The book "Find Your Why: A Practical Guide to Discovering Purpose for You and Your Team" states that personal purpose, as well as finding it, within the community of affiliation or reference, is what leads to holistic fulfillment and not only to an ephemeral. Raising motivation is the foundation on which a long-term relationship can be built and maintaining it in connection with the work done in the community or in the reference community helps to build a healthy and lasting wellbeing construct [4].

Daniel H. Pink, in his study, "When. The scientific secrets of perfect timing", observes the theme of synchronicity and social coordination [6].

Another aspect is captured in the paper "The functional architecture of human motivation", where the process of motivation formation is defined as a complex one, involving factors that are corresponding to personal needs (tensions, desires, or conflicting states) materialized in different behaviors, and which cause different people to act differently in similar contexts. These needs are active and cause tensions that cause the person in question to act to satisfy that desire. Numerous models and theories have been developed that analyze the mechanisms by which motivation is formed, and, in this sense, the theory of PSI (Personality System Interactions) of Julius Kuhl proposes to some extent an integrative approach to all of them. Within this theory, seven levels of motivation formation are proposed, namely [7]:

1. The first level, being the one in which it is proposed to delimit the needs and frame them on a spatio-temporal axis (at this level the cortex, cerebellum, and basal ganglia are activated);
2. At the second level, arousal occurs, which represents a tension produced by the appearance of a need and the desire to satisfy it (the areas between the brainstem and the cortex are active);
3. At level three there are positive or negative reactions to how the determined need can be met (the limbic system is activated);
4. Level four is responsible for regulating the degree of stress and reactions to it

(the hypothalamic-pituitary-adrenal axis is involved);

5. At level five, the reasons for which the needs are considered necessary are formed (the right ventromedial prefrontal cortex is activated);
6. At level six, analytical thinking and cognition are formed (the prefrontal, temporal and right cortex are involved);
7. The seventh level involves the management of all activity (at the left prefrontal cortex).

Therefore, we can say that strong motivation is an important factor in the existence of productive interpersonal relationships, in the sense that as a broad process, "motivation can be defined as a set of arguments for the desire to achieve, to perfect" [5].

Moreover, Legault L. in his study "Intrinsic and Extrinsic Motivation", traces the characteristics of intrinsic and extrinsic motivation, depending on where it comes from. Intrinsic motivation is characterized by the pursuit of inherent satisfaction with challenges or fun and is the opposite of external pressures or external rewards. Proper examples of this type of motivation are the tendency to explore, activism, curiosity, and desire for personal development. This is accomplished through the activity itself and the satisfaction of internal needs, such as, for example, competition, relationships, and autonomy. Intrinsic motivation originates within the person and is independent of the stimulus of the external reward. A person is driven by an intrinsic motivation if it is based on internal factors that he can control, such as the research undertaken, and the effort made.

Also, a person who relies on intrinsic motivation is the one who considers himself to be his own agent in the activity of achieving the desired goals. Extrinsic rewards, threats, deadlines, and other such acts, because they have the power to completely change the meaning of the action leading to external control, can undermine extrinsic motivation. People with strong intrinsic motivation want to feel involved in their actions and play a self-determining role in what they do.

On the other hand, in the case of extrinsic motivation, the motivational factors are external and can exist in the form of remuneration, rewards, recognition, gifts and the like. A person can work for a task even without a deep interest but will consider the satisfaction of completing it reinforced by an external reward or the avoidance of a negative result, for example, a punishment. Involvement in action will not be done because the person in question finds it satisfying but because he can get something in return or avoid something unpleasant in contrast to the intrinsic motivation, where the behavior itself is a reward [8].

