

AN EXPRESSION OF DIFFERENT GENERATIONS IN AN ORGANIZATION: A SYSTEMATIC LITERATURE REVIEW

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Abstract. *The concept of generation is examined in many sciences such as sociology, philosophy, pedagogy, anthropology, biology, history, management, etc. Generation as a construct is intricate, and researchers from various fields have tried to define this extraordinary phenomenon. The aging population representatives of different generations live longer, so the differences between generations are becoming increasingly noticeable. This article examines the concept of generation, analyses the main theories of generations and presents a theoretical approach to a generational expression in an organization. The aim of the research is to reveal a theoretical approach to the expression of different generations in an organization, i.e. to analyse studies related to the expression of different generations in an organization and to identify the main research fields related to the subject. The primary method used in the article is a systematic literature review (SLR). The systematic literature review (SLR) disclosed that although the topic of expression of different generations in an organization is relevant among the human resources management (HRM) specialists-practitioners, nevertheless, there is a lack of high-level publications in Europe containing empirical research on this subject, i.e. there is a lack of a systematic scientific approach to this topic, and therefore, this area is under-researched.*

Keywords: *generation, generational differences, Theory of Generations.*

Introduction

Generation as a construct is not tangible, and therefore, this extraordinary phenomenon has been researched in a variety of fields (Joshi, Dencker, & Franz, 2011; Srinivasan, 2012). Generations and their differences are increasingly mentioned in management, especially in the field of human resources management (HRM), emphasising the concept and expression of generation through generational differences (Twenge, Campbell, Hoffman, & Lance, 2010; Gonçalves, 2015) or conflicts regarding generational differences (Urlick, Hollensbe, Masterson, & Lyons, 2016) in a workplace, and at the same time, in an organization. The topic of expression of different generations in an organization is relevant, because media is dominated by the articles about stereotypes of generations (Kitch, 2003; Stein, 2013) and articles oriented to specialists-practitioners in human resources management (Martin & Kallmeyer,

2018; Zhou, Tan, Xiao, & Ge, 2018; Graystone, 2019). According to Parry and Urwin (2011), there is not much evidence of real generational differences or the expression of different generations in the context of an organization, whilst the academic empirical evidence for generational differences at work is, at best, mixed and contradictory. Therefore, it is important to carry out a systematic literature review (SLR) of research articles related to the expression of different generations in an organization.

The aim of the article is to reveal a theoretical approach to the expression of different generations in an organization, i.e. to analyse research articles related to the expression of different generations in an organization, and to identify the main scientific research fields related to the subject. The article aims at defining the concept of generation; the identification of the main theories of generations that analyse and define the concept of generations; the analysis of research articles on the exploration of the expression of different generations in an organization. The article consists of a subject-specific scientific literature analysis, the methodological part, a systematic literature review (SLR), and final conclusions regarding high-level publications on the expression of different generations in an organization.

The Concept of Generation

Most researchers agree that the modern construct of generation has emerged in the area of sociology (Rudolph, Rauvola, & Zacher, 2017) as a separate field of science, and only then it has spread to other areas of science, such as management. Studies of different generations occupy a prominent place in social sciences (Giancola, 2006). For several decades, scholars have been trying to observe the expression of different generations through their unique characteristics. A Multilingual Compendium (2017) identifies several major categories of generation-related themes and discourses: genealogical generations related to kinship, ancestors and family roles; pedagogical generations, related to educational relationships and roles; social, cultural and historical generations, related to wars, economic and political unrest as well as collective identities arising from them; cultural trends, styles and works that identify trends; the regulation of social security of a welfare state; generations diagnosing the period, encompassing the statements about the current status of specific population groups, emphasising ideal-typical adolescent generations (Kurt et al., 2017). According to Höpflinger (2010), it is possible to distinguish three main concepts of generations: genealogical, pedagogical and historical-social. The definition of generation is most accurately used to define the genealogical kinship (Ryder, 1965; Pilcher, 1994; Joshi et al., 2011), meanwhile in social

sciences generation is understood as a group of people, born and living, now or earlier, in the same historical period.

