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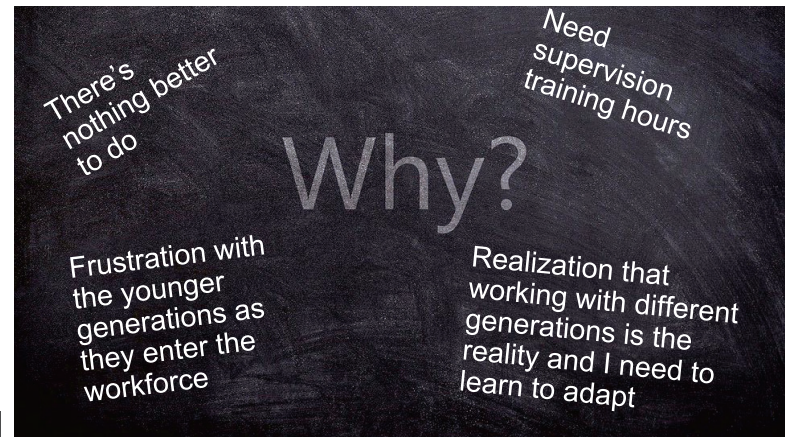
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What is supervision? What skills does it require on the part of the supervisor?

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What is supervision?

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Learning Objectives for this Session:

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- Much of the generational research that deals with the workplace is not from an SLP perspective
- It comes from managerial business or HR literature
- We, as a field, have a growing body of evidence about clinical teaching from the SLP perspective or a combined health sciences perspective
- Additionally, there is a large body of evidence about teaching in general

**Broad Goal:** Marry information from generational literature with research about general or clinical teaching to gain insights into how we supervise well those of differing generations

## Learning Objectives for this Session:

1. Identify stereotypes and values associated with generational differences in the workplace.
2. Name 3 strategies that can be used to lessen the effect of generational differences on the supervisor/supervisee relationship.
3. Identify features of a growth vs. a fixed mindset as it relates to workplace values and supervision.

## What generation are you?

- A. Baby Boomer: born 1946-1964
- B. Gen X: born 1965-1979
- C. Gen Y: born 1980-1994
- D. Gen Z: born 1995-2012

## Choose which Generation:

Spoiled, pampered (3), sensitive to feedback (7), distrustful of institutions, overly optimistic about their own abilities and prospects (6)

Slackers, arrogant, self absorbed, poor people skills, cynical, lack commitment to the organization (4)

Speed over quality, don't want to put in the time, expect to start at the top, quick to change jobs, think education is more important than experience (2)

Sheltered, pampered, empowered, risk averse (5), addicted to devices, driven by convenience (1)



### Note from the Presenter

We are all individuals with a unique combination of traits and experiences.

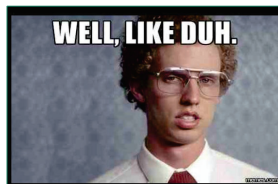
As we go through this presentation, everyone in this room will say, at least once, "that's not true of me."

Research seeks to gain generalizable information from individual data.

So the research presented here represents generalized information.

## Work about generations is retrospective

- Sometimes we don't know what will influence or how something influences a generation until years after it happens
- More recent generational cut-offs, like between Gen Y and Gen Z, tend to be fluid for a decade or so (even then they aren't always agreed upon)
- As people in a generation grow and mature, so do their attitudes about work
- The older generation is who sets the "norms" for workplace behavior



## What shapes a Generation?

- Parental Interaction (or lack there of)
  - This tends to be cyclical with periods of increasing interaction and nurture followed by reactionary periods of decreasing interaction and nurture
  - Because this is cyclical some generations may have more in common with one another than they would realize or would like to admit

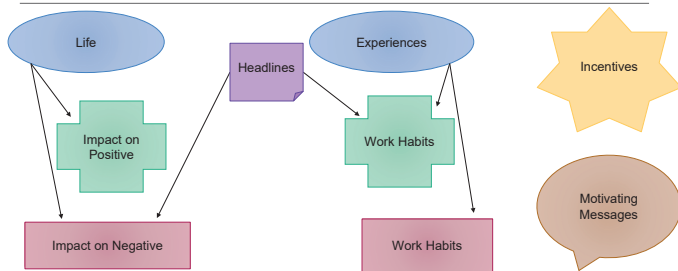
# What shapes a Generation?