The study "A Novel Instrument for Integrated Measurement and Assessment of Intrinsic Motivation, Team Climate, and Burnout in Multidisciplinary Teams" states that the main difference between intrinsic motivation and extrinsic motivation is where it comes from, namely intrinsic motivation. It manifests from the inside to the outside, unlike the extrinsic one, the latter manifesting from the outside to the inside. The characteristic elements are important as well as the difference between the two types of motivation, depending on where they come from, due to the fact that by combining certain factors they can reach the effect of overexposure, which means that due to interest in a particular action to decrease because the plans have been confused, the inner one with the outer one, a classic example being the external reward for a certain action that can diminish the effect of the internal pleasure produced by the interest and the involvement in that action. But there are also cases in which the two types of motivation support each other, thus creating a strengthening phenomenon, the classic example being the feedback from the completion of an action [9].

In another paper, "An Exploratory Study on Motivation 3.0 among the Indian IT Workforce", extrinsic motivation is referred to as 2.0 motivation, as it is focused on maximizing profit. However, the employee of the 21st century can no longer be motivated only extrinsically by rewards and punishments, but a new model of motivation is required, this being represented by motivation 3.0, which is a version that combines all known types of

motivation, motivation 1.0 (intrinsic) and 2.0 (extrinsic) motivation, which does not reject profit but involves maximizing purpose and the feeling of job satisfaction is achieved through personal contribution and the satisfaction of progress and self-improvement [10].

Additionally, for an organization to thrive, it is vital that its members synchronize on three levels, with management, the group and an individual. To maintain cohesion, groups need a leader, a special person from the group, who sets the standards, maintains good mood, and sets a common goal. Moreover, the members of the group need to support each other, depending on the stages they each must go through, whether they are psychological in nature (such as age thresholds, which cause certain tensions), or strictly professional in nature, the feeling of belonging, defining the degree of respect and one's own involvement. Finally, exercise and self-determination are important for the individual, because through them he can increase his degree of success, performance being able to be synchronized with the group. Synchronicity is not just a mechanical process but requires a sense of belonging, which reveals the nature of each and rewards individual and group goals [6].

As a result of the analyzes carried out on the behavior of employees in Industry 4.0 through the research “Factors of Work Motivation and Coexistence of Generations at Workplace”, in which were captured the three generations that are currently in the field of work, namely generation X, generation Y, or Millennials, as they are also called, and Generation Z, the following conclusions have been drawn:

- Members of generations X, Y, and Z consider relationships with important colleagues alike;
- Relationships with subordinates are less preferred by members of Generation X and by Millennials;
- The possibility to work independently is agreed by both members of generation X and members of generation Z;
- For the members of the X generation as well as for the Millennials, the employee's safety is very important;

- Members of generation Y are stimulated by career advancement and personal development, more than members of any generation;
- The members of generation X appreciate more than the members of the other generations the work team of which they are part and the managerial style used;
- Generation Z members are more interested in the personalized work schedule according to their personal needs [11];
- Generation X members are increasingly looking for a balance between work and family time;
- Moreover, in the study: “We are not your reincarnation! Workplace motivation across generations X, Y and Z”, it was shown that, unlike the members of generation Z who use quite the way of communicating through text messages, members of generation X prefer to communicate via email [12];
- At the same time, in the study “The reincarnation of work motivation: Millennials vs older generations”, it was pointed out that members belonging to generation X can be motivated by moral rewards unlike members of generation Y, who are not satisfied only with them [13].

In fact, the research “How to Navigate in a Generally Diverse Workforce: A multi-case study on leaders who manage a multigenerational team” stated that members of Generation X appreciate autonomy in the workplace to a greater extent than the previous generation, preferring as little interaction as possible with both leaders and members of other work teams and the individual accomplishment of tasks. They are based on their ability to adapt, creativity, and autonomy. At work, they enhance their creativity, focus on successfully completing tasks, prefer technical support but are not interested in titles or corporate policies such as their previous generation members, but in the opportunity to learn and grow in place. Work and considers the greatest rewards as independence and personal growth [14].

On the other hand, in the study “Generational differences in workplace motivation”, members of generation Y are presented as those who build a close relationship with superiors by accepting

their authority, take advice from people they consider competent, appreciate the opinion of colleagues, they get involved in volunteering where they take their role models, they do not like to be considered beginners, and their biggest reward is an internal one, wanting to recognize their abilities and work. Generation Y members or Millennials, as they are also called, are currently the most widespread generation on the labor market, and studies show that in 2025, in the US, they will represent 75% of the active staff.