Mannheim (1952) defines generation as a group of individuals, born in the same historical and socio-cultural context, and shaped by common formative experience, which results in unifying commonalities. The Dictionary of Contemporary Lithuanian (2012) defines generation “as people of similar age living in the same period of time”. According to Rayani (2015), generation is composed of people of similar age, living in similar locations, experiencing similar social, historical and life events (Becton, Walker, & Jones-Farmer, 2014). Generation can be identified as a group that shares birth years, age and significant life events at critical developmental stages (Kupperschmidt, 2000; Cennamo & Gardner, 2008). Kupperschmidt (2000) assumes that generation in management is usually described as a certain identifiable group that shares birth years, location, and significant life events at critical developmental stages of the epoch.

Since the beginning of the 20th century scholars have been seeking explanations for the mechanisms responsible for bringing about large-scale social changes (Kertzer, 1983) that influence the expression of generations in an organization. According to Mannheim (1952), Ryder (1965), each generation has its unique experience solving the problems faced by the society. Since each generation is temporary and historically embedded within a given socio-economic context, it was assumed that childhood experiences uniquely shape the so-called “shared consciousness” of each generation (Mannheim, 1952). According to Rudolph, Rauvola and Zacher (2017), the formation and codification of such a shared consciousness from cohort-to-cohort gives rise to unique distinguishable features that are characteristic of each new generation and thus help observe the expression of different generations in an organization. These shared experiences (e.g. industrialisation, fundamental changes, cataclysmic events, tragedies, etc.) differentiate one generation from another (Mannheim, 1952; Jurkiewicz & Brown, 1998; Kupperschmidt, 2000) and have a profound effect on the generational attitudes, values, beliefs and expectations (Inglehart & Norris, 2003), and at the same time, on the expression of different generations in a workplace and in an organization in general. Rogler (2002) claims that a collective identity of a generation is shaped under several fundamental conditions: first, significant events, such as disasters, wars or revolutions that threaten the existing social order and provide basis for the emergence of new generations; second, these events have a much greater impact on the future generations than on the already existing generations of that period, as individuals tend to shape their attitudes and values in adolescence, while the values of older generations have long been established (McCrae et al., 2002); third, this common set of values and goals is supported by peers and, most often

on attaining full age, this set does not change (Kupperschmidt, 2000; Macky, Gardner & Forsyth, 2008; Becton, Walker, & Jones-Farmer, 2014).

Thus, according to Bourdieu (1993), generation is a culturally conditioned phenomenon, i.e. different generations have particular interests, beliefs and inclinations, and within the generation there is a struggle in time for cultural and economic resources. Mead (1970) claims that there is a conflict of generations in the world, as the young generation rebels against the old generation that controls social control mechanisms, and therefore, according to Buckingham and Willett (2006), it is important to evaluate the role of new technologies, media and consumption habits when determining the boundaries of generations and analysing the expression of different generations in an organization. According to Labanauskas (2008), the boundaries of generations “crystallise” in the course of reverse socialisation, when children “force” their parents to adapt to new and changing socio-technological conditions. Hence, the “order of generations” is not passively imposed on an individual, but is a dynamic process that an individual gets involved into, thus creating conditions for a different expression of generations in an organization too.