- Major Events and Social Movements (Headlines of the day)
  - Tend to be unifying events
  - Shared experiences
  - Experienced in late childhood through early adulthood
  - Tend to be viewed through the lens of other experiences of that generation

# What shapes a Generation?

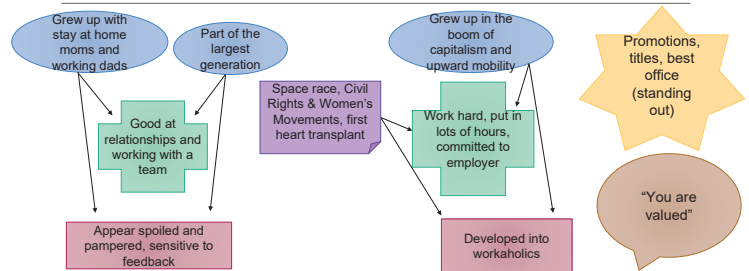
- There tend to be within generation differences between:
  - Early born and late born
  - Those who grew up with money and without money
  - Those from specific geographic regions
  - The unifying factor is that regardless of those differences, members of the same generation tend to understand one another better

## Each Generation: time frame



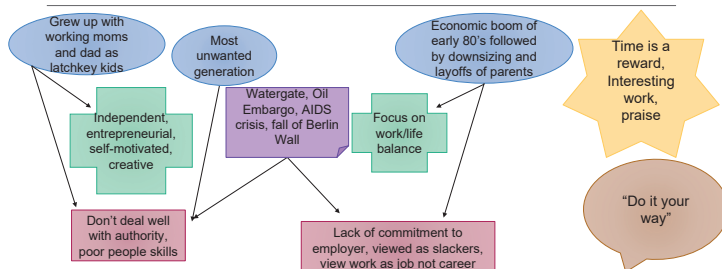
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## Boomers: born 1946-1964



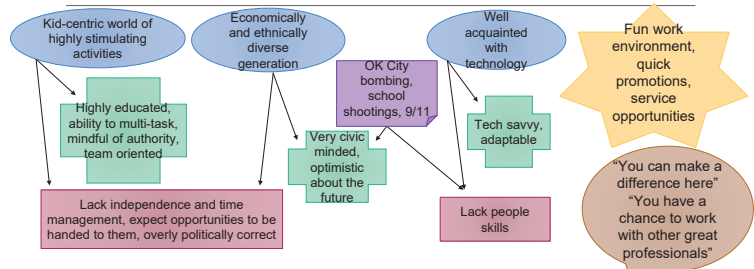
(Moody, 2008; Murphy 2011; Zemke et al, 2013)

## Gen Xers: born 1965-1979



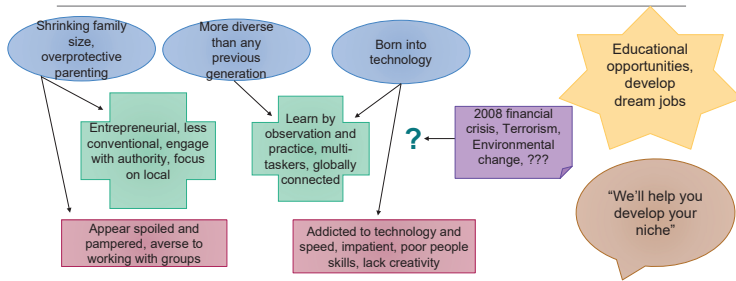
(Moody, 2008; Murphy, 2011; Zemke et al, 2013)

## Gen Y (Millennials): born 1980-1994



(Berkup, 2014; Moody, 2008; Murphy, 2011; Monaco & Martin, 2007; Zemke et al, 2013)

## Gen Z: born 1995-2012



(Berkup, 2014; Mohr & Mohr, 2017; Shatto & Erwin, 2016; Singh, 2014; Tulgan, 2013)



## So...

Now we know about the generations...

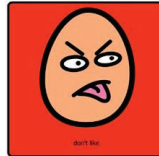
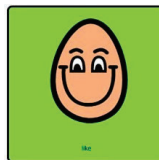
So what!