In addition, due to occupational migration, it is estimated that 66% of them will change their job in the next 5 years, and for these reasons an analysis of their habits and motivation is important. It has been observed that he prefers constant feedback, regular recognition, and rewards. Rewards for them should consist of not only money, but also other methods agreed by them, such as recreational or personal development [15].

In fact, in the analysis "Motivation and employee retention among millennials in Malaysia", it was concluded that, for millennials, a good motivation is also the increase in remuneration, which will help them cope with the permanent desire to increase the quality of life. Opportunities for development and career advancement are ways in which they can fulfill another wish, namely financial stability [16].

Because they are not followers of a burdensome work schedule and supplemented by the one initially accepted in the job description, light tasks are another reason agreed by those who are part of this generation. Personal development is motivating for millennials, and a friendly work environment and liberal relationships [16].

An interesting workplace is the perfect space for them to carry out their activity through competitive projects with practical implications, having a flexible schedule, freedom of decision making and autonomy at work, benefiting from the appreciation of their contribution and respecting their point of view [16].

When comparing Generations X and Y, it was also noticed that the latter, although they want their quick inclusion in the work process, for

which they have developed multitasking skills and 24/7 connectivity, preferring to communicate by all possible means, still have a sense of autonomy more developed. In addition, members of Generation X have a high degree of skepticism about innovation, have developed entrepreneurial spirit, appreciate rewards and social recognition, considering themselves self-sufficient but are also followers of challenges, get involved in their careers, but sometimes they want independence, seeking a balance between personal life and work. Flexibility in the workplace is valued by members of this generation and results matter more than the process of obtaining them [14].

In the study "From psychological theoretical assumptions to new research perspectives in sustainability and sustainable development: Motivation in the workplace", analyzing members of generation Z, it was found that they are more sensitive to demotivation factors than members of generations X or Y although, in research has concluded that the former is more dedicated to financial stability than members of the other two generations [17].

For members of Generation Z, knowing that their way of learning is informal, it is important to find the balance between work and private life, and most of the time not finding the line between online and offline expects external indications and impulses, giving them meaning [17].

In addition, in the research "Factors of Work Motivation and Coexistence of Generations at the Workplace", members of Generation Z were the most pragmatic of all, always looking to ease their tasks, and due to the richer flow of information and migration accentuated towards the virtual environment, being constantly in a hurry, wanting a balance between the work environment and the private life. Sometimes, however, through the informal learning practiced by them, they do not find the line between online and offline, navigate a virtual world and constantly encounter new stimuli and challenges [11].

To highlight generational differences, in the paper "From psychological theoretical assumptions to new research perspectives in sustainability and sustainable development:

Motivation on the job”, the 3C model (content, context and change) was proposed. The content encompasses individual differences in both biological and psychological aspects, the context is their degree of culture and socio-professional environment, and change is the process that includes aspects of transforming and configuring a concept over time [17].

3. METHODOLOGY

The methodology applied in this research is to combine the critical analysis configured in Figure 1 and Figure 2 together with the learning model proposed by the Harappa Education Center, so that, in the end, a realistic model of learning and cohesion can be configured. Teams in the online environment, in the following we will present the research approach. Now, due to the impact that the phenomenon of digitization has had, in the virtual environment, there are three major generations, namely X, Y and Z. sustainable in the online environment.

In this regard, studying recent research and extracting the necessary elements, we conclude that it is important to analyze the behavior of existing generations in Industry 4.0, as well as what motivates them, and then develop a conceptual model of teams that work optimally, due to the existence of a common pattern or convergent motivations.

