



DYNAMICS OF ADAPTIVE INTERGENERATIONAL SUPERVISION AMONG MILLENNIALS AND GENERATIONS Z NURSES

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ABSTRACT	Keywords
Generational diversity in nursing practice presents new supervisory challenges in healthcare organizations. Differences in expectations, communication styles, and professional values between Millennial and Generation Z nurses require a more adaptive supervisory approach. This study aimed to explore the perceptions, needs, and relational dynamics of young nurses toward supervisory practices in hospital settings. A qualitative phenomenological design was used with purposive sampling involving 14 nurses from Millennial and Generation Z cohorts. Data were collected through in-depth interviews and analyzed using Collaizi's method. Five major themes emerged: (1) the meaning of supervision, (2) communication and feedback, (3) responses and adaptive strategies toward supervision, (4) supervisory style and supervisor characteristics, and (5) the impact of supervision on job satisfaction and career development. Generation Z perceived supervision primarily as guidance and quality control, whereas Millennials viewed it as discipline and an indicator of professionalism. Open communication, direct feedback, and democratic leadership were identified as key enablers of work motivation and satisfaction. The findings highlight the need for adaptive intergenerational supervision models that align with contemporary workforce characteristics. This study contributes to the advancement of generation-based nursing supervision theory and provides a foundation for future development of a practical model suited to modern nursing environments.	intergenerational, nurses, supervision

INTRODUCTION

Human resource development in the healthcare service sector, particularly in hospital settings, demonstrates significant dynamics. Demographic shifts—especially in the composition of the nursing workforce now predominantly consisting of Generation Y (Millennials) and Generation Z—have influenced

work culture and created new challenges in nursing management, particularly in supervisory practices. Millennial nurses (born 1981–1996) and Generation Z nurses (born 1997–2012) exhibit characteristics that differ from previous generations in terms of work expectations, communication patterns, and professional values (Matlhaba, 2023). Both

generations grew up in a digital environment, are highly adaptable to technological advancement, and hold strong expectations regarding flexibility, recognition, and work–life balance (Tan & Chin, 2023a). They tend to prefer egalitarian working relationships, frequent feedback, and a more flexible and meaningful work atmosphere (Sanches et al., 2024).

Supervision in the context of nursing practice represents a critical component in ensuring quality of care and patient safety. Its primary functions include educational, managerial, and restorative roles, enabling nurses to manage work-related stress while enhancing patient safety and organizational accountability (ElZeneny et al., 2017). Nursing supervision also serves as a mechanism for professional development, empowerment, and competency strengthening (Effendy, C, 2022; ElZeneny et al., 2017). When supervisory practices are not aligned with the generational characteristics of supervisees, their effectiveness may decline, potentially leading to intergenerational conflict, reduced work morale, and increased turnover among younger nurses (Tussing, Todd E & Chipps, Esther, 2024).

A study conducted in hospitals in Singapore revealed that Millennials and Generation Z scored higher on values related to “non-compliance,” “work–life balance,” and “recognition” compared with Generation X and Baby Boomers. Generation X showed higher conformity to norms and traditional supervisory styles. Millennials and Generation Z demonstrated the strongest technological competency and adaptability to new systems. Work–life balance was identified as an increasingly important factor with age progression. Younger nurses expressed concerns regarding lack of respect and recognition from senior colleagues. Supervisory approaches that remain hierarchical, one-directional, and formal—reflecting older leadership models—were perceived as less responsive to the expectations of younger staff (Tan & Chin, 2023b).

In Indonesia, the number of nurses belonging to Millennial and Generation Z cohorts continues to increase. A preliminary survey conducted in a hospital in East Java indicated that more than 70% of staff nurses were aged 23–35 years. Interviews with five head nurses revealed challenges in delivering supervision and

establishing effective communication with younger nurses due to generational differences in values and work patterns.

Several factors contribute to supervisory mismatch between generations, including authoritarian communication style, limited integration of digital tools in supervision, and restricted opportunities for dialogic interaction. These conditions may affect nurses’ sense of belonging, weaken interpersonal dynamics within teams, and increase the risk of clinical errors (Ujiana et al., 2024).