## How do we learn to supervise

• Most of us learn to supervise by thinking back (Christodoulou, 2016):

- We try to emulate good things that we liked from supervisors that we had
- We try to avoid things that we didn't like about supervisors that we had
- That does not mean those expectations or supervisory styles are appropriate in the setting or with the students with whom we work

• Evidence indicates that although learning styles of students have changed over time, supervisory styles have changed very little over time (Moss, 2007; Shapiro & Anderson, 1989)



## How can we do better

5 strategies with foundations in generational differences and related to the ASHA Knowledge and Skills for Supervisors

1. Don't assume
2. Work together to set roles and responsibilities
3. Provide explicit instruction
4. Be friendly and approachable
5. Provide regular and constructive feedback

## Don't assume



- Younger generations are often misunderstood because they have had access to very mature content via technology from a very young age giving the impression of being prematurely mature
- At the same time, they have been overly protected and their time has been overly structured and organized by their parents leading to an impression of not being able to "adult"

## Don't assume

### • Clinical Skill Level

- Different undergraduate and graduate programs employ different timetables for clinical practicum experiences
  - In some programs, the first outside experience a student would get would be towards the end of their final year in grad school
  - In some programs, students begin outside practicum in their first semester
- Depending on their previous experience, they may be more or less confident with the knowledge and skills that are to be covered in your practicum experience
  - Previous experience in a similar setting does not equal confidence with the knowledge and skills for all students
- Discuss this with your supervisee

## Don't assume

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- **Technological Skill**
  - While many in the younger generation interact with technology on a daily basis, they are not necessarily interacting with the technology needed for work productivity
  - They may need explicit instruction on any technology needed for work productivity
  - Don't assume that they will learn it just by being around it
  - Boomers in general have a tendency towards assuming that technological skills should already be known or should be able to be learned with ease by younger generations
    - After all, they had to learn technology to remain in the workplace and can have little patience for others who aren't willing to do the same

## Don't assume

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- **Individual characteristics (gender, ethnicity, race, culture, age)**
  - Younger generations are part of the most diverse generations
  - These generations are actively seeking social justice for equality on issues surrounding gender, ethnicity, race, culture and age
  - "Less likely to fall into previously recognized categories...more likely to be mixing and matching various components of identity and points of view that appeal to them" (Tulgan, 2013)

## Don't assume

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- **ASHA's Supervisor Knowledge and Skills:**
  - **I-A-4:** Understand the importance of implementing a supervisory style that corresponds to the knowledge and skill level of the supervisee
  - **I-B:**
    3. Assess the supervisee's knowledge, skills, and prior experiences in relationship to the clients served
    5. Be able to select and apply a supervisory style based on the needs of the clients served, and the knowledge and skill of the supervisee
  - **VIII-B-1:** Facilitate the supervisee's ability to complete clinical documentation accurately and effectively, and in compliance with accrediting and regulatory agencies and third-party funding sources
  - **VIII-A-1:** Understand how differences (e.g., race, culture, gender, age) may influence learning and behavioral styles and how to adjust supervisory style to meet the supervisee's needs
  - **VIII-B-1:** Create a learning and work environment that uses the strengths and expertise of all participants



## Work together to set roles/responsibilities

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- Younger generations respect authority and are used to highly structured environments
- Unlike Generation X and even most Baby Boomers who were used to finding their own way and doing things on their own

(ASHA, 2008 Knowledge and Skills)

## Work together to set roles/responsibilities

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- **Meet with your supervisee early to talk about expectations:**
  - This should not be a lecture by either side, but a balance between what supervisees feel they need and what supervisors are able to do in areas like:
    - Types of experiences that can be gained through the practicum experience
    - Feedback (frequency and mode)
    - Fading of supervision/handling over caseload
    - Timeline for paperwork submission
    - Roles within inter-professional teams

(Christodoulou, 2016)

## Work together to set roles/responsibilities

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- **Understanding of established expectations leads to a positive supervisor/supervisee relationship and vice versa**
  - A positive supervisor/supervisee relationship leads to better skill outcomes for supervisee's clinical skills and a better supervisory experience for the supervisor as well (Fencel & Mead, 2017)
  - We will talk about a positive supervisor/supervisee relationship more a little bit later on