The realization of this model contains a motivational pattern of requirements, preferences, and aspirations. Considering the critical analysis regarding the characteristics of generations involved and their determining motivation, a conceptual model is presented, Figure 1, to distribute the members of category X, Y, and Z according to their determining motivations, from which they can be selected and then combined whenever needed for the different types of working group, from the online environment, suitable for Industry 4.0. We also believe that it is necessary to involve learning methods in this process to better coordinate and adapt the working groups in the online environment. Harappa Education Center has 4 main stages in the learning process, namely [18]:

1. Unconscious incompetence represents the stage in which a person is not aware that a

certain skill that he lacks but, in time, can still develop it, and in this case the trainer, educator, coordinator intervenes, who has the role of igniting the spark knowledge;

2. Conscious incompetence is the stage in which the person, once he has understood the lack of aptitude, is interested in developing it, and in this stage the question of the strength of personal motivation arises;
3. Conscious competence is the stage in which the person develops his discovered skill but needs a lot of practice to refine it;
4. Unconscious competence assumes that the aptitude has entered a reflex of the person and manifests itself so naturally that the individual can inspire another.

In the Figure 1, taking account of what is presented in this paper regarding the members of generations X, Y and Z in terms of their motivation at work, as well as the model 3C stated in this paper, we have proposed a synthesis of similarities on potencies, their preferences, and aspirations.

Thus, as can be seen in this figure, what is a requirement or a preference for members of one generation may be an aspiration or value for members of another generation. The correspondences between the values were colored with similar shades to give a better perception of the model presented.

This figure is an important step in developing a matrix that expresses the cohesion and sustainability of a group based on the impact of workplace motivation of current generation members in Industry 4.0, namely Generation X members. of Generation Y, respectively, that of Generation Z. Following the correspondence between the elements that constitute motivating anchors for the members of the three generations, who meet mainly in the online environment, a model of sustainable teams can be developed.

The presented figure represents a summary of the preferences of generations X, Y and Z, these being obtained from the study of the specialized literature presented in the first chapter. Thus, from the study “Factors of Work Motivation and Coexistence of Generations at Workplace” [11] as well as from the research “We are not your reincarnation! Workplace motivation across

generations X, Y and Z” [12] I took over characteristics of generation X, Y and Z, which I synthesized in the form of this figure.

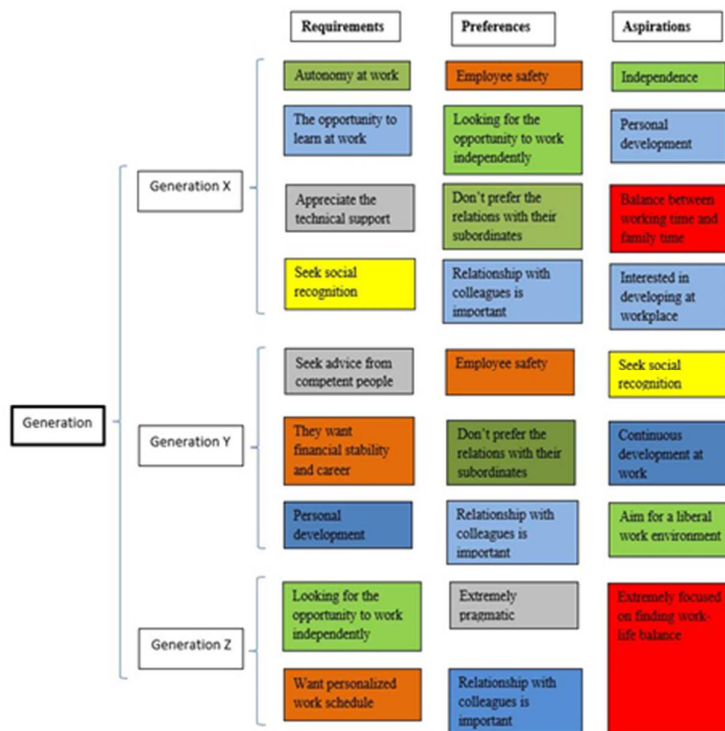


Fig. 1. Similarities and differences in motivation at work.