The dominance of Millennial and Generation Z nurses therefore requires a more adaptive supervisory approach. This is consistent with findings by Sanches et al., (2024), which emphasize that younger nurses prefer participatory supervision accompanied by rapid and constructive feedback. Misalignment between supervisor and supervisee expectations can create interpersonal tension and affect team cohesion as well as care quality. Inadequate supervisory responsiveness may contribute to burnout and heightened turnover intention among younger nurses. A similar pattern was identified in South Kalimantan, where hierarchical and non-personal supervision models—without digital support—were ineffective in improving job satisfaction and clinical performance (Dahlia et al., 2020). To ensure a psychologically safe supervisory environment, structured systems, policies, and clear guidelines are required (Zonneveld et al., 2024).

The gaps, challenges, and opportunities arising from generational differences in supervisory interactions therefore represent issues that cannot be overlooked. Nurse managers must understand that each generation possesses distinct values, motivations, and behavioral patterns, and that the professional identity of emerging nursing generations differs from those before them (Matlhaba, 2023).

Existing research on nursing supervision largely focuses on supervisory effectiveness or competence development, yet studies specifically addressing generational needs—particularly among Millennials and Generation Z, now the dominant groups in clinical nursing—remain limited. This study focuses on exploring the supervisory expectations of Millennial and Generation Z nurses using an exploratory phenomenological approach to

better understand how they perceive and respond to various supervisory styles, especially in the Indonesian context. The results are expected to serve as a foundation for developing an intergenerational adaptive supervision model in subsequent research.

Based on the aforementioned background, this study aims to explore in depth the subjective perceptions and lived experiences of young nurses regarding supervisory practices, enabling a deeper understanding of the social and psychological dynamics between supervisors and younger nurses in daily nursing practice.

METHOD

This study employed a qualitative exploratory design with a phenomenological approach descriptive phenomenological approach rooted in the Husserlian philosophical tradition to investigate the lived experiences of Millennial and Generation Z nurses regarding supervisory practices in the hospital setting. Descriptive phenomenology was selected to capture the pure essence and essential structures of the participants' experiences without introducing researcher presuppositions.

Participants were selected using purposive sampling based on the following criteria: active registered nurses with a minimum of one year of work experience, having received direct supervision from a head nurse, and willingness to participate. The number of participants was determined based on data saturation, resulting in a total of 14 participants consisting of six Millennials and eight Generation Z nurses.

The researchers served as the primary research instruments and were supported by a semi-structured interview guide that had previously undergone expert validation. Data were collected through in-depth interviews using audio recordings and field notes. Data saturation was achieved when interviews with the final participants yielded informational redundancy, showing no new significant statements or themes regarding supervisory dynamics. Data analysis was performed using Collaizi's method, which included identifying significant statements, formulating meanings, clustering themes, and developing an essential structure of participants' experiences.

Ethical considerations in this study included informed consent, ensuring scientific integrity,

and maintaining confidentiality. Ethical approval was obtained from the Ethics Committee of Institut Teknologi Sains dan Kesehatan Insan Cendekia Medika (Approval No. 428/KEPK/ITSKES-ICME/VIII/2025).

RESULTS

Table 1. Distribution of respondents based on age (N=14)

Variable	Minimum	Maximum	Mean
Gen Millennials	32	42	39
Generation Z	24	28	26

Table 2. Distribution of respondents based on gender, work experience, and educational level (N=14)

Variable		n	%
Gender	1. Male	6	43
	2. Female	8	57
	Total	14	100
Work experience	1. 1-5 years	6	42.9
	2. 6-10 years	2	14.3
	3. 11-15 years	1	7.1
	4. 16-20 years	5	35.7
	Total	14	100
Educational level	1. Nursing diploma III	3	21.4
	2. Ners	11	78.6
	Total	14	100

The majority of respondents belonged to the Millennial cohort with an average age of 39, indicating a group with greater maturity and clinical experience compared to Generation Z. Most participants were female (57.1%), reflecting the broader demographic composition of the nursing workforce in the study context. These characteristics indicate that the findings predominantly reflect the professional perspectives of experienced female nurses.