(Christodoulou, 2016)

## Work together to set roles/responsibilities

- Continued reflection from both sides on roles and expectations throughout the practicum may be required
  - Re-evaluation of roles and responsibilities at set intervals can help alleviate the stress of unmet expectations on both sides
  - Factors that may influence revising roles and responsibilities:
    - Student progress
    - Caseload changes
    - Unrealistic roles and responsibilities originally set

(Christodoulou, 2016)

## Work together to set roles/responsibilities

- ASHA's Supervisor Knowledge and Skills:
  - I-A-4: Understand the importance of implementing a supervisory style that corresponds to the knowledge and skill level of the supervisee
  - I-B:
    - Facilitate an understanding of the supervisory process that includes the objectives of supervision, the roles of the participants, the components of the supervisory process, and a clear description of the assigned tasks and responsibilities
    - Assist the supervisee in formulating goals for the clinical and supervisory processes, as needed
    - Assess the supervisee's knowledge, skills, and prior experiences in relationship to the clients served
  - II-A:
    - Understand how differences in age, gender, culture, social roles, and self-concept can present challenges to effective interpersonal communication
    - Understand differences in communication styles, including cultural/linguistic, generational, and gender differences, and how this may have an impact on the working relationship with the supervisee
  - II-B: *7. Understand the importance of providing explicit instruction for the supervisee to be successful in the practicum*

(ASHA, 2008 Knowledge and Skills)



## Provide explicit instruction

- Younger generations are used to working in highly structured environments where the expectations have been laid out
- They want to be successful and without direction, they may ask a lot of questions to ensure that they have all the information they need to be successful the first try
- Gen Y and Gen Z are not like their trial-and-error Gen X predecessors

## Provide explicit instruction

- Work Value Expectations
  - You may have to set out what you expect for work values like punctuality, technology use, communication
  - While older generations probably came into their first job with real world work experience, that is less likely for younger generations
  - Be prepared to model these work values (Shatto & Erwin, 2016)
    - Younger generations learn by observation and hands-on methods, not by reading

## Provide explicit instruction

- Clinical Skill Development
  - Think about all skill areas (including but not limited to): assessment, intervention, professionalism, critical thinking
  - Could be done through a supervisory continuum like Anderson's Continuum (Anderson, 1988) or a skill hierarchy like the Client Directed Hierarchy (Duthie & Montgomery, 2013)
  - Provide explicit instruction on supports clinicians need at different stages of the therapy process
  - This is something that seasoned SLPs have learned and perfected to be intrinsic over time, but we often forget that it isn't intrinsic knowledge to a new SLP or student

## Provide explicit instruction

- Providing an explanation as to **why** it is important is just as vital as saying that it is important (Mohr & Mohr, 2017)
  - Part of lacking soft skills is not being able to put yourself in someone else's shoes to see why certain things are important
  - Younger generations learn through more experiential, hands-on means than previous generations who learned through more "traditional" means (reading and listening)
    - Helping them see **why** something is important gives them more of an experiential reference
  - This is difficult for Boomers who often provide the written instructions (in the form of a manual) and think that is sufficient and Xers who think that people will figure it out on their own through trial-and-error

## Provide explicit instruction

- ASHA's Supervisor Knowledge and Skills:
  - III-B:
    1. Assist the supervisee in using a variety of data collection procedures
    2. Assist the supervisee in objectively analyzing and interpreting the data obtained and in understanding how to use it for modification of intervention plans
    3. Assist the supervisee in identifying salient patterns in either clinician or client behavior that facilitate or hinder learning
  - IV-B: Development of the Supervisee's Clinical Competence in Assessment Skills
  - V-B: Development of the Supervisee's Clinical Competence in Intervention Skills

(ASHA, 2008 Knowledge and Skills)



## Be friendly and approachable

- Younger generations not only respect authority, they work better under managers who develop strong interpersonal relationships with them
- Gen Z is said to only perform well "when they are engaged in intensive working relationships" (Tulgan, 2013)

## Be friendly and approachable

- Part of ensuring a positive supervisor/supervisee relationship with the younger generations is establishing an interpersonal relationship (Christodoulou, 2016; Fencel & Mead, 2017)
  - Example traits include:
    - Openness
    - Approachability
    - Collegiality
    - Availability
    - Encouraging
    - Empathy