The requirements, preferences and aspirations groups are a construct that I proposed after analyzing the paper "An Exploratory Study on Motivation 3.0 among the Indian IT Workforce" [10], which refers to the intrinsic and extrinsic motivation, but extrapolating I arrived to develop this model. We also extracted features characteristic of the respective generations from the research "The reincarnation of work motivation: Millennials vs older generations" [13], as well as from the study "How to Navigate in a Generally Diverse Workforce: A multi-case study on leaders who manage a multigenerational team "[14]. Moreover, through the analysis of the works "Generational differences in workplace motivation" [15], "Motivation and employee retention among millennials in Malaysia" [16] and "From psychological theoretical assumptions to new research perspectives in sustainability and sustainable development: Motivation in the workplace "[17], together with the above, I noticed that there are similarities between the generations studied, on different levels of perception and motivation, and for

these reasons, which I colored with an identical shade.

Due to the interference of individuals, as well as the fact that, in addition to having common motivations and aspirations to help them form a cohesive and sustainable group, members of generations X, Y, and Z could undertake a long-term complementary relationship, which we believe can be achieved if the model shown in Figure 1 is followed.

This model shows the similarities between generations, around the common aspirations and motives, which can make their members collaborate in a more productive way.

In addition to the highly developed pragmatism of the members of Generation Z, the members of the three generations are grouped around common motivations. already existing.

For better complementarity as well as optimal collaboration, both online and offline, we propose a team model in a cohesive format of 6 people, or multiple of this number, anyway, considering that this number of people to either by 2 or by 3, depending on the types of generations they will include, the proposed task

and the motivation of their members. In fact, a study by a team of researchers from the Wharton School of Business at the University of Pennsylvania, following the analyses performed, proposed the group model of 5 to 6 people. [19]

In Figure 2. the members of a certain generation develop various common tendencies and preferences towards what they consider important and motivating, and the perfect fit can be made in a complementary sense, not only according to similarities.

Liberalism	X,Y,Z
Personal Development	X,Y
Support	X,Y
Collegiality	X,Y,Z
Extremely pragmatism	Z
Balance	X,Z
Recognition	X,Y
Safety	X,Y
Individualism	X,Y

Fig. 2. Generational trends for different categories of motivations.

As a summary in Figure 1 after pointing out the similarities that are between generations X, Y and Z, in terms of how they manifest their requirements, preferences and aspirations, a model was designed to incorporate these similarities, its synthesis resulting in Figure 2. We consider this figure important for building our own concept through which we propose a cohesive group model for the online environment.

At the same time, we consider the five elements of the learning style through which assimilation models are exposed for several types of people. This system considers the following elements [20]:

- a. Elements of space organization, such as gradients of sound, light, placement in space, and temperature. Depending on these, a space conducive to the assimilation of information can be organized.
- b. Elements related to emotional structure, such as those related to internalization or outsourcing, responsibility, perseverance, way of working and understanding.
- c. Sociological elements, namely the degree of reporting to others, group

membership, independence, manifestation of authority.

- d. Physiological elements, which consider certain habits and preferences of various people.
- e. psychological elements that probe the capacity for analysis, introspection, reflexes, and personal impulses.

Next, starting from the ones presented above, we developed a conceptual model that can answer the problem: How can a trainer / pedagogue / coordinator of an online meeting session lead an engaging action for the members of the three generations, namely X, Y, and Z.

To achieve this, we first proposed a model for the members of each generation itself and then developed a model that corresponds to all three generations:

- I. Considering the characteristics of Generation X, namely trends in liberalism, personal development, the need for support, the spirit of collegiality, balance, the need for recognition, security, individualism: for the first stage of unconscious incompetence, we proposed for them the implementation of models based on PowerPoint presentations due to the fact that they involve a classic, schematic approach and through which they

can connect to the next stages; for the second stage of conscious incompetence, we proposed certain models based on short films, which would link them to the social context of digitization; for the third stage of conscious competence, we have proposed the creation of an online classroom system with the possibility of proposing directions and conducting dialogues; for the fourth stage of unconscious competence, we have established a viable virtual classroom model on the Internet based on augmented reality.