Data analysis resulted in the emergence of five major themes, representing the dynamics of adaptive intergenerational supervision between Generation Z and Millennial nurses:

1. Meaning of Supervision
2. Communication and Feedback
3. Responses and Adaptive Strategies Toward Supervision
4. Supervisory Style and Supervisor Characteristics

5. Impact of Supervision on Job Satisfaction and Career Development

The following section presents each theme supported by direct verbatim quotations from participants to strengthen the meaning and context of the findings.

Theme 1: Meaning of Supervision

a. Generation Z: Supervision as Guidance and Quality Control

Generation Z nurses perceived supervision as a mechanism for quality assurance and guidance to minimize errors. For them, supervision serves to support performance improvement and ensure compliance with standard operating procedures (SOP).

“... supervision is very helpful as a form of controlling how we perform tasks ...” (P11)

“... supervision gives a positive effect because it improves performance ...” (P10)

“... supervision helps a lot to prevent errors in practice ...” (P15)

b. Millennials: Supervision as Discipline and Professional Evaluation

Millennial nurses interpreted supervision primarily as a tool for enforcing discipline, evaluating performance, and assessing professionalism. They associated supervisory outcomes with structured work patterns and, in some cases, financial implications.

“... supervision helps us become more disciplined and work becomes more organized ...” (P1)

“... supervision is essential because it serves as a benchmark of whether nursing actions follow the SOP ...” (P3)

“... supervisory evaluation affects our financial incentives ...” (P3)

Theme 2: Communication and Feedback

a. Generation Z: Preference for Face-to-Face and Open Communication

Generation Z emphasized the need for two-way communication, direct feedback, and an open relationship with supervisors. They favored face-to-face interactions that encourage knowledge sharing and informal yet structured dialogue.

“... face-to-face supervision is more effective because feedback is immediate ...” (P8)

“... I feel more comfortable when the supervisor observes directly and then explains what needs improvement ...” (P8)

“... open communication helps me express opinions more easily ...” (P8)

b. Millennials: Immediate Feedback, Appreciation, and Collegiality

Millennials valued communication that includes appreciation, positive reinforcement, and a family-like atmosphere. A supervisor who acknowledges contributions was perceived to enhance comfort and loyalty.

“... I prefer direct feedback because it helps us understand expectations clearly ...” (P1)

“... a family-like tone in communication helps me feel more relaxed and respected ...” (P1)

“... feeling appreciated for our work makes the workplace more comfortable ...” (P3)

Theme 3: Responses and Adaptive Strategies Toward Supervision

a. Generation Z: Initial Anxiety Followed by Self-Directed Learning

Some Generation Z nurses expressed early apprehension, especially upon entering the workforce. Over time, they adopted adaptive strategies such as mastering SOPs and engaging in independent learning to build confidence.

“... at first, being supervised felt frightening ...” (P13)

“... to adapt, the key is mastering the SOP ...” (P12)

b. Millennials: Compliance, Avoidance of Conflict, and Problem-Solving

Millennials tended to comply when encountering strict supervisors and preferred avoiding confrontation. However, they expected supervisors to provide constructive solutions rather than only identifying errors.

“... if the supervisor is strict, I just follow ...” (P2)

“... instead of arguing, it is easier to just agree ...” (P3)

“... sometimes there is no solution offered, so I find one myself ...” (P2)

Theme 4: Supervisory Style and Supervisor Characteristics

a. Generation Z: Preference for Adaptive and Democratic Supervisors

Generation Z expected supervisors to be adaptive, understanding, and democratic, particularly in aligning supervisory approaches

with individual and situational contexts, including technological literacy.

“... supervisors should adjust to the person they are supervising ...” (P14)

“... the leadership style should be democratic ...” (P15)

“... supervisors should also understand technology and digital tools ...” (P8)

b. Millennials: Supervisor as a Persuasive, Firm, and Visionary Leader

Millennials valued supervisors who provide regular evaluation, act objectively, offer motivation, and maintain collaborative working relationships.