## Be friendly and approachable

- While for Gen Xers, this would have not been desired, as they do not require an interpersonal relationship with someone in a supervisory role, that is not so for Gen Y and Z
  - This has implications for how Gen Xers perform as supervisors in addition to how Boomers who have only supervised Gen Xers may respond to new supervisees of a younger generation
    - Gen Xers as supervisors tend to struggle to establish relationships with supervisees, which can negatively impact almost all the other areas we are talking about today
    - Boomers who have only supervised Xers may have gotten used to a more hands-off approach as being the "standard" which may also impact the other areas that we are talking about

## Be friendly and approachable

- Developing a positive supervisor/supervisee relationship also adds to feelings of self-efficacy in the supervisee which is an important indicator of growth and success in a placement (Fencel & Mead, 2017)
  - Doing so often leads to meetings that don't just seek to solve an issue that has arisen, but foster personal development through self-reflection and idea sharing which has better outcomes for supervisees and supervisors (Christodoulou, 2016)
  - In part this is because a positive supervisor/supervisee relationship builds trust which helps with accurate interpretations of feedback messages (Nelson, 2009)

## Be friendly and approachable

- ASHA's Supervisor Knowledge and Skills:
  - II-A:
    1. Understand the basic principles and dynamics of effective interpersonal communication
    4. Understand the importance of effective listening skills
    7. Understand key principles of conflict resolution
  - II-B:
    1. Demonstrate the use of effective interpersonal skills
    2. Facilitate the supervisee's use of interpersonal communication skills that will maximize communication effectiveness
    6. Demonstrate behaviors that facilitate effective listening (e.g., silent listening, questioning, paraphrasing, empathizing, and supporting)
    7. Maintain a professional and supportive relationship that allows for both supervisee and supervisor growth
  - III-A-3: Understand how communication style influences the supervisee's development of critical thinking and problem-solving skills
  - III-B-3: Use language that fosters independent thinking and assists the supervisee in recognizing and defining problems, and in developing solutions

(ASHA, 2008 Knowledge and Skills)

## Provide regular and constructive feedback



- Younger generations are already molded to being life-long learners, in fact many see educational opportunities and opportunities to learn a new skill as a reward in itself

## Provide regular and constructive feedback

- Feedback doesn't need to contain the answer, but ways to find the answer (Fencel & Mead, 2017)
  - Acknowledging the question, helping in the moment so they don't feel like a failure and then providing resources so they can learn why you did what you did may be more beneficial than just answering the question
  - This also builds trust: they have been trusted enough to learn the answer and come back to discuss

## Provide regular and constructive feedback

- Should include both positives and negatives
  - One of our students described it as a sandwich: two positives surrounding a negative
  - Younger generations want to be successful on the first try, so if they aren't being successful, they want to know
  - They also want to know how to improve so that they can be successful next time
  - They assume lack of feedback is negative feedback

## Provide regular and constructive feedback

- Even if you feel your student is advanced and is doing well, provide that in feedback
  - Negative supervisory experiences were described as ones where supervisors were "passive" or "absent" (Fencel & Mead, 2017)
  - Not providing any feedback because your student is doing well is not the same as providing positive feedback, it is simply the lack of any feedback which leaves it up to your student/supervisee to fill in the blank
  - They may fill in the blank with their own anxieties about their performance
  - This is a pitfall specifically for Gen X supervisors who tend to prefer and practice hands-off supervision

## Provide regular and constructive feedback

- Other things to consider about feedback
  - Timeliness
    - Younger generations like immediate feedback
    - If that isn't going to be possible, consider discussing what is a reasonable timeline
    - Part of the drive to be successful is that they will want a chance to improve and show that improvement on subsequent performance evaluations
    - If you don't receive feedback, how do you know what to improve
  - Reciprocity
    - Younger generations are accustomed to having their input sought and listened to
    - Being open to feedback from your supervisee can help to build a positive supervisor/supervisee relationship and build trust and mutual respect
  - Format
    - Written vs. verbal