II. Further, taking into account the characteristics of generation Y, which are somewhat similar to those of the previous generation, showing trends of liberalism, personal development, the need for support, the spirit of collegiality, the need for recognition, security, individualism: for the first stage of unconscious incompetence, we have proposed the implementation of models based on PowerPoint presentations due to the fact that they presuppose a classical approach through which they can more easily understand the information; for the second stage of conscious incompetence, we have chosen certain models based on dialogues, which would give them the strength of the support they need; for the third stage of the conscious competence, I proposed the realization of a cinema-type system, with the design of short interactive videos; for the fourth stage of unconscious competence, we considered according to the virtual model of the online class based on augmented reality.

III. In addition, considering the characteristics of generation Z, namely, tendencies of liberalism, the spirit of collegiality, pragmatism, balance: 1. for the first stage of unconscious incompetence, I proposed the creation of an interactive online classroom system with the possibility of proposing directions and conducting dialogues due to the pragmatic spirit they show; 2. for the second stage of conscious incompetence we propose the realization of the virtual model of an online class based on augmented reality; 3. for the third stage of conscious competence, we propose the realization of a bonus system with additional links; 4. for the fourth stage

of unconscious competence, we propose the realization of practical applications in the online environment.

This models are made according to the type of groups encountered in the online environment, the model being easier to achieve if they are groups consisting only of members of generation X or Y, but when members of generation Z interfere, the problem of making a distinct model is pose, because although they have some similarities with previous generations, they are much more pragmatic than the other generations, and because they are perfectly adapted to the virtual environment, there may be some differences in the way they work. But we cannot exclude them because of the added value they offer and the fact that they make their presence felt in a considerable way. Which leads to the idea that although it seems easier to make a model without the members of the Z generation, in addition to being welcome due to the establishment of a higher level of performance, this being fully necessary in the digitization process.

Due to these considerations, the model we propose for the online working group, considering the above, consists of members of all three generations and respects the following rigors:

- 1) Considers that, for the first stage of unconscious incompetence, it is necessary to create a liberal online class system with the possibility of proposing topics and conducting dialogues, but all this should benefit from theoretical support in virtual format;
- 2) For the second stage of conscious incompetence, we propose to create an interactive virtual model based on augmented reality that includes suggestive videos, interactive themes, simulations based on augmented reality, this being preferred due to the surprising ability to capture reality through elements of the virtual world;
- 3) For the third stage of unconscious competence, we propose making some applications in the breakout room area, consisting of socializing games, contests

and brainstorming applications based on themes proposed by the participants.

- 4) For the fourth stage of conscious competence, we propose the inclusion of a bonus system with useful links, additional themes for advanced and practical applications, in this sense on the virtual platform to which the group adheres by posting links with additional applications for which offers bonuses to help with the evaluation stages.

It is obvious that, at present, in the field of work, there are a considerable number of individuals from all three generations, namely X, Y, and Z. According to the study, each generation has a major tendency towards certain reasons and requirements, which give them a certain type of motivation, and to reach the model of a cohesive group, sessions of various methods and techniques of adaptation are needed, as well as sessions of personal development, and a model through which a group of productive and cohesive things is exactly what I proposed through this paper.

In designing our model, we considered the snowball method, which is a didactic technique of correlating individual activity with group activity to solve a common task, this method involving various steps that harmonize in a realistic cycle.

In this method of the snowball, in the first stage, the paradigm is exposed, following that in the second stage the students will be individually involved in solving the problem. After the individual study, they are grouped in pairs, where they will discuss the solutions found so far, and then meet in larger groups to discuss the proposed solutions. Finally, the reunited groups start debating on the possible solutions and will conclude on them, choosing the most viable one.