“... supervisors now use technology well ...” (P1)

“... personal approach is effective to build communication ...” (P1)

“... supervisors now give solutions, not only evaluations ...” (P2)

“... our supervisor treats me as a work partner ...” (P2)

Theme 5: Impact of Supervision on Job Satisfaction and Career Development

a. Generation Z: Job Satisfaction and Career Advancement

Supervision promoted confidence, improved clinical performance, and supported credentialing and training opportunities.

“... supervision improves performance and increases job satisfaction because actions follow SOP ...” (P10)

“... I feel satisfied because the supervisor often teaches me ...” (P15)

“... I was supported to attend credentialing and training ...” (P13)

b. Millennials: Motivation, Career Progression, and Intergenerational Challenges

Millennials experienced supervision as a motivating mechanism linked to promotion, continuing education, and self-reflection. However, intergenerational differences sometimes led to perceived challenges.

“... my supervisor encouraged me to continue my Master's degree and offered promotion ...” (P2)

“... supervision motivates us to consistently improve ...” (P3)

“... Generation Z tends to be argumentative and strong-willed ...” (P2)

Comparative Summary of Themes

Theme	Generation Z	Millennials
Meaning of supervision	Guidance and quality control	Discipline and professional evaluation
Communication and feedback	Direct, open, face-to-face	Direct feedback, appreciation, collegial
Response and adaptation	Initial anxiety, self-directed learning	Compliance, avoid conflict, seek solutions
Supervisor expectations	Democratic, adaptive, tech-literate	Persuasive, firm, visionary
Supervisory impact	Job satisfaction, credentials, training	Motivation, promotion, generational challenges

DISCUSSION

Theme 1: Meaning of Supervision

Generation Z nurses interpreted supervision as a form of guidance and a mechanism of quality control that assists them in performing procedures correctly and in accordance with established standards. Supervision was perceived as a platform for learning, receiving feedback, and preventing errors during clinical practice. In contrast, Millennial nurses viewed supervision as a process for fostering discipline and evaluating professionalism. For this cohort, supervision served as a structured performance measurement tool that reinforces accountability and may influence recognition, responsibility, and career progression. These findings illustrate distinct generational orientations: Generation Z emphasizes learning and corrective support, while Millennials associate supervision with accountability and professional regulation.

This aligns with nursing supervision theory, which positions supervision as a managerial function essential to ensuring quality and promoting professional development. Masrifah, Purwaningsih, Qur'aniati (2025) highlight the critical role of clinical supervision in supporting

patient safety and improving nurse performance through direct guidance and ongoing evaluation.

Furthermore, Martin et al., (2022) and Litherland et al., (2023) describe effective supervision as comprising three core functions: normative (standards enforcement), formative (education and reflection), and restorative (emotional support). These functions operate synergistically to enhance job satisfaction, psychological well-being, and clinical practice quality. Supervisors are therefore expected to offer support, deliver constructive feedback, and provide systematic solutions to challenges encountered by supervisees—positioning supervision not solely as an evaluative tool but as a mechanism of professional empowerment.

Ryu et al., (2024) further assert that the effectiveness of clinical supervision is influenced by organizational support, the interpersonal relationship between supervisor and supervisee, and clarity of supervisory goals. Successful supervision requires an organizational culture that fosters collaboration, open dialogue, and reflective learning.

In relation to present findings, Generation Z placed higher importance on the formative and restorative dimensions of supervision, whereas Millennials emphasized its normative role. These differences underscore the need for an adaptive supervision model that balances guidance with accountability. Supervisors must therefore demonstrate intergenerational communication skill and sensitivity toward varying work values. Under such conditions, supervision evolves from hierarchical control to reflective practice supporting quality improvement and professionalism in nursing.

Theme 2: Communication and Feedback

This study revealed that communication and feedback were central determinants of perceived supervisory effectiveness, particularly within intergenerational work relationships. Generation Z preferred interactive, transparent, and bidirectional communication. They responded positively to immediate, concrete feedback delivered through face-to-face dialogue that facilitates open discussion about errors and potential corrective actions. Meanwhile, Millennial nurses valued emotionally supportive communication characterized by appreciation, recognition, and collegial interaction. For them,

supportive feedback fostered psychological comfort and increased work commitment.