## Provide regular and constructive feedback

- ASHA's Supervisor Knowledge and Skills:
  - Because this entire document is about supervision, and feedback may be needed on any aspect of the process, all of it applies
  - These knowledge and skills specifically mention feedback:
    - VI-A-5: Understand the characteristics of constructive feedback and the strategies for providing such feedback
    - VI-B-6: Provide feedback that is descriptive and objective rather than evaluative
    - VII-B-4: Provide verbal and written feedback that is descriptive and objective in a timely manner
    - VIII-A-3: Consider cross-cultural differences in determining appropriate feedback mechanisms and modes
    - VIII-B-3: Apply culturally appropriate methods for providing feedback to supervisees



## The Struggling Student

Even with these strategies, you may still have a student who struggles.

For more intensive information about what to do with a struggling student, Juliana Miller is teaching Session 32: "The Struggle is Real! What to Do When Supervisee Performance is Less than Satisfactory" at 10:00-11:30 this morning.

## The Struggling Student – Learning Theory

- Carol Dweck – Stanford University, Department of Psychology
- Dr. Dweck and colleagues have spent decades studying and describing the mindsets we have around learning
- Namely they have studied "Learned Helplessness" and "Fixed vs. Growth Mindsets"

## Rate your knowledge of "Learned Helplessness"

Never heard of it      Heard of it, but not sure what it means      Very familiar, could describe to others

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## Learned Helplessness

- When in the learning process, people are faced with failure and **give up** instead of **persevering**
  - They perceive that their actions has no effect on the outcome of the task
  - Consequences are seen as being beyond the individual's control
  - There is a belief in the powerlessness of the individual to change the outcome of an event
  - This leads to/stems from the individual taking less personal responsibility for the outcome of their action
  - Bad events that happen are viewed as being permanent and universal
  - Good events are viewed as being temporary and specific

(Dweck & Reppucci, 1978)

## Rate your knowledge of "Fixed & Growth Mindsets"

Never heard of them      Heard of them, but not sure what they mean      Very familiar, could describe to others

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## Fixed vs. Growth Mindset

- This early work by Dweck led her to delve deeper into learning theory and she identified two contrasting theories about how people feel about their knowledge and skills throughout the learning process
- The hope being that if we could identify patterns of a mindset that led to better learning outcomes, we could develop ways to teach that mindset
- "Mindsets...[are] fairly stable, but they are beliefs, and beliefs can be changed."

(Dweck, 2009)

# Mindsets

## FIXED MINDSET

- Overall Goal – Look Talented
- Don't work too hard. Effort = lack of natural ability
- Challenges → run and hide, make excuses, blame others
- Ignore constructive criticism
- Feel threatened when others succeed

## GROWTH MINDSET

- Overall Goal – Learn!
- Work hard. Effort is vital to success regardless of ability
- Challenges → embrace them, persist, view them as temporary
- Learn from criticism
- Find inspiration from the success of others

(Dweck, 2009)

# Mindsets and the Generations

- In any generation, negative work habits could be attributed to a fixed mindset and positive work habits to a growth mindset:

## Negative Work Habits (Fixed Mindset)

- Boomers: appearing spoiled, sensitive to feedback
- Xers: don't like authority, slackers
- Gen Y: lack independence, expect opportunities to be handed to them
- Gen Z: spoiled, impatient

## Positive Work Habits (Growth Mindset)

- Boomers: hard work = success, inspiration in the success of others
- Xers: self-motivated, entrepreneurial
- Gen Y: civic-mindedness, optimism about the future
- Gen Z: desire constant feedback, learning is a reward

# So what can we do...

- Dweck explains that the main way that we can change beliefs and therefore influence mindset...

has to do with the type of feedback that we give

- Feedback should be specific to a student's "effort or strategies" instead of their "intelligence or talent".
  - Encourage the process a student used to get to a certain conclusion
  - If constructive feedback is necessary, recognize the effort that has been applied and help develop strategies through critical thinking

(Dweck, 2009)

# Take home message

**"Rather than negatively stereotype[ing] new students and their learning behaviors...[we] should consider generational differences that might hinder or help the teaching-learning dynamic and respond more positively."**

- Mohr and Mohr, 2016

**If we want our profession to survive and thrive, we must mentor and train the next generation of clinicians.**

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