This method is beneficial due to the active involvement, the development of self-confidence, motivation, as well as the stimulation of collaboration in order to propose viable solutions, being practical for any age category. [21]

Precisely because of these considerations, starting from the existing model, we developed our concept, which we structured on the type of generations currently existing in the online

environment, adapting it for our days, perfecting it around the typologies and motivations members of generations X, Y and Z.

Thus, if, in the snowball method, in the first stage, the paradigm is presented, in our model, in the first stage we create a liberal climate that integrates all three participating generations, at which point we introduce the topic. In the second stage, if in the snowball method, it was the time reserved for individual study, in the model presented by us, we allocate resources for members of each generation, depending on its specificity, so for members of generation Z we propose augmented reality, for members of generation Y advancing the possibility of explanatory videos and for members of generation X we launched the idea of interactive themes, being known their preferences for such approaches. In the third, if in the case of the snowball method it was proposed to group the participants in pairs to conclude on what they found individually, in the model presented by us, we introduced a stage of socializing games for to bring together members of all three generations towards a common goal, that of proposing a viable solution. Finally, as part of the snowball method, all the groups came together to discuss and choose the best solution. For the model we proposed, in the final part, we introduced some bonuses for moments of relaxation, for members of generation Y, practical applications and personal development plans for those who want performance, such as some members of generation Z and generation X.

We consider the model we have designed to be viable and propose it to online working groups precisely because of the practical system of information accumulation, which considers the three major generations currently existing, namely Generations X, Y, and Z, and we present it in Figure 3.

According to the analysis in the literature review, the petals of the proposed model were designed to fit or at least be accepted by the three generations. A significant example is the bonus system, where optional themes have been inserted as stimuli for members of Generations X and Y, but given that members of Generation Z are pragmatic, they are of interest to them because they are bonuses.

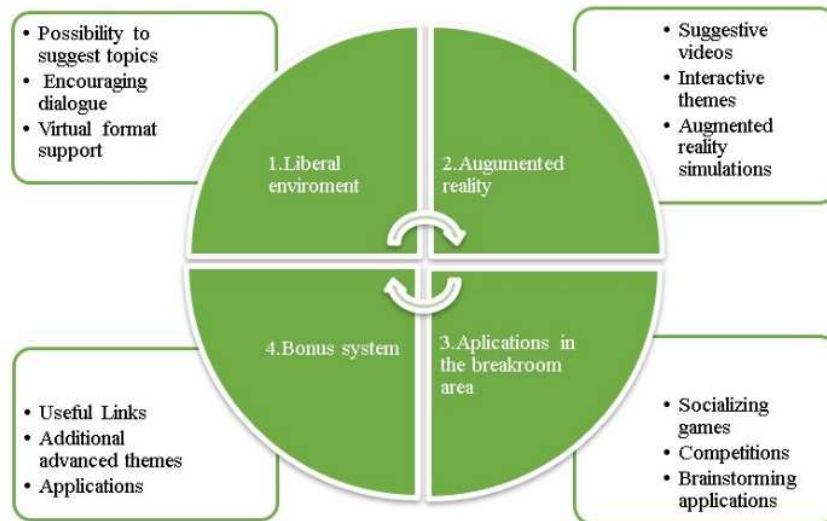


Fig. 3. Cohesive group model for working in an online environment.

From the beginning, in the first stage, a liberal environment is created, in which every participant the possibility to propose a topic, being at the same time encouraged to get involved in dialogues based on the proposed topics. This stage, being introductory, brings together members of all three types of generations involved, namely those of Generation X, Y and Z. Also, at this stage, students receive support in virtual format to deepen their knowledge.

In the second stage, we propose a virtual foray into the topic discussed, here being of particular importance the contribution of augmented reality, with the help of which simulations can be performed, addressing interactive topics, and using suggestive videos to better deepen of the topic discussed. Augmented reality is used to attract members of Generation Z, who are quite anchored in the online environment, interactive themes are used for members of Generation X, who appreciate this type of approach, and videos are used to attract members of Generation Y, who prefer the means visual.