These findings are consistent with theoretical perspectives identifying reflective communication as a cornerstone of effective supervision. Edgar et al., (2024) stated that quality clinical supervision requires the establishment of a reflective space—where supervisees feel safe to express concerns, share experiences, and evaluate clinical decisions collaboratively, rather than being dictated to. Such communication promotes confidence, openness, and willingness to improve.

Similarly, Gheisari et al., (2024) emphasized structured communication within clinical supervision as a facilitator of improved interpersonal communication competency. Nurses receiving direct supervision demonstrated superior communication skills compared to those without systematic supervision.

Ryu et al., (2024) also highlighted that role clarity and relational quality significantly affect feedback effectiveness. Insufficient communication training among supervisors may hinder effective supervisory delivery. Therefore, supervisors require competence in professional communication, empathy, and constructive feedback delivery.

Interpreting these findings collectively, Generation Z benefits from concise, data-driven communication, whereas Millennials respond better to supportive interaction and recognition. Integrating both styles may reduce miscommunication, conflict potential, and generational misunderstandings. Thus, communication in supervision should be viewed not as procedural reporting, but as a relational and reflective process that strengthens professional identity and collaborative culture.

Theme 3: Responses and Adaptive Strategies Toward Supervision

This study found that Generation Z demonstrated an adaptive learning orientation toward supervision. Although anxiety was common during initial experiences, they recognized supervision as an opportunity for skill refinement and competency development. Their coping strategies included self-directed learning and mastery of SOPs. In contrast, Millennials showed greater emotional stability

yet were more sensitive to authoritative supervisory approaches. They preferred collaborative supervisory styles and expected supervisors to provide actionable solutions.

These findings correspond with Shahzeydi et al., (2024)), who reported that structured supervision promotes professional adaptation through clear performance indicators and timely feedback. Pires et al., (2021) further asserted that adaptive strategies often emerge from the need for critical self-reflection, peer discussion, and supportive supervisory dialogue.

External factors such as shift scheduling, inconsistent supervision, and limited feedback were identified in previous studies as barriers to supervision uptake. Conversely, adaptation improved when supervisors demonstrated flexibility, relational support, and clarity of expectations (Ryu et al., 2024).

These findings suggest that a one-size-fits-all supervisory approach is not suitable for multigenerational nursing environments. Instead, adaptive supervision guidelines must offer flexibility in format, timing, and feedback style. Training for supervisors in reflective communication and situational leadership is essential to enhance supervision acceptance and relevance. Therefore, adaptive strategies are not solely responses to supervision, but part of a professional learning process grounded in reflective practice.

Theme 4: Supervisory Style and Supervisor Characteristics

The style and characteristics of the supervisor were found to significantly influence supervisee motivation, acceptance, and perceived supervisory impact. Generation Z preferred supervisors who were democratic, adaptive, and digitally competent. Millennials valued supervisors who were persuasive, objective, emotionally supportive, and solution-oriented.

Ystaas et al., (2023) confirmed that transformational and democratic leadership styles are associated with improved nurse commitment, performance, empowerment, and satisfaction. Meanwhile, authoritarian leadership has been linked to presenteeism, burnout, and workplace disengagement—particularly among younger nurses who value autonomy and relational transparency (Shan et al., 2022).

The findings also indicate that digital literacy is increasingly essential to supervisory effectiveness, reflecting the expectations of Generation Z as digital natives. Supervisors who lack digital fluency may be perceived as outdated or disconnected from learning needs. Yilmaz et al., (2024) supported this, stating that technology-enhanced supervision increases engagement, clarity, and efficiency.

Effective supervision therefore depends not only on the supervisor's personality but also on institutional structures supporting continuous leadership training. Evaluating supervisory styles routinely will help ensure relevance and sustainability. Thus, supervisory competence should not be based on seniority alone but developed as a leadership competency.

Theme 5: Impact of Supervision on Job Satisfaction and Career Development

This study found that supervision positively affected job satisfaction and career development. Generation Z valued supervision for increasing confidence, improving clinical competency, and enabling access to credentialing and training opportunities. Millennials associated supervision with motivation, promotional pathways, and professional identity building—while also acknowledging intergenerational tensions.

These findings reflect Hudays et al., (2023), who found that clinical supervision improves job satisfaction and reduces workplace stress over time. Rocha et al., (2021) similarly showed improved emotional competence; however, supervisory satisfaction did not automatically improve without relational alignment between supervisor and supervisee.

To ensure sustained impact, supervision must be positioned as an investment in professional development rather than solely as evaluation. Structured implementation, ongoing supervisor development, and supervision experience monitoring are required to ensure equity and responsiveness across generational needs.

CONCEPTUAL FRAMEWORK

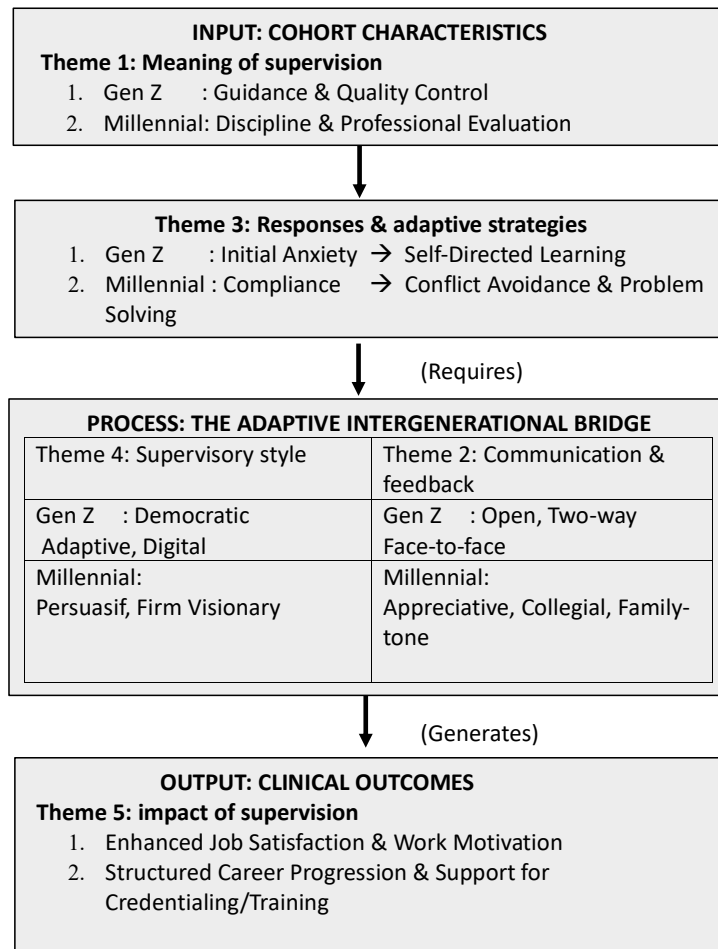


Figure 1. Preliminary Framework for Adaptive Intergenerational Nursing Supervision

The conceptual structure of Adaptive Intergenerational Supervision for Millennial and Generation Z nurses is depicted in Figure 1. This framework posits that distinct generational traits profoundly dictate how young nurses perceive supervisory practices, which in turn shapes their specific expectations toward communication methods, feedback delivery, and ideal supervisor leadership styles. When these tailored, adaptive processes are effectively implemented, they actively modulate the nurses' workplace responses and coping mechanism patterns. Consequently, this alignment yields favorable organizational outcomes, including elevated job satisfaction, heightened motivation, enhanced clinical competence, and accelerated career progression. Ultimately, the model underscores that customizing supervisory

frameworks to match distinct generational preferences is a critical determinant for optimizing management effectiveness in modern healthcare settings."

CONCLUSIONS

This study revealed differences in the meaning and supervisory needs between Millennial and Generation Z nurses. Generation Z perceived supervision as reflective guidance, whereas Millennials emphasized the disciplinary and evaluative functions of supervision. Both groups considered open communication and direct feedback essential, with a preference for supervisory styles that are democratic, empathetic, and adaptive. A supervisory approach that is responsive to generational characteristics enhances satisfaction, motivation, and career development among young nurses.

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