The Analysis of Theories of Generations: a Theoretical Approach

Research and theories of generations have developed in social sciences from a few different perspectives. Today, in scientific literature, based on these perspectives, several main theories of generations that analyse and seek to define the concept of generations can be distinguished:

Karl Mannheim’s Theory of Generations. The theory based on social forces perspective has originated from Karl Mannheim, the founder of this theory, and his essay “The Problem of Generations”, where the author emphasises that particular events or a context, experienced by a generation in the years of its formation, become a potential basis for the unity of the “inborn way of experiencing life and the world” (1952, p. 283). Mannheim (1952) identified that individuals born within the same historical and socio-cultural context, share the same events and context in the most important years of their formation (Pilcher, 1994). Thus, a certain period of history, in which a certain generation are born, limits its members to certain opportunities and experiences and forms their “collective memories” (Schuman & Scott, 1989), which are the basis for the attitudes, thoughts and behaviours in the future (Joshi et al., 2011). Looking from this perspective, a generation is a mechanism, by means of which an individual understands his / her life in a historical context and interprets the behaviour of others (Foster, 2013). Although, these perspectives provide insights into intergenerational phenomena, relatively few organizational studies have been done to examine generation as an interpersonal phenomenon (Urick et al.,

2016). New generational awareness rises when certain historical, social or economic transitions emerge that allow the occurrence of new skills and new social organization models, and make changes to the values and lifestyle of the representatives of generations (Eyerman & Turner, 1998; Laufer & Bengtson, 1974). This theory of generations is defined as an idea of generations grouped by age, emphasising that social, economic and historical events that have taken place in childhood and adolescence have a decisive influence on the formation of generations; explaining how a period in which a person was born affected an individual's perception of the whole world; although unable to predict the actions of individuals of a generation but helping to analyse their behaviour (Schuman & Scott, 1989; Holbrook & Schindler, 1994; Eyerman & Turner, 1998; Edmunds & Turner, 2002, 2005; Gilleard, 2004); allowing the observation of an individual's progression throughout their life (i.e. maturation) and throughout history (i.e. the period of birth) when assessing the synthesis of the consequences of a biological aging process and the socio-historical context (Pilcher, 1994; Gilleard, 2004). According to Lyons and Kuron (2014), based on this theory, a generational identity is formed when its members become of full age (17 to 25 years old), and collective memories of early life events crystallise into a similar attitude and behaviour (Schuman & Scott, 1989; Joshi et al., 2011). Although history, psychology, political sciences, sociology and management provide valuable critical insights from their perspectives, Mannheim's theory of generations provides the most understandable and effective explanation of changes of mass perception.

William Strauss and Neil Howe's Generational Theory. The Generational Cohort Theory was popularised by Howe and Strauss (1991) in their book "Generations: The History of America's Future, 1584 to 2069". This theory is among the most frequently applied generational theories in social sciences, based on Ryder's (1965) works (Pilcher, 1994), seeking to understand the attitudes and values of individuals from different generations (Davis, Pawlowski, & Houston, 2006), as well as their attitude to higher education (Haynie, Martin, White, Norwood, & Walker, 2006), behaviour when searching for information (Weiler, 2005), learning styles and attitudes (Oblinger, 2003), etc. Based on this approach, a generation is a social force facilitating the transfer of new ideas and the social change (Gilleard, 2004). Generations are objectively represented as demographic cohorts, i.e. they are noticeable groups of people that experience particular events in the same period, have specific boundaries, which correspond to particular years of birth, are similar enough so that to be of significance and to have noticeable features which are relatively fixed and can be measured (Ryder, 1965). The identity of generation is characterised by the fact that over a certain period of time those who were born in the same period as if become identical (Foster, 2013; Parry & Urwin, 2011). Thus, a lot of scholars

focus on specific connections of the cohort's older (i.e. mature) representatives of generation and the consequences of a historical period (Laufer & Bengtson, 1974; Lyons & Kuron, 2014). In order to define generations and their boundaries, the cohort theory followers pay less attention to the historical events and more to the cultural elements, e.g. the impact of music or other popular culture on a generation, thus expanding the concept of generation and emphasising unique social habits. When defining generations, common habits express the idea that members of each generation have a shared collective cultural field (of emotions, attitudes, preferences and dispositions) and a set of embodied practices (of sport and leisure activities) (Bourdieu, 1993; Eyerman & Turner, 1998). Holbrook and Schindler (1994) assume that nostalgia and popular culture have a greater impact on cultural differences, because people mostly tend to socialise through music, movie stars and fashion, and in the 21st century, also through IT and other technologies (McMullin, Duerden, Comeau, & Jovic, 2007), which draw a distinctive feature between a new and preceding generations.

In the theory of generations, Howe and Strauss (1991) characterise historical generations by means of cyclical changes, emphasising the dynamics of behaviour that repeats itself every four generations (a generation changes every 20 years) (Galland, 2009; Sajjadi et al., 2012) and the influence of an earlier generation on new generations. Thus, the generation that emerges after the fourth generation is much more similar to the first one rather than the last generation in terms of the system of values and the worldview. According to DeChane (2014), the main drawback of Strauss and Howe's generational theory is the problem of identification of the initial event that leads to the unpredictable responses of the generation's representatives affecting a new generation. The main difference between the two above-mentioned theories of generations is that one theory emphasises that past generations have a major influence on the generations that follow them, meanwhile another theory emphasises the significance of the most important event of the period for the formation of generation. According to Galland (2009) and DeChane (2014), the supporters of both theories unanimously agree that the formation of a generation is determined by a variety of external and internal factors.

Aart Bontekoning's Generation Theory. Relying on the basic information provided by Karl Mannheim (1952), Jeffrey Pfeffer (1983), Howe and Strauss (1991) and Henk Becker (1992), Bontekoning (2011, 2012) established a new theory of generations that explored and linked the main perspectives of generations' development in social sciences. He relied on the assumptions made by historians, sociologists and philosophers over the last two decades as well as on the assumption of the organizational culture theory that generations can be treated as subcultures that have an evolutionary function: a generation is not

only a united group, born in a certain period, but also a common attitude, a response emerging from spontaneous impulses with an attempt to regenerate; a common collective mental, emotional and physical development based on the evolutionary role of this generation. Bontekoning's (2011, 2012) theory of generations provides the idea that a generation is comprised of people born in a certain period of time and it is formed by individuals, who feel a connection with their peers: 1) representatives of one generation share their life history, circumstances and the impact of historical events, in other words, the spirit of the time that influences their upbringing and education, thus creating a common basis for a collective development of a new generation; 2) the most important source is their common response to the spirit of time, based on vital sensitivity, the ability to feel a collective expression; 3) a separate generation creates a common entelechy for the development of collective mental, emotional and physical attitudes and skills, with the overall aim to create the evolution of social systems, e.g. of societies, families, clubs and organizations.

Most of scientific research related to generational differences in a workplace suggest that the differences of social generations, i.e. the expression of different generations in an organization, should be obvious in the field of work; however, Joshi and his colleagues (Dencker, Joshi, & Martocchio, 2008; Joshi et al., 2011) proposed a coherent theoretical explanation of generations in an organizational context. Their theory focuses on generational identity, i.e. the perception of an individual and adherence to a particular generation. Dencker et al. (2008) found that the generational identity starts shaping in a workplace, based on collective memories of common events occurring during the later years of formation of each generation (Schuman & Scott, 1989). The strength of each generation's identity may vary depending on age, sex, race, education, and it is not strictly related to the birth of its members. Also, scholars have found that a generally used identity of a generation raises typical work-related expectations, expressed by psychological contracts (Rousseau, 1995; Onnis, 2019), the violation of which results in negative emotional reactions, dissatisfaction, lack of commitment, and an intention to quit a job (Poisat, Mey, & Sharp, 2018). Lyons and Kuron (2014) assume that although Aart Bontekoning's generation theory did not receive much attention in scientific literature, it offers important directions for future research.

Methodology

To prepare this article, a systematic literature review (SLR) was used, as this methodology allows for collecting the most relevant scientific facts on the subject in question from a large number of scientific publications found in the international press (Pittway, 2008; McInerney, 2016). To perform SLR, the

following established procedure was used: 1) a review process protocol was prepared; 2) a primary literature search was carried out; 3) the sources found were critically assessed, and the publications of less significance were removed; 4) the texts of the remaining sources were collected; 5) the necessary information from the collected texts was extracted; 6) the collected information was generalised; 7) a review was made (Miliauskaitė & Čaplinskas, 2013).

The following databases of scientific publications were selected for a systematic literature review: the Web of Science and Scopus. Special strategies were developed to perform the search, applicable to any database. The following keywords and their combinations were applied for the search: “generation”, “generational”, “generational differences”, “multigeneration”, “multigenerational workforce”, “Theory of Generations”. The main criteria for article selection were applied: 1) the articles were published in 2010-2018; 2) the aim of the research is to study how the expression of different generations in an organization is analysed in research articles, seeking to identify the main research areas related to the subject of generations; 3) the systematic review includes only the research classified as a high-level of evidence group (documents on the Web of Science and Scopus databases).

Once the primary search results have been displayed, i.e. 680246 documents on the Web of Science database and 1241889 documents on Scopus database, 79 publications were selected for thorough reviewing (including 35 on the Web of Science database and 44 on the Scopus database). Applying the above described criteria for the inclusion of articles, 10 articles with the highest citation index within the analysed period, displayed on the Web of Science and Scopus databases, have been selected for a systematic review and analysis.

Research results

The search of primary literature sources was carried out according to 7 criteria: 6 keywords and their combinations, and the distribution of these combinations in research articles in the field of management. Once the search by the keyword “generation” of 2010-2018 was performed, the Web of Science database displayed 680246 documents, including 8793 Highly Cited in Field; the main Web of Science Categories covered Engineering Electrical Electronic (100396 documents), Energy Fuels (54395) and Physics Applied (49364). The Scopus database displayed 798066 document results (Table 1); however, it included such main subject areas as Engineering (244617 documents), Computer Science (144685), Physics and Astronomy (126781), Medicine (111289) and Biochemistry, Genetics and Molecular Biology (108637), i.e. other than the field of Social Sciences.

Table 1 Distribution of publications by the subject of generations on the Web of Science and Scopus databases by criteria

No. of the criterion	Name of the criterion	No. of publications of 2010-2018 that meet the criteria	
		Web of Science	Scopus
1	“Generation” (in the title, abstract, key word)	680246	1241889
2	“Generational” (in the title, abstract, key word)	6371	8050
3	“Generational differences” (in the title, abstract, key word)	791	909
4	“Multigeneration” (in the title, abstract, key word)	382	323
5	“Multigenerational workforce” (in the title, abstract, key word)	35	44
6	“Theory of Generations” (in the title, abstract, key word)	9	64
7	Documents published in Management matches	3893	5551

Source: based on the data of the research conducted on 20/12/2018 on the Web of Science and Scopus databases.

Once the search by the keyword “generational” of 2010-2018 was performed, the Web of Science database displayed 6371 documents, including 28 Highly Cited in Field; the main Web of Science Categories covered Sociology (403 documents), Management (362), Public Environmental Occupational Health (295), Education Educational Research (282) and Business (252). The Scopus database displayed 8050 document results, including the main subject areas of Social Sciences (3686 documents), Arts and Humanities (1479) and Medicine (1385). The number of publications by the subject “generational”, displayed on the Web of Science database, increased from 487 scientific articles in 2010 to 941 scientific articles in 2018; and on the Scopus database, increased from 685 documents in 2010 to 1137 documents in 2018. Most of the publications of 2010-2018 by the subject of “generational” on the Web of Science database by the author, included Twenge (23 documents), Kendler (12) and Campbell (11); on the Scopus database – Twenge (27 documents), Tanskanen (11), and 10 scientific articles each, Biggs, Kendler, Lyons and Peguero. Most of the publications of 2010-2018 by the subject of “generational” on the Scopus database by the country, included the United States (2846 documents) and the United Kingdom (1033).

Once the search by the keyword “generation differences” of 2010-2018 was performed, the Web of Science database displayed 791 documents, including 4 Highly Cited in Field; the main Web of Science Categories covered Management (165 documents), Business (77) and Psychology Applied (75). The

Scopus database displayed 909 document results, including the main subject areas of Social Sciences (437 documents), Business, Management and Accounting (203), Medicine (170) and Psychology (152). The rise in interest in the subject of “generation differences” is demonstrated by the increase in the number of articles on the Web of Science database from 55 scientific articles in 2010 to 134 articles in 2018. The Scopus database displayed from 65 documents in 2010 to 157 documents in 2018. Most of the publications of 2010-2018 by the subject in question on the Web of Science database by the author, included Twenge (15 documents) and 7 documents each, Campbell and Cruickshanks. Most of the publications by the subject of “generation differences”, displayed on the Scopus database by the author, also included Twenge (16 documents), 6 documents each, Campbell, Lyons and Schweitzer, and 5 documents each, Campbell, Lee and Parry. Most of the publications of 2010-2018 by the subject of “generational differences” on the Scopus database by the country, included, first, the United States (426 documents), second, the United Kingdom (81), and third, Canada (67).

Once the search by the keyword “multigeneration” in 2010-2018 was performed, the Web of Science database displayed 382 documents, including 7 Highly Cited in Field; the main Web of Science Categories covered Energy Fuels (115 documents), Thermodynamics (55) and Environmental Sciences (48). The Scopus database displayed 323 document results, including the main subject areas of Medicine (98 documents), Energy and Environmental Science (72 documents each) and Biochemistry, Genetics and Molecular Biology (50). The number of publications by the subject of “multigeneration” on the Web of Science database, increased from 20 scientific articles in 2010 to 58 scientific articles in 2018. An increase was also observed on the Scopus database: from 20 documents in 2010 to 54 documents in 2018. Most of the publications by this subject in the target period were published by Dincer (Web of Science – 51 documents, Scopus – 50), J. Sundquist and K. Sundquist, each having published 31 documents on the Web of Science database and 30 documents on the Scopus database. Most of the publications of the period in question by the subject of “multigeneration” on the Scopus database by the country, include the United States (124 documents), Canada (74) and Sweden (50).

Once the search by the keyword “multigenerational workforce” of 2010-2018 was performed, the Web of Science database displayed 35 document results; the main Web of Science Categories covered Management (15 documents), Nursing (9) and Business (7). The Scopus database displayed 44 document results, including the main subject areas of Business, Management and Accounting (23 documents), Social Sciences (12), and Economics, Econometrics and Finance (5). The number of publications by the subject in question on the Web of Science database, increased from 2 documents in 2010

to 8 documents in 2018; and on the Scopus database – from 4 documents in 2010 to 6 documents in 2018. Most of the publications of 2010-2018 by the subject of “multigenerational workforce” on the Web of Science database by the author, included Bressan, Chakradhar, Kleinhans ka, Kvist and Stevanin (2 documents each); and on the Scopus database – Jackson, Rani and Stevanin (2 documents each). The largest distribution of 2010-2018 by the subject of “multigenerational workforce” on the Scopus database by the country, includes 20 articles from the United States, 4 from India, and 3 from each, Australia and Malaysia.

Once the search by the keyword “Theory of Generations” of 2010-2018 was performed, the Web of Science database displayed 9 documents, including the following Web of Science Categories: Education Educational Research (3 documents) and Sociology (2). The Scopus database displayed 64 document results, including the main subject areas of Arts and Humanities (19 documents), Social Sciences (15), Physics and Astronomy (14) and Engineering (13). The number of scientific publications by the subject in question on the Web of Science database, increased from 1 document in 2010 to 3 documents in 2018; and on the Scopus database, reduced from 10 documents in 2010 to 7 documents in 2018. Most of the publications of 2010-2018 by the subject of “Theory of Generations” on the Web of Science database by the author, include Bannykh (2 documents); on the Scopus database – 4 articles published by Frolov and 3 articles published by each, Belyi, Kazak and Kurilkina. Most of the publications of 2010-2018 by the subject of “Theory of Generations” on the Scopus database by the country, included the Russian Federation (10 documents), China (8), the United States (7) and the United Kingdom (6).

In the following stage of the research, in order to reduce the primary search results, restrictions have been introduced on the Web of Science database by the Web of Science Categories – Management; and by the document types – article and proceeding paper; and on the Scopus database, by the subject area – Business, Management and Accounting; and by the document type – article and conference paper. The displayed documents that met the criteria were sorted out by citation (Cited by (highest)), and 10 mostly cited articles have been read performing their content analysis (Table 2).

Table 2 Distribution of the most frequently cited publications by the subject of generations on the Web of Science and Scopus databases and the main areas of research

No.	Author(s)	Title of a publication and journal	No. of citation		Main areas of research
			Web of Science	Scopus	
1	Twenge, J.M., Campbell, S.M., Hoffman, B.J., Lance, C.E.	<i>Generational differences in work values: Leisure and extrinsic values increasing, social and intrinsic values decreasing.</i> Journal of Management, 2010, 36(5), 1117-1142.	322	347	Research on generational differences (Baby Boomers, Generation X, Generation Y) in work values of a nationally representative sample of U.S. findings; practical implications for the recruitment and management of the emerging workforce.
2	Bolton, R.N., Parasuraman, A., Hoefnagels, A., Migchels, N., Kabadayi, S., Gruber, T., Loureiro, Y.K., Solnet, D.	<i>Understanding Generation Y and their use of social media: A review and research agenda.</i> Journal of Service Management, 2013, 24(3), 245-267.	226	272	Research on Generation Y's use of social media and assessment of the implications for individuals, firms and society; a conceptual framework for considering the antecedents and consequences of Generation Y's social media usage; identification of unanswered questions about Generation Y's use of social media and practical insights for managers.
3	Twenge, J.M.	<i>A review of the empirical evidence on generational differences in work attitudes.</i> Journal of Business and Psychology, 2010, 25(2), 201-210.	206	225	Research on the evidence for generational differences in work values from time-lag studies (which can separate generation from age / career stage) and cross-sectional studies (which cannot); summary of available studies examining generational differences in work values.
4	Parry, E., Urwin, P.	<i>Generational Differences in Work Values: A Review of Theory and Evidence.</i> International Journal of Management Reviews, 2011, 13(1), 79-96.	188	201	A critical review of the theoretical basis and empirical evidence for the popular practitioner idea that there are generational differences in work values.
5	Ng, E.S.W., Schweitzer, L., Lyons, S.T.	<i>New generation, great expectations: A field study of the</i>	161	191	Research on the career expectations and priorities of members of the Millennial generation;

		<p><i>Millennial generation.</i> Journal of Business and Psychology, 2010, 25(2), 281-292.</p>			<p>exploration of differences among this cohort related to demographic factors and academic performance; a large-sample study that provides benchmark results for the Millennial generation, which can be compared to the results from other generational cohorts, and to the Millennial cohorts in the future as they progress through their life-cycle; a study on demographic heterogeneity within the Millennial cohort.</p>
6	Myers, K.K., Sadaghiani, K.	<p><i>Millennials in the workplace: A communication perspective on millennials' organizational relationships and performance.</i> Journal of Business and Psychology, 2010, 25(2), 225-238.</p>	124	152	<p>A thorough theoretical analysis on the Millennials in the workplace, revealing a communication perspective on Millennials' organizational relationships and performance.</p>
7	Zellweger, T.M., Nason, R.S., Nordqvist, M.	<p><i>From Longevity of Firms to Transgenerational Entrepreneurship of Families: Introducing Family Entrepreneurial Orientation.</i> Family Business Review, 2012, 25(2), 136-155.</p>	115	142	<p>Research on transgenerational entrepreneurship of families; empirical exploration of the construct of family entrepreneurial orientation, which may serve as an antecedent to transgenerational value creation by families.</p>
8	Deal J.J., Altman D.G., Rogelberg S.G.	<p><i>Millennials at work: What we know and what we need to do (if anything).</i> Journal of Business and Psychology, 2010, 25(2), 191-199.</p>	130	138	<p>A theoretical analysis of one generation (Millennials) and their generational differences at work; discussion on the importance of new directions of research on generational differences to help both practitioners and the research community better understand the realities of generational similarities and differences, and rely less on urban myths or stereotypes.</p>

9	Cruz, C., Nordqvist, M.	<i>Entrepreneurial orientation in family firms: A generational perspective.</i> Small Business Economics, 2012, 38(1), 33-49.	104	143	Research on a generational perspective to investigate entrepreneurial orientation (EO) in family firms, finding that perceptions of the competitive environment and EO correlate differently in family firms, depending on the generation in charge, and that it is generally stronger in second-generation family firms.
10	Lyons, S., Kuron, L.	<i>Generational differences in the workplace: A review of the evidence and directions for future research.</i> Journal of Organizational Behavior, 2014, 35(SUPPL.1), S139-S157.	85	113	A critical review of the research evidence concerning generational differences in a variety of work-related variables, including personality, work values, work attitudes, leadership, teamwork, work-life balance and career patterns; assessment of its strengths and limitations, and provision of directions for future research and theory.

Source: based on the data of the research conducted on 5/1/2019 on the Web of Science and Scopus databases.

The review of the content of the articles shows that the expression of different generations in an organization is mostly analysed through the generational differences in a workplace, i.e. personality, work values, work attitudes, leadership, teamwork, work-life balance and career patterns; in addition, the topic of expression of generational differences is relevant in the context of a relationship between generations and entrepreneurship of families. The most quoted articles mostly perform a thorough critical theoretical analysis of documents or, less frequently, use quantitative research. The future research directions provided in all the articles show the importance of the expression of different generations in an organization and the need for such research in the future.

Conclusions

Generation as a concept is used widely and in a variety of fields of science, such as Engineering Electrical Electronic, Energy Fuels, Physics, Computer Science and Medicine. This was demonstrated by a large number of high-level scientific articles on the Web of Science and Scopus databases. As regards the subject of generation in the field of Management, it should be emphasised that

this subject is of an increasing interest among scholars – this is evidenced by a systematically increasing number of publications.

Scholars agree that since social, economic and political conditions have changed, a new generation is emerging. In the 21st century, these changes are becoming more intense (e.g. globalisation, IT development, nanotechnology, social media, etc.) than before and lead to an increasing intergenerational gap, i.e. major generational differences or a different expression of generations in an organization. The systematic literature review (SLR) showed that articles with the highest citation index aimed at the analysis of generational differences in a workplace, with a special emphasis on one generation, the most recent generation in a workplace, i.e. the Generation Y or the Millennials, which is currently strengthening its positions in a workplace and features major differences in an organization from the earlier generations.

The topic of an expression of different generations in an organization is relevant not only to the human resources management (HRM) specialists-practitioners, but also scholars, especially in the USA, as most of the articles on the subject of generations are found in this country. In Europe, there is a lack of high-level publications on this topic, i.e. there is no systematic scientific approach to this topic related to the theories of generations and empirical research. To sum up, it can be assumed that an expression of different generations in an organization is an insufficiently explored field of research. This is emphasised by the majority of the authors of the articles with a high citation index who provide trends and directions for future research.

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