In the third stage, we propose socializing games, to involve all three generations, encouraging competition, developing an elitist environment, preferred by members of Generation X and Generation Z and advancing the option of brainstorming for the members of all generations, a tool that will help us group welding.

For the realization of the fourth stage, we proposed a bonus module for deepening the information but also for relaxation, consisting in suggesting useful links for those who want to enrich certain knowledge, being the members of generation X and those of generation Z. Then we launched the option of advanced elements, for those who pursue personal development, such as members of generation X and those of generation Y, and finally we proposed practical applications to see what impact certain topics can have in real life, fact which motivates members of generation Y and those of generation Z.

4. CONCLUSION

We believe that the model we propose manages to capture the reality of working groups in the online environment and offers a practical way of organizing that is viable for all three generations, namely X, Y, and Z. These generations are oriented towards a work environment liberal in which to be able to carry out their activity and to encourage dialogue, the possibility to propose topics as much as the realization of the support in virtual format is a priority for them. For these three generations that meet in the online environment, it is easier to manifest in an environment based on augmented reality because in this way actions can be taken as close to reality as possible,

benefiting from the freedom of space offered by remote work. At the same time, we focused on the breakout room area, the place where these generations most easily form their connections, here creating a place to socialize, with moments of brainstorming and interactive activities.

Finally, we claim that a system of bonuses is needed, so that pragmatism and continuous development can be supported, and, in this sense, we have proposed that on the virtual platform to which the group adheres to post links with additional applications for which they are received bonuses that help in the stages of personal evaluation. Both the way we work and the existing interactions within social groups have changed tremendously due to the context of the pandemic and mass digitization, so finding cohesive methods for groups in the online environment is a laborious process.

Our proposal is a challenge due to the socio-human involvement and interdisciplinary approach of the digital age. Through the concept advanced by us, we can reach the implementation of a model for working in the online environment, which prioritizes the work in mixed teams composed of members of generations as different as those of generation X, Y and Z, but which we still managed let's put them together because we've found a way to bring them together based on the similarities between them. In addition, starting from the "snowball" method, where the assimilation of knowledge is done gradually, in several stages, due to the personal approach of each individual but also as a contribution of the group, we developed an updated model of this technique, where we aimed bringing together members of three great generations that exist today, in a work environment where spatial boundaries and cultural differences are subject to rules other than those known to mankind so far.

Counterproductive behavior, which is a real danger today, we have sublimated it by working actively in a cohesive group. Being a new phenomenon and which has reached a considerable scale, leading to both logical and practical reconstruction of social establishments, we based our study on various other research in related fields and aimed to create a construct that responds to the emerging challenges of the present moment.

Future research will take into consideration the human and intellectual capital management to connect cohesive group model for working in an online environment with organization's performance [22-24]. Furthermore, the proposed and discussed approach should be tested and validate in a real economic environment based on the university – industry collaboration [25] and to demonstrate the effectiveness and efficiency on human resources management (e.g., by increasing organization's agility and productivity) [26-28].

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Model pentru coeziunea grupurilor in mediul on-line

Rezumat: In contextul pandemic și post-pandemic, activitatea în numeroase domenii a migrat în mediul online. Industria 4.0 a progresat extinzând granițele relațiilor umane (ajuptată fiind de accelerarea digitalizării proceselor). Odată cu creșterea numărului și a frecvenței întâlnirilor online, apare problema rezolvării anumitor ateliere sau reuniuni de grup. Identificarea metodelor de coeziune și capacitatea de-a lucra în grup, în mediu online, a devenit un subiect de cercetare. Astfel, prezentul articol relatează rezultatele unei cercetări ce se limitează la munca în echipă online în Industria 4.0. Provocarea actuală este de a păstra coeziunea grupurilor. Munca în echipă a căpătat o importanță deosebită datorită multitudinii de cerințe ; ne propunem să dezvoltăm metode de adaptare a motivației personale în cazul muncii online, în echipe multigeneraționale, modelul conceput putând fi folosit în procesul de producție.

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