

Winona State University

OpenRiver

---

Leadership Education Books

Leadership Education - Graduate Studies

---

12-2018

## New Leaders, New Thoughts

Diego Barros Dos Santos

Carrie Bork

Benjamin Charles

Alyssa Clemment

Richard DePaolis-Metz

*See next page for additional authors*

Follow this and additional works at: <https://openriver.winona.edu/leadershipeducationbooks>

---

---

**Authors**

Diego Barros Dos Santos, Carrie Bork, Benjamin Charles, Alyssa Clemment, Richard DePaolis-Metz, Mitchell A. Doerr, Katherine Donlin, John Eger, Claire Exley, Anastasia Grabinger, Tracy Hale, Adam Hanson, Alexander Howell, Kelly Kirkpatrick, Emily Lueck, Andrew Pierskalla, Eva Pitsch, Barbara Holmes, and Kendall Larson

---



```
boost::ElementDesc elDesc;
boost::string sp_name = item->getAttribute(
boost::string spritename = item->getAttribute(
boost::string lexical_cast(boost::lexical_cast<int>(
boost::string boost::lexical_cast<int>(
int layer = 50;
item->Attribute( "layer" );
layer = boost::lexical_cast<int>(
```

# NEW LEADERS, NEW THOUGHTS

PERSPECTIVES ON LEADERSHIP  
IN THE 21ST CENTURY

Introduction by Dr. Barbara Holmes

**NEW LEADERS, NEW THOUGHTS**



# New Leaders, New Thoughts

Perspectives of Leadership in the 21st Century



Diego Barros Dos Santos

Carrie Bork

Benjamin Charles

Alyssa Clemment

Richard DePaolis-Metz

Mitchell A. Doerr

Katherine Donlin

John Eger

Claire Exley

Anastasia Grabinger

Tracy Hale

Adam Hanson

Alexander Howell

Kelly Kirkpatrick

Emily Lueck

Andrew Pierskalla

Eva Pitsch

**Dr. Barbara Holmes, Instructor**

**Sarah Schramek, Editor**

Winona State University - Winona, Minnesota



This chapters in the book are written for the Change Leadership graduate course in the Leadership Education Department at Winona State University.

Book creation and publishing coordinated by the  
Darrell W. Krueger Library - Winona State University  
175 West Mark Street, Winona, Minnesota, 55987  
<http://www.winona.edu/library/>

New Leaders, New Thoughts: Perspectives of Leadership in the 21st Century  
Copyright © 2018 by Winona State University,  
Diego Barros Dos Santos, Carrie Bork, Benjamin Charles,  
Alyssa Clemment, Richard DePaolis-Metz, Mitchell A. Doerr,  
Katherine Donlin, John Eger, Claire Exley, Anastasia Grabinger,  
Tracy Hale, Adam Hanson, Alexander Howell, Kelly Kirkpatrick,  
Emily Lueck, Andrew Pierskalla, Eva Pitsch, Dr. Barbara Holmes  
All Rights Reserved.

Consulting Editors from Dr. Liberty Kohn's  
English 440/540: Professional Editing course, Fall 2018  
Renant Hubbard, Abbey Johnson, Brandi Kemen,  
Walker Larson, Morghan Lemmenes, Lauren Lott,  
Shelby Neumann, Collin Obrien, Sarah Schramek,  
Sophia Spittle, Alexa Weiss, Travis Zurn

Lead Editor: Sarah Schramek  
Review by Dr. Barbara Holmes and Kendall Larson  
Cover photo art from Canva.com  
Cover integration by Tracy Hale, Anastasia Grabinger, Kendall Larson  
Pressbooks book template: Luther Theme

ISBN 978-1-948397-02-5 Pbk

# Contents

Introduction	1
Foreword	iii
1. Chapter 1 <i>Adam Hanson</i>	5
2. Chapter 2 <i>Alexander Howell</i>	13
3. Chapter 3 <i>Anastasia Grabinger</i>	21
4. Chapter 4 <i>Benjamin Charles</i>	29
5. Chapter 5 <i>Carrie Bork</i>	37
6. Chapter 6 <i>Mitchell A. Doerr</i>	45
7. Chapter 7 <i>Claire Exley</i>	55
8. Chapter 8 <i>Diego Barros dos Santos</i>	63
9. Chapter 9 <i>Tracy Hale</i>	69
10. Chapter 10 <i>John Eger</i>	77
11. Chapter 11 <i>Eva Pitsch</i>	85



12. Chapter 12	95
<i>Katie Donlin</i>	
13. Chapter 13	103
<i>Emily Lueck</i>	
14. Chapter 14	111
<i>Kelly Kirkpatrick</i>	
15. Chapter 15	119
<i>Richie DePaolis-Metz</i>	
16. Chapter 16	127
<i>Andrew Pierskalla</i>	
17. Chapter 17	135
<i>Alyssa Clemment</i>	
 Acknowledgements	 141

# Introduction

In preparing for the fall 2018 Change Leadership class, reading an article by Kerr-Jarrett (2018) provided insight into the motivations of millennials enrolled in the class. One section of the report was particularly revealing:

*Tear Down The Walls – My generation is all about breaking down barriers (hence hacking, startups, file sharing, open sourcing, etc.). In order for our leaders to reach us and help bring out the best in us, we need to feel a strong sense of camaraderie: the ‘we’re in this together’ kind. We do not inherently respect authority, and need a personal relationship to really look up to someone. We need to feel empowered to approach problems from a wide variety (and often untraditional) perspectives. We need to feel a sense of openness (think communal office spaces and coffee-break brainstorming). <https://leadchange.org/what-millennials-need-in-a-leader/>*

LDRS 614-Change Leadership is a course that encourages camaraderie and is designed to encourage students to think about leadership in non-traditional ways as they prepare to lead 21st-century organizations. The course focuses on leadership skills including communication, relationship building, follower development, situational leadership analysis, and critical thinking. Students have to apply and utilize these skills as they undertake the e-book project and work together to produce the written product by the end of the course.

Students are tasked with developing personal essays on leadership around a leadership theme selected by the class. Topics are researched and discussed as well as grounded in the various leadership theories studied in class. As the essays develop, students peer-edit class papers and offer insights into the thoughts and writings of others. As Kerr-Jarrett (2018) suggests, strong bonds and camaraderie developed as students work together over the fifteen week semester.

At the end of the e-book project, student reflections reveal that working on a real-time leadership project was valuable to growing as a leader. Students expressed pride in becoming published authors as graduate students in the leadership program. Along the way, students also developed as academic writers and felt empowered to share individual views on leadership.

Dr. Barbara Holmes

Professor, Leadership Education, Winona State University



## Foreword

As the library liaison to the graduate Leadership Education Department at Winona State University, I have been fortunate to work with faculty and graduate students who are dedicated to creating and participating in meaningful student experiences. With the leadership of Dr. Barbara Holmes, Tracy Hale and Anastasia Grabinger, our two student coordinators, this third book of *New Leaders, New Thoughts* is the third book of graduate student writing on the topic of Change Leadership. The chapters within this book were written for the 2018 Change Leadership course.

The fall 2018 semester integrated a new component to our publishing process. The students in Dr. Liberty Kohn's *English 440/540: Professional Editing* course provided editorial assistance and recommendations for Change Leadership students. By the addition of this collaborative experience in the publishing process, we created a practical, real-world learning experience for WSU students. In small groups, these student editors edited several chapters and shared their expertise with the Change Leadership graduate students. The final result was the Change Leadership students made final editorial decisions for each chapter and the final book cover.

Leadership in the 21st-century encourages communication and collaboration across teams and this university collaboration serves as an exemplar. Thank you to the *English 440/540: Professional Editing* students and faculty for collaborating on this book:

Dr. Liberty Kohn, Renant Hubbard, Abbey Johnson, Brandi Kemen, Walker Larson, Morghan Lemmenes, Lauren Lott, Shelby Neumann, Collin Obrien, Sarah Schramek, Sophia Spittle, Alexa Weiss, Travis Zurn

Kendall Larson  
Digital Collections & Initiatives Librarian  
Winona State University – Darrell W. Krueger Library



# Chapter 1

Adam Hanson

Studying leadership is not something that is done in a short period of time. Leadership is a topic that changes over the years and has many different layers. The idea of leadership cannot be defined by one trait or characteristic. When someone is in a leadership position, it's the responsibility of that person to be an effective leader. Leadership is important in many ways and in every aspect of life. Leaders are needed in business, education, sports, and people's personal lives. Having leaders also gives structure to an organization and helps a team reach goals that are trying to be achieved. From these examples, it is evident that leadership has an effect on everyone.

Leadership is always evolving and changing, so studying it is a way to stay up to date on how to be an effective leader. There are many styles and ideas of what leadership should look like. Because of this, studying leadership helps to sort through these concepts to see what works best. However, one idea, trait, skill, or philosophy doesn't work for everyone when thinking about and using leadership. It is a leader's job to figure out what is best for those involved. Studying different leadership styles, ideas, and values will help a leader accomplish that.

That being said, looking at different leadership qualities and traits is also why leadership is studied. Zaccaro (2018), believes that there are 50 or more leadership traits and attributes. Cognitive capacity, social skills, personality, and knowledge are just a few examples of leadership traits. Since there is a large number of traits that could be used in leadership, it's important to study each one to help determine which specific traits a leader should use. This doesn't mean some qualities or traits are more important than others; it just means that continuous research is needed to determine which ones are the most relevant and impactful.

Another reason why there is a need to study leadership is because of its effects on the everyday lives of people. Having leadership in certain situations is important, but not everyone goes through the same experiences in life. Guidance is sought from a mentor when advice is needed in a personal matter.

At work, employees look to leaders to bring success to a company. Children rely on parents for safety and teachers for education. Government officials are needed to lead in times of crisis. From just these few examples, it's evident how leadership has an impact on everyone's life. Continued study of leadership is needed for individuals that are in these roles in society. Leadership study will help leaders to grow, learn from mistakes, make improvements, and strengthen skills to obtain success.

The final reason why leadership should be studied is so that individuals can learn and grow into becoming successful leaders. There are many people that believe leaders are born and cannot be made, but Di Giulio (2015) counters that this is not true. Although there are many people that are born with leadership traits, a person can develop into a leader by studying and applying leadership qualities. By learning the different characteristics of a leader, those characteristics will then be applied to many leadership roles in education, business, and sports. Having internal leadership skills are helpful, but that does not mean someone is unable to learn leadership.

In conclusion, leadership is everywhere and impacts everyone's lives. Leadership is always changing and evolving. There are many different traits and qualities of a leader, studying how they affect and impact the world is important. Also, through those studies, a person can grow and learn to become a leader. People do not have to be born a leader; skills are learned and developed through hard work. The world is always changing, which is why leaders need to continue to study, learn and grow. That's why leadership and the continued study of this topic are needed.

### **Current Leadership Issues of Concern**

There are problems and issues that leaders have to address and deal with every day. Because of this, leadership is needed in many different ways in the world today. In the business world, CEOs are responsible for profits and losses in a corporation. Teachers are evaluated on the success of their students both academically and socially. Government officials are looked upon to lead our nation through times of war and crisis. Leadership is difficult and requires hard work. By looking at current issues in leadership, solutions are constructed, planned, and put into motion to correct those issues.

One leadership issue in the world today that is concerning is the ability of leaders to inspire others. Leaders need to be able to find ways to motivate the people they are leading. Gill (2011) surmised that inspirational leaders present a vision or purpose to the people being led. A goal from the leader should be visible and relatable. If people believe in these ideas, most will likely be inspired

to follow that leader's cause. The challenge of getting people to believe in a purpose and organization causes some leaders to fail. A leader has to have a strong belief in the abilities, skills, and the message presented to inspire others. This should include clear communication and energy towards the mission. If a leader can demonstrate those attributes, the goal of inspiring and motivating others is accomplished.

Another issue that is concerning in leadership today is establishing trust between people. One of the most important jobs a leader has is to establish trust with the individuals or groups that are following them. Having strong ethics and beliefs is one way to establish trust. Johnson (2018) believes that "ethics is at the heart of leadership" (p. 20). If a leader is ethical in the way duties are performed, it helps to build a culture of trust. When a leader shows signs of dishonesty, lies, and does not follow through on commitments, the ethics and reputation of that leader would be questioned. To establish trust in today's leadership, there is a need for strong ethics, communication, openness, and commitment from leaders to the cause.

The last, and possibly greatest, issue in leadership today is a combination of related topics. These include communication, the involvement of the media, and how a leader uses social media. Using communication in a leadership position is critical for success. Tomlinson (2015) was of the belief that what is communicated and how it's communicated helps to develop trust, competence, and sets a positive tone. If a leader is not clear in what is communicated, there is no guidance and people will choose not to follow.

Not only does a leader need to have clear communication with the people they are leading, but it is also important to involve the media. In today's society, news travels fast through the use of the internet and social media. A leader needs to be selective when choosing what information to share and how to present it. This impacts how the media uses that information. Also, whatever message a leader presents to the media needs to be clear and have a purpose. Any bit of information that would be misinterpreted or taken out of context could be very damaging to a person in a leadership position. Strong communication skills and well thought out comments from leaders is key to success.

The issues in today's leadership may seem challenging and overwhelming, but these issues are able to be corrected and managed through the proper steps. Inspiration and motivation are achieved with a clear message and strong leadership skills. Leaders establish trust by being open and having strong, moral ethics. Clear communication gives people guidance, purpose, and goals. It will also prevent issues with the media. Being a leader today is challenging, but not



impossible. Through the steps outlined, leadership skills will prevail over the current issues of today and in the future.

### **Critical Skills Needed to Lead Change**

In order to lead or create change, a leader needs to be the right fit for the position. An organization or company will look at the skills and attributes possessed that will allow a leader to be effective. Many researchers and authors have analyzed a large number of skills that are used in leadership. Some skills are common, but not all are relevant to individuals in a leadership position. There are a few key skills that do stand out and are clearly evident in many leaders. Past and present leaders have displayed these skills over the years, and these skills are important for leading people. These critical skills of communication, collaboration, ethics, and competency are the keys to success for anyone that is looking to lead and bring change.

Communication in leadership allows leaders to accomplish many tasks. To bring change, a leader utilizes communication to motivate, inspire, and send a clear message. Communication is also used to set goals, execute plans, and express thoughts. Gilley, Gilley, and McMillan (2009) said, "Leading change requires the use of a diverse set of communication techniques to deliver appropriate messages, solicit feedback, create readiness for change along with a sense of urgency, and motivate recipients to act." (p. 79). This means that through the use of communication, a leader will be able to show a high level of performance and success. Communication is an important and powerful skill in leadership positions.

The use of communication is critical for collaboration. The ability to collaborate with others is a skill that leaders need in order to accomplish the goals and plans that are put into motion. A leader's job is to be the guide for a group, organization, or individual person so that the goals established are successfully completed. If a leader cannot work well with others, then it will be very difficult to accomplish a job or bring change throughout an organization. This shows that collaboration is a critical skill needed by anyone in a leadership position and will be a determining factor if there will be a successful change for the people being led.

Strong ethics are critical in leadership for motivating and showing commitment. When people look to leaders, they expect honesty and the truth. Leaders that do not display these traits are often viewed as unqualified and deemed unreliable. Burnes (2012) posits that leaders need to possess a moral compass to ensure that the faith and freedoms that have been given are not abused. This moral compass helps guide individuals in leadership positions to

make good ethical choices that will benefit the people that are being led. If a leader demonstrates the ability to show strong ethics, then people will follow and believe in them.

The last critical skill a leader needs is showing competency. When leadership is put on an individual that is not qualified for the position, it can lead to many problems and issues. People expect a leader to be able to answer questions, solve problems, and have strategic plans. If a leader is not able to fulfill those requirements, then the leader is viewed as incompetent for the position. Having competency allows a leader to accomplish and complete the demands that are required to lead successfully and effectively.

The four critical leadership skills of communication, collaboration, ethics, and competency are necessary to lead change in today's world. Communication is the key to all of these skills in leadership. Without communication, leaders would not have a method to organize, plan and send messages. Also, collaboration with others, expressing ethical views, and showing competency would be difficult if a leader had poor communication skills. These critical skills tie together to help build a strong leader. If a leader can display and be proficient in these skills, success is the likely outcome.

### **Millennials as a Force for Societal Change**

The term millennial is used to describe people that reached adulthood in the early 21st century. This generation grew up in a world that was exposed to the development of electronic devices, the internet, and social media. Characteristics millennials tend to exhibit include confidence, tolerance, entitlement, and optimism. These traits can be thought of as either positive or negative depending on the situation. One thing that most people will agree with is that millennials are changing society. Businesses, government, schools, and sports have all been affected by the views and ideas of millennials. To better understand this, a look at how millennials have made an impact on being a force for societal change is needed.

Millennial's use of devices and social media has changed the way society communicates. Leaders in the millennial generation have a variety of methods and ways to share messages and ideas. Because of this, people of other generations have needed to adjust. For example, in a company with millennial leadership, an older worker might have to learn and develop new skills in communication to be able to perform the requirements of a job. This is also true for leaders that are not of the millennial generation; changing communication methods might be needed to reach the millennial workers.

From these examples, it is clear that millennials have changed the way society uses communication in leadership positions.

Another way that millennials have brought change to leadership is in the area of leadership values. Millennials seek out leadership roles that allow for flexibility in a schedule and empowering others. Understanding why something needs to be done instead of being told what to do is also important to millennials. Emeagwali (2011) believes that the millennial generation sees an issue and wants to take immediate action by finding solutions instead of waiting. From these solutions, there is a sense of accomplishment and achievement in solving a problem. This gives meaning and purpose to a career, which is important to millennials. Due to these ideas about leadership, businesses and companies have adjusted leadership roles to relate to millennials. Also, millennials will be more likely to seek leadership roles if the job relates to the values and ideas that are of importance to their generation.

The leadership style of millennials varies based on past experiences and education. Most millennial leaders do not have one distinct style, but they use a variety of ideas instead. Al-Asfour and Lettau (2014) shared that, "issues relating to the economy, scientific progress, technology, politics, social change, and other factors have an immense impact on each generation in shaping its views and the characteristics of the working environment." (p. 66). This statement shows that certain millennial leaders may choose to use a more situational leadership style. They also value a relationship style of leadership to express gratitude and commitment to employees. Whatever style of leadership millennials choose, the goal is to pick a style that will benefit both the leader and those who follow them.

To be able to bring societal change in today's world, millennial leaders are needed. There are many qualities millennial leaders possess, but there are a few key ones to remember. Millennials are excellent communicators, which is critical for successful leadership. The ability to communicate in various ways with a clear message is extremely important in leadership today. Millennial leaders also believe in empowering others and finding solutions as quickly as possible. Finally, the flexibility to use and combine different leadership styles allows a millennial leader to adjust to fit the needs of those who follow them. From all this, it is easy to see why millennials are a force for societal change, and why they are needed as leaders in our ever-changing world.

## References

- Al-Asfour, A., & Lettau, L. (2014). Strategies for leadership styles for multi-generational workforce. *Journal of Leadership, Accountability and Ethics*, 11(2), 58-69.
- Burnes, B. (2012). Leadership and change: The case for greater ethical clarity. *Journal of Business Ethics*, 108(2), 239-252.
- Di Giulio, J.V. (2015). *Are leaders born or made?* Retrieved from: [https://www.researchgate.net/profile/Justin\\_Di\\_Giulio2/publication/270684591\\_Are\\_leaders\\_born\\_or](https://www.researchgate.net/profile/Justin_Di_Giulio2/publication/270684591_Are_leaders_born_or)
- Emeagwali, N. S., (2011). Millennials: Leading the charge for change. *Techniques: Connecting Education and Careers*, 86(5), 22-26.
- Gill, R. (2011). *Theory and practice of leadership*. Thousand Oaks, CA: SAGE Publications Ltd.
- Johnson, C. E. (2018). *Meeting the ethical challenges of leadership: Casting light or shadow*. Thousand Oaks, CA: SAGE Publications Ltd.
- Tomlinson, C. A. (2015). Communication that powers leadership. *Educational Leadership*, 72(7), 90-91.
- Zaccaro, S. J., Dubrow, S., Kolze, M., (2018). *The nature of leadership*. Thousand Oaks, CA: SAGE Publications, Inc.



## Chapter 2

Alexander Howell

The leadership world is rapidly changing in a fast-paced, evolutionary time of new ideas, thoughts, processes, and responsibilities. Leaders need to know how to use critical thinking skills, motivate those around them, innovate, delegate, communicate effectively, build relationships, and deliver. The learn by doing the approach of the past is something organizations cannot afford to pay for. Therefore, leadership must be studied.

Leadership creates a path for organizations to create new ideas and move everyone forward. To keep organizations moving in the right direction, it is important that effective leadership has many different forms. For example, “Intelligence, Self-confidence, determination, integrity, and sociability are five major leadership traits that according to decades of research can be inherited or learned” (Northouse, 2016). By studying leadership, this supplies individuals with the tools and skills needed to motivate the people around them.

Organizations are going to need new leaders that are going to take smart, calculated risks for organizations to remain viable. According to Northeastern University, “Fifty-eight percent of all U.S. companies say their number one strategic priority is closing the current leadership gap” (Joubert, 2018). This means in the future, organizations will be suffering a shortage of skilled leaders. Previous generations will be retiring, and many organizations will be looking to restructure. Within any organization, “Change is certain, and leadership ensures that change is intentional” (Jepson, n.d.). Going forward as many as “Twenty-seven percent of companies report they now target advanced degree holders for roles that use to require four-year degrees” (Joubert, 2018). This means many organizations are looking for individuals that have dedicated time and effort to develop their own traits and learn new ones along the way.

Being able to put into practice effective leadership qualities gives organizations a better chance to remain viable. By studying leadership, this gives one the ability to “improve goal setting, gain a global perspective, be pushed outside a personal comfort zone, improve teamwork skills, and solve real-world problems” (Joubert, 2018). Instead of learning these skills over a

lifetime of work, these skills are being learned and practiced on the spot, giving leaders an advantage in tomorrow's organizations.

Organizations will be looking for individuals that have been able to effectively learn different leadership styles. One style that many organizations are looking for is Transformational leadership. Transformational leadership "is characterized by a leader who works with subordinates to identify needed change, create a vision to guide the change through inspiration, and execute the change in unison with committed members of a group" (Anderson, 2017). This type of leadership has been widely researched "by a series of qualitative studies of prominent leaders and CEO's, in large, well-known organizations" (Northouse P. 176). Transformational leadership can be developed and helps create change in organizations, aligning visions of companies for the future. This type of skill is an example of one that can be refined, learned and improved by studying leadership. Many organizations spend excessive time and money on finding ways to remain viable well into the 21st century. Re-branding, re-structuring, re-developing, and re-forming are all areas organizations are going to be focusing on, and it will take a strong leader with developed skills to meet these demands.

To become a relevant leader and keep an organization viable, leaders must understand many diverse areas of leadership. For example, in the text *Leadership Theory and Practice*, Northouse describes 15 different types of approaches to leadership. Such as the traits, skills, behavioral, situational, and the psychodynamic approach to name a few. These are all leadership skills that are being learned through a hands-on approach through education. The reason these are important skills to learn is organizations will no longer be able to afford the learn as you go approach to leadership. Organizations need leaders that have invested time in strengthening leadership traits. Future leaders can do this by studying leadership and to ensure the traits learned will transcend from one role to another for years to come.

There are many issues facing leadership that make studying leadership a must. For example, being able to relay a task, a process, share a vision, re-develop a mission, or simply transfer daily events. All require what many leaders have a difficult time achieving: effective communication. Communication is fundamental to any team within an organization. Effective communication moves information through departments, connects teams together, keeps internal stakeholders informed, and gives external stakeholders the information needed about the organizations they care about.

Effective communication takes practice and involves many different

challenges. For instance, understanding what a leader is trying to say can be very difficult for those reading a message or hearing information second hand. According to *The Journal of Business Studies*, “the five functions of management – planning, organizing, staffing, leading and controlling – are all dependent on communication” (Conrad, 2014). Without effective communication departments struggle, teams have a difficult time organizing, and employee relations suffer, resulting in things not getting done.

There are many problems that can arise from issues of poor communication among leaders. According to Vital Learning, who are one of the leaders in training managers and giving them the essential skills to create organizational change, “poor communication is often the root cause of decreased employee productivity, a great need for discipline, resistance to change, failed project management, and high turnover rates” (Tankersley, 2015). Because communication is key to sustainability, organizations require excellent communication, even while facing a shortage of trained workers.

One area of communication leaders struggle with is the use of email and what is or is not important. Using electronic mail to deliver messages to external stakeholders, large groups of people, or to answer questions can be useful. However, when communicating important messages to internal stakeholders, members of a team, and staff members, a message can become confusing. This is done when readers misconstrue a tone of voice within the reading. For instance, “Relationships thrive on communication. We now use technology such as email, text messaging, social media, and video teleconferencing communications, which has made it easier to communicate but has become much less personal and consequently misunderstood” (Conrad, 2014).

People are losing the sense of body language, facial expressions, the tone of voice, and the trust from the lack of effective communication from leadership. Most of all, workers, team members and stakeholders want to feel respected. Being able to strengthen effective communication can be a sign of a good leader, which is another reason why leadership must be studied. By doing so, leaders can learn and improve issues of communication. When communication is improved, it can “create a culture of open communication, communicate clearly and concisely, recognize, understand and manage non-verbal communication, and listening” (Tankersley, 2015).

Communication is one area that when leaders improve, organizations and their employees also improve. Trust between the leaders and employees is strengthened through various connections by the leader discerning what information is face-to-face and what belongs in memos. When a leader keeps



in mind that it is not what a leader says, but how it is said, improvement in communication is made. When a leader gives a strong understanding of expectations, communication is improved. When a leader is open and honest with feedback, progress is being made. When effective communication improves, this closes the gap on one of the biggest issues of leadership: communication. Along with communication, there are many other critical skills needed to lead change. Being able to effectively lead change is difficult. One of the best things about being a leader is that many of the skills needed to lead can be learned.

Leadership has many definitions depending on who is asked. A few definitions include being able to motivate people to follow a certain vision, being able to set an example of leadership for others, being able to effectively communicate, turn around an organization, and make difficult choices. All of these definitions take the three basic skills set forth by Katz, “technical, human, and conceptual are three skills needed for effective leadership” (Northouse, 2015, p. 43).

Depending on the level of a leader within an organization, human skills can be one of the most valuable. A human skill “is a knowledge about and ability to work with people” (Northouse, 2015, p. 44). Working with a team is not an easy task, it can take practice. Learning to do this through leadership training and education is an effective practice many organizations will be in search of. Being an effective leader means you must be able to deal and work with people. However, it is much more than just talking. One of the most important human skills is listening. Being an effective leader means being able to listen to followers in many different situations. Having a staff that feels appreciated starts with listening to their concerns. One way to do this is through a learned approach to leadership called the situational approach. “In this approach, the leader does not focus exclusively on goals but uses supportive behaviors that bring our followers skills. This includes listening, praising, and asking for input” (Northouse p. 95). Being able to practice and develop soft skills such as listening not only makes leaders better communicators but helps build trust.

According to an article in Forbes, “leaders who listen are able to create trustworthy relationships that are transparent and breed loyalty” (Llopis, 2013). Human skills are the ones that are so easy to forget about but can make all the difference in leadership. Listening is a human skill that goes “beyond being quiet, it requires being aware of body language, facial expressions, mood, and natural behavior tendencies” (Llopis, 2013). These certain skills take practice and are certainly ones that can and should be learned for any future leader.

Besides listening, a second critical skill needed to effectively lead change is conceptual skills. Human skills are those dealing with people, while conceptual “skills involve the ability to work with ideas and concepts” (Northouse, 2015, p. 45). For upper-level managers, conceptual skills are very important, especially when knowing what specific things to pay attention to, what may be able to be ignored, and how to know the difference between the two. According to Practical Management, “people with conceptual skills have a good imagination and ability to simulate creativity with the process of synthesis and analysis” (Gupta, 2009). Conceptual skills can be thought of as some of the most important skills in leaders. These skills take a long time to master, but when done right leaders can create true change within an organization and are also able to keep the organization moving forward. For example, “conceptual skills are central to creating a vision and strategic plan for an organization” (Northouse, 2015, p. 45).

Being an effective leader takes knowing an organization inside and out, knowing what it stands for, how it operates, and what its long-term goals are. Being an effective leader also means being able to recognize what skills are needed and being able to learn and practice these skills. Human skills are critical skills that deal with the people of an organization. Leaders today struggle with these skills. Too often leaders forget how important communication and listening are.

When comparing human skills with conceptual skills and critical skills, conceptual skilled leaders have a better understating of the organization. However, critical skills are a must for a future leader. If a leader can learn and practice these skills, there is no doubt a leader will be able to motivate, set positive examples, and keep an organization moving forward. With many issues facing leaders, organizations know they need people with those critical skills and looking for the right people. Millennials are poised to be right for the job.

People create change, and millennials will be essential in creating change in the future. When enough of those people are part of one generation, societal changes can be substantial. Millennials are going to have a big responsibility to take over from the retiring Baby Boomer generation and create a society that will be better than the last. Moving ahead into the next 20 years, millennials will have an impact on communication, education, healthcare, politics, culture, and technology. It is arguable that millennials will have the greatest impact on society than any other generation before.

Millennials are strong in numbers, and “by 2019 are expected to overtake Baby Boomers as numbers will swell to 73 million and Boomers will decline

to 72 million.” (Fry, 2018). With big changes happening on how people communicate, learn, respond, and react millennials will be working together and in part with Baby Boomers and Generation X to create change. One of the biggest changes is how we communicate in organizations. For example, millennials have certain stereotypes as being “the look-at-me, self-centered, unmotivated, disrespectful, and disloyal generation, contributing to widespread concern about how communication with millennials will affect organizations” (Myers & Sadaghiani, 2010). Much of this could be because growing up, millennials have not been required to have face-to-face communication, face-to-face learning, or face-to-face relationships. The way millennials communicate with each other, and ultimately the way organizations communicate, will change.

Creating this change may not be a bad thing. “Gone are paper memos or 30-minute phone calls, a millennial will not be placing a sticky note on your monitor as a reminder of your conference in 30 minutes. Millennials appreciate technology above most things, and the workplace is no exception” (Howell, 2017). One perspective is that millennials do not like talking on the phone or, long drawn out emails with useless information. Millennials want to know what they need to and only when needed. Baby Boomers did not grow up with smartphones, and as a result, are less familiar with smartphone and their functions in comparison to a millennial. These technological skills are leaving “a big gap in conversational skills between the two” (Myers & Sadaghiani, 2010). Going forward this will create one of the largest societal changes in organizations.

Organizations will have to learn to adapt to these changes. Millennials will become a force for change, driving industry into the next 20 to 30 years of the workforce. Millennials have a desire to create change, according to Work Place Trends “91% of respondents expressed a desire to lead. 50% of them also said they believed leadership is the empowerment of others” (Fries, 2018). Millennials also see the value of professional development and growth. For example, Ridner states, “Millennials are driven and ambitious, and more of them will start moving into leadership positions. This generation of employees is keen on career opportunities that provide career growth” (Caramela, 2018).

Millennials, much like other generations, seem to share the same values of work as the ones before them; however, how the work will be achieved is the difference. Millennials face the important task of creating change that will be substantial to those after them. Communication, delivery, leadership styles, and education will be some of the most important and long-lasting benefits from the millennial generation. Even though millennials may have a

poor reputation as the “me” generation, this attitude will help them shape the future of leading organizations and have lasting benefits for those next in line.

## References

- Anderson, M. (2017, July 1). Transformational leadership in education: A review of existing literature. *International Social Science Review*, 93(1). doi:<https://digitalcommons.northgeorgia.edu/issr/vol93/iss1/4/>
- Caramela, S. (2018, February 12). *How companies can change their culture to attract (and retain) millennials*. Retrieved from <https://www.business.com/articles/how-are-companies-changing-their-culture-to-attract-and-retain-millennials/>
- Conrad, D. (2014). Workplace communication problems: Inquiries by employees and applicable solutions. *Journal of Business Studies Quarterly*, 105–116.
- Fries, K. (2018, January 18). 7 ways millennials are changing traditional leadership. *Forbes*. Retrieved from <https://www.forbes.com/sites/kimberlyfries/2018/01/18/7-ways-millennials-are-changing-traditional-leadership/#6b1a923a7dae>
- Fry, R. (2018, March 1). *Millennials projected to overtake baby boomers as America's largest generation*. Retrieved from <http://www.pewresearch.org/fact-tank/2018/03/01/millennials-overtake-baby-boomers/>
- Gupta, A. (2009, March 2). *Leadership skills*. Retrieved from <http://www.practical-management.com/Leadership-Development/Leadership-Skills.html>
- Howell, J. (2017, March 1). How millennials are changing workplace communication. Retrieved from <https://www.ttcinnovations.com/how-millennials-are-changing-workplace-communication/>
- Jepson. (n.d.). *Why study leadership?* Jepson School of Leadership Studies. Retrieved from <https://jepson.richmond.edu/about/index.html>
- Joubert, S. (2018, January 23). *How a graduate education can improve your leadership skills*. Retrieved from <https://www.northeastern.edu/graduate/blog/how-to-improve-leadership-skills-in-grad-school/>
- Llopis, G. (2013, May 20). 6 ways effective listening can make you a better leader. *Forbes*. Retrieved from <https://www.forbes.com/sites/glennllopis/2013/05/20/6-effective-ways-listening-can-make-you-a-better-leader/#6e992f161756>

- Myers, K., & Sadaghiani, K. (2010, June). Millennials in the workplace: A communication perspective on millennials' organizational relationships and performance. *Journal of Business and Psychology*, 25, 225-238. Retrieved from <https://link.springer.com/article/10.1007/s10869-010-9172-7>
- Northouse, P. (2016). *Leadership theory and practice*. Thousand Oaks, CA: SAGE Publications.
- Tankersley, J. (2015, February 20). *Poor communication is killing your management style*. Retrieved from <https://www.vital-learning.com/blog/poor-communication-is-killing-your-management-style>

# Chapter 3

Anastasia Grabinger

Looking at the landscape of leadership, women in leadership roles, and the need for diversity in leadership positions has impacted how we define leadership roles. Over time, the study of leadership has changed, society's current understanding is different than it was decades ago. Leadership continues to be studied, the definition of what a great leader is beginning to change and evolve, based on societal needs, social change, and political impact.

According to the *Journal of Strategic Human Resource Management*, in the 1970s there was significant growth of books and articles based on leadership. With this statement, they are taking only one conventional approach to defining leadership, which should easily be able to identify a great leader. However, there are other circumstances that are not being considered. Leadership is a complex topic that has been studied for years. Researchers have looked at the physiological and organizational impacts when it comes to leadership. The term "leadership" has been around since the 13th century. However scientific research was not available until the late 17th century (Badshah, 2012). There are many more considerations that now must be made about leadership that were not accounted for back in the 17th century.

The impact of leadership on the world would be very different if women were in charge. The number of women in law-making roles has doubled since 1995, but still only stood at 23% worldwide in 2016 (Albrechtsen, 2017). Investing in the leadership skills of young girls and women is fundamentally important and coincides with the success of economic, social, and environmental improvement (Albrechtsen, 2017). Diversity also plays a large role in how leadership has changed in the past few decades. Organizations that have a larger number of diversities among their leadership team have seen a 35% increase in financial return and a 2.3% higher cash flow per employee over a three-year period (President & CEO, HP Canada Co., 2017).

Empirical data shows the positive impact of being inclusive in leadership roles for women, ethnic, or marginalized populations. Society continues to

study the evolution of leadership, to understand that it is a moldable, malleable subject that will be defined differently over time.

### **Leadership and Millennials**

As millennials enter the workforce, generational differences in perspective have created a situation where leaders are struggling with new issues and the millennial staff is concerned about the leadership methods. Past leaders led based on their skills and abilities to lead any group or person. New evidence has shown that the most effective way to lead is to know who is being led and how they function as a generation.

As Baby Boomers begin to leave the workforce, millennials will become half of the American workforce (Caraher, 2016). The attitudes of how one conducts themselves in their job roles are directly caused by their values and generation they were born in. To lead millennials more successfully, the leader must adapt their style to better understand other generations, changing their personal attitudes towards different members of the workforce (Gessel, 2010). Millennials are also one of the most diverse generations, having individuals coming from single-parent homes, blended families, and same-sex families. Millennials are also the most educated in history; this generation operates with a social conscience and expects their leaders and employers to do the same (Kelly & Brack, 2012).

There are a few ways leaders can be effective in leading millennials. One way is to be clear and direct. According to Forbes, this generation has “not been parented well”, making that generation appreciate candor, and how to be told what to do directly. Leaders need to be a master of action and change. They must also be open to learning from millennials as much as they can learn from their leaders. Millennials appreciate autonomy with their work and being provided ongoing feedback. This generation appreciates a good listener, a leader that does not make assumptions or generalizations. Another way a leader can be effective is to keep an open mind and customize their approach when speaking to this group. This generation may seem entitled, but they are the greatest generation to give back and will make a huge difference in the world. Lastly, give specific feedback; millennials appreciate feedback more than any other generation (Gay, 2017).

The world view of millennials is unlike any generation before. They define leadership and their measurements of core values are different than management. The table below illustrates that millennials value meaningful work and a sense of accomplishment over high pay and a sense of responsibility (Rikleen, 2011).

The expectations that millennials have of their leadership are different than other generations. For example, Baby Boomers, expect a “command and control” style, with their work being more individually focused, a managed flow of information, and a high value for job security. Millennials are active with involved leadership, collaborate with others, and adapt well to the unstructured flow of information. Having different work expectations can be difficult to manage. As the baby boomers retire out of the workforce, leaders should focus on how to effectively manage millennials based on the concerns they have with the existing leadership style. To meet the concerns that millennials have about their leaders, it’s important to be authentic, inclusive, and interactive. Concerns for millennials include finding leaders that foster change and using their social agenda create a better world. They seek to involve themselves with social issues and incorporate that into the corporate culture.

Leaders and millennials both have concerns about how to lead the most unique generation in the workforce. To ensure success on the terms of both the leaders and the millennials, expectations of work must change, as well as what this group values. This will make leaders more effective, and this generation the most impactful on society.

### **The Kotter Method**

John Kotter has identified and extracted the success factors. He combined them into a methodology using an 8-Step Process for Leading Change. The method is mechanistic, and organizations are not just machines; they are communities of people. As a checklist for change, the model is very successful. Kotter has identified and extracted the success factors and combined them into a methodology for organizational change (Reynolds, 2018).

Innovation and change are required for organizations to be successful and progressive in any industry. There have been several different change theories that organizations have adapted to ensure success. Lewin’s change management model describes the three stages of change management: unfreeze, make changes, and refreeze. For this method, each stage is substantial, requiring high levels of detail. Or the Nudge theory, where there is no set change management model, but a mindset and tactic that can be used to frame change. Or the Bridges’ transition model, that focuses on the transition rather than the change (Ben Mulholland, 2017). The Kotter theory is the first to focus less on the change, and more on the people behind it.

The Kotter model includes eight steps that leaders can follow to effectively lead change within their organizations. It includes communication, planning,



team building, senior leadership sponsorship, organizational reward systems, influence and negotiation and organizational behavior (Tanner, 2018).

**Step 1:** “Create a sense of urgency”. this establishes the “why,” and provides traction the team needs to get on board and readily motivated to adapt.

**Step 2:** “Build a guiding coalition,” get key players on board, such as organization leaders and stakeholders, convincing them of the needed change.

**Step 3:** “Develop a vision and strategy,” define the changes and visions, without overwhelming the audience with complicated ideas or language.

**Step 4:** “Communicate the change vision,” begin to spread the idea for the change to the rest of the organization. Host regular meetings and discussions with staff members at every level and be open to feedback (Mulholland, 2017).

**Step 5:** “Empower employees for broad-based action,” be sure that the team has the skills, tools, and systems to bring about change.

**Step 6:** “Generate short-term wins,” at this stage deploying change is underway, however, now is the time to be vigilant (Mulholland, 2017). The initial motivation to change does not last forever. As a leader, one must be sure that there are short-term wins associated with the changes that can be celebrated.

**Step 7:** “Sustain acceleration,” this stage is about the momentum generated for the leader’s changes. If successful, the acceleration can carry the team far enough so that the change becomes a habit.

**Step 8:** “Anchor new approaches into the culture,” Kotter’s method established practical changes to the structures, processes, and behaviors, and let those lead the cultural change (Reynolds, 2018).

By using the Kotter method to lead change, the team is forced to set a foundation for success by creating urgency and convincing others why change is necessary. This method provides the team with the drive they need to enact the change. With enough team members working on deploying and enforcing the change, it will become standard practice (Mulholland, 2017).

### **Millennials as a Force for Societal Change**

Despite the changing societal culture, there are drawbacks for having a high millennial population. Millennials require constant validation and are entitled individuals that prefer communication through screens and technology.

Millennials come from a generation different from any other before. Millennials look for ways to create worldwide change with every action they make. For example, when buying a product they don't look for the best deal; instead, they look for the product that will lead to helping the world. Millennials provide a fresh look at old problems that can create new and revived solutions. They seek real-world change and value their communities and relationships.

There is no doubt that the Millennial generation is unlike any generation before. Strengths and weaknesses provide insight into how society is being affected by this group. There are several ways that millennials are changing the world. They want to follow their dreams and passions rather than taking the traditional route of finding a 9-5 job for the next 40 years. "Now more than ever, dreams are being pursued, an impact is being created, and the world of business is changing" (Eli, 2018). As a group, millennials crave authenticity, responding to those who share their failures and flaws. This generation also demands transparency. This has led to whistleblowing on organizations, governments, and people, such as what the "Me too" and "Times Up" movement have done (Schaefer, 2017). This generation also values community and engaging in conscious relationships. It's no longer an individual mindset with this group. It's now a time of connecting to one's roots, creating relationships in which life is shared, rather than avoided. It has also become unnecessary for millennials to "couple up" for financial or emotional security. They insist on finding a partner that will magnify their strengths and share the same visions (Schaefer, 2017).

This generation also values a work-life balance. Unlike previous generations, they want more than to come home after a long day of work and go to bed. There is a growing percentage of people who want a better balance. The method by which organizations hire or set hours has changed. Many organizations have opted to allow people to work from home. Others have made Fridays into half days. This growing trend for more balance is, in fact, changing the workforce (Smiley, 2017). This generation is demanding that the organizations change the way they have managed their workforce. Organizational cultures will shift to keep up with the Millennial demand for constant progress.

Millennials approach old problems with new vigor and passion that has been lacking for decades. Now more than ever you are seeing the shift of our American culture. Communication is now something that can be done at the push of a button, rather than a face-to-face conversation. Conversations about topics that are usually ignored can now be shared to millions in seconds. Technology has enabled this generation in making a lasting change in

American politics, social issues, judicial issues, and even how we view those who run the entertainment industry. Movements are happening across several industries. This is the most racially and ethnically diverse generation, bringing with it a self-awareness that they can change the world. Millennials are open to reaching out to those that are less privileged as themselves, trying to find solutions to things like climate change, using critical thinking and creativity skills, they have the power to impact the world for the better (Howe, Matson, & Strauss, 2000).

## References

- Albrechtsen, A. (n.d.). *If we truly want to change the world, we need more female leaders*. Retrieved from <https://www.weforum.org/agenda/2017/01/bridging-the-gender-gap-in-political-leadership/>
- Badshah, S. (2012). Historical study of leadership theories. *Journal of Strategic Human Resource Management*, 1(1), 49-59. Retrieved August 28, 2018, from <https://search.proquest.com/openview/051aa5b264ad2da9855e3477b7fe73a8/1?pq-origsite=gscholar&cbl=2030931>.
- Balda, J. B., & Mora, F. (2011). Adapting leadership theory and practice for the networked, millennial generation. *Journal of Leadership Studies*, 5(3), 13-24. doi:10.1002/jls.20229
- Bryman, A., Stephens, M., & Campo, C.À. (1996). The importance of context: qualitative research and the study of leadership. *The Leadership Quarterly*, 7(3), 353-370. doi:10.1016/s1048-9843(96)90025-9
- Caraher, L. (2016, October 14). *Millennials & management: The essential guide to making it work at work*. Retrieved from <https://www.taylorfrancis.com/books/9781351861274>
- Crevani, L., Lindgren, M., & Packendorff, J. (2010). Leadership, not leaders: on the study of leadership as practices and interactions. *Scandinavian Journal of Management*, 26(1), 77-86. doi:10.1016/j.scaman.2009.12.003
- Dyer, N. G., Hanges, P. J., & Hall, R. J. (2005). Applying multilevel confirmatory factor analysis techniques to the study of leadership. *The Leadership Quarterly*, 16(1), 149-167. doi:10.1016/j.leaqua.2004.09.009
- 8 critical change management models to evolve and survive. (2017, July 24). Retrieved from <https://www.process.st/change-management-models/>
- Eli. *How millennials are changing the world*. Retrieved from <https://www.mhskids.org/millennials-changing-world/>
- 4 ways millennials are changing the workforce. (2017, September 07).

- Retrieved from <http://www.societyfordiversity.org/4-ways-millennials-changing-workforce/>
- Gay, W. (2017, May 30). 7 executives share how to effectively lead millennials. Retrieved from <https://www.forbes.com/sites/wesgay/2017/02/28/7-executives-share-how-to-effectively-lead-millennials/#6d37bd402ec0>
- Gupta, P. (2011). Leading innovation change – The Kotter Way. *International Journal of Innovation Science*, 3(3), 141-150. doi:10.1260/1757-2223.3.3.141
- Howe, N., Matson, R. J., & Strauss, W. (2000). *Millennials rising: The next great generation*. New York: Vintage Books.
- Irimia R., & Gottschling, M. (2016). Figure 2f from: Taxonomic revision of *Rochefortia* SW (Ehretiaceae, Boraginales). *Biodiversity Data Journal* 4: E7720. doi:10.3897/bdj.4.e7720.figure2f
- Kotter, John. *Uniquely Kotter*. Retrieved from <https://www.kotterinc.com/uniquely-kotter/>
- Maximizing Millennials in the Workplace – Top MBA Program. Retrieved from <https://www.kenan-flagler.unc.edu/executive-development/custom-programs/~media/DF1C11C056874DDA8097271A1ED48662.ashx>
- McGrath, M. *What millennials want in a leader*. Retrieved from <https://www.bates-communications.com/bates-blog/what-millennials-want-in-a-leader>
- Reynolds, Larry. *Leading change: John Kotter's 8 Step Model page*. Retrieved from <http://www.thehubevents.com/resources/leading-change-john-kotter-039-s-8-step-model-18/>
- Rikleen, L. (n.d.) *Creating tomorrow's leaders: the expanding roles of millennials in the workplace*. Boston College Center for Work & Family. Chestnut Hill: MA.
- Rose, K. H. *Leading change*. Retrieved from <http://www.siriusmeetings.com/articles/article-leading-change>
- Tanner, R. (2018, May 20). *Kotter's Eight Step Leading Change Model*. Retrieved from <https://managementisajourney.com/summary-of-kotters-eight-step-leading-change-model/>
- Schaefer, J. (2017, May 31). *14 reasons why millennials are amazing and will change the world*. Retrieved from <https://thoughtcatalog.com/jae-schaefer/2017/05/14-reasons-why-millennials-are-amazing-and-will-change-the-world/>
- Yule, M.A. (2017, October 26) *Why diversity and inclusion leadership is about more than meeting numbers*. (2017, October 26). Retrieved from <https://www.theglobeandmail.com/>



## Chapter 4

Benjamin Charles

Leadership is important to me because I plan on becoming a strength and conditioning coach. Strength and conditioning coaches take athletes through exercise programs to increase sports performance and reduce the likelihood of injuries. Having a plan of movement and execution is only useful if the person implementing it can lead athletes through the program exactly how the coach imagined it. The importance of achieving physical feats in the weight room is only half the battle, strength coaches also develop the mind to promote leadership development, confidence, and grit. Studying leadership can help promote willingness to work and efficiency with student-athletes in a weight room setting.

Developing leadership traits can propel people to new heights in coaching careers. Leadership is the process by which a person can direct, guide, and influence their subordinate's behaviors and work to achieve a common goal (Juneja, n.d.). Some of the major characteristics of leaders include intelligence, self-confidence, determination, integrity, and sociability (Northouse, Figure 2.3 pp 26-27, 2016). These are not the only traits that make a leader. However, these terms commonly arise multiple times throughout trait leadership studies between 1948-2004. Identifying major characteristics of leadership can improve areas of weakness because studying a weak trait can promote leadership improvement (Juneja, n.d.).

Leaders may serve different roles in an organization including representing the organization, being supportive of subordinates, communicating between members about what is happening in an organization, and implementing policies. Leaders attend seminars, conferences, and general meetings to communicate the thoughts or ideas of the organization to the public and departments (Juneja, n.d.). As a strength coach, attending seminars and conferences are an important part of learning the latest trends and up-to-date information on coaching and exercise sciences to increase the value of the coach.

Studying leadership will teach the importance of listening to athletes to identify shortcomings in an exercise program and implementation.

Continuous feedback and reflection will promote growth in exercise programming and build improving relationships with athletes. Juneja, (n.d.) explains how leaders solicit support to subordinates through personality, intelligence, maturity, and experience to allow invitations of suggestions to create plans and policies for an organization. This act of providing feedback and listening to employees that coaches serve will result in employees working more willingly and effectively.

Leadership is important at all levels of management in any organization. According to a separate article from Juneja, (n.d) called "Roles of a Leader", leaders at the top level formulate the plans and policies of the organization. At the middle and lower level management positions, it is required to interpret and execute said plans and policies. What is interesting to note is that leadership can have layers of upper level and lower level management that are all interconnected and interdependent to be a successful and effective organization. In the field of strength and conditioning at the collegiate level, the organization consists of separate departments with its own leaders including administration, sports coaches, strength coaches, student-athletes, and faculty that accomplish different tasks or small goals that correlate with other departments to achieve the overall goal of producing winning teams or individuals and accomplish high academic standards while enrolled in college. The relationship between departments that work for the same overall goals can be seen as a system. A system can be defined as a collection of interactive, interrelated, or interdependent parts that make up a complex and unified whole that has a specific purpose (Arnold & Wade, 2015). If any parts of the system (i.e. different departments in an organization) have flaws or inefficiencies, the system will suffer (Arnold & Wade, 2015). Poor leadership within an organization can create a non-functioning system of student-athletes losing willingness to work and efficiency, leading to other parts of the organization to suffer as well.

Studying leadership will provide people with opportunities to represent the organization to the public and employees, and solicit support as a friend, guide, and philosopher to the student-athletes. The act of listening and working with subordinates and athletes creates an environment of willingness to work and being efficient. Collegiate sports work as a system with separate parts that are interactive, interrelated, and interdependent. Each part of the system or department has a specific purpose of improving sports performance and achieving academic goals. Attaining these goals can only be done by studying leadership.

### **Current Leadership Issues of Concern**

As technology progresses and people's thoughts, feelings, and ideas evolve, so should people in leadership positions. An article about current leadership issues written by Moses, an Entrepreneur and CEO Coach at CEO Coaching International, provided seven key problems with leadership today including failure to communicate, lack of accountability, fear of firing, lack of alignment, lack of clear vision, poor execution, and company culture. These are not the end-all-be-all, but these key elements are current concerns for leaders. However, what are the solutions to these leadership issues?

Moses claims that CEOs need to be able to communicate on multiple levels. Although effective communication is difficult because it takes commitment, communication should be made a priority (Moses, n.d.). In addition, having a system of keeping track of results may be useful and provide accountability to CEO's and other types of leaders (Moses, n.d.). Another issue in leadership Moses writes about is the fear of firing. When a CEO knows members of the team who remain with the company for long periods of a time, getting to know them and their families, the employee becomes a part of the work family and that can make it harder for CEOs to let those people go when the employee's abilities no longer able to keep up to the growing company, eventually dragging everyone else down. Lack of alignment is another issue presented by Moses that explains that even though disagreements happen between team members, once a decision is made the team needs to be fully behind it and move forward in unity to carry out company decisions successfully.

An important issue that should be noted that Moses presents is that unsuccessful CEO's lack of clear vision. The statement needs to be clear and compelling to excite team members to keep working hard and to promote clear goals and success. However, poor execution may be a limiting factor in leadership success. Specifically, leaders fail to execute goals for three reasons: leaders do not follow their own plan with discipline, leaders fail to keep track on what matters for the company or the people, and they don't have the right people in the correct jobs to make it happen. Being able to fix these three things can help leaders execute with certainty and achievement. Finally, the company culture can be a huge factor for leaders to create a room of competitiveness, and efficiency between workers that can attract top talent and drive massive results (Moses, n.d.).

If these are common issues in leadership, then what are the possible solutions or preventive measures? According to an article by the Center for Creative Leadership, four key things leaders can do to develop managerial



effectiveness include setting goals, delegating, maximizing your unique value, and understanding your role in the company. First, you need to set goals. Setting goals, timelines, or deadlines essentially keeps you and your members in your organization on track. An easy way to set goals is to use the SMART method which stands for Specific, Measurable, Attainable, Realistic, and Timed. Second, delegate more. Being able to delegate your work to others lets you focus on what is important to you and effectively empower subordinates or colleagues to take ownership in what they are doing. Third, maximize your unique value. What makes you valuable to your company or organization? Focusing on tasks that only you can do can make you accomplish the bigger projects, and you can delegate everything else, as mentioned earlier, to colleagues. Fourth, you need to have a clear understanding of your role at your company or organization. Understanding your main responsibilities and what is secondary, or even what can be done by others, can make you more efficient and productive. However, you need to have the courage and authority to say no to your colleagues as people are more than likely going to ask you to take on additional tasks or projects, to which many of us can attest.

As new problems arise, new thoughts or ideas are needed to solve unique situations in your company or organization. These concepts can be applied easily to your company or organization because regardless of how big or small your organization is, the foundation of leadership is still needed at all levels. When organizations offer leadership roles, leadership issues will need resolving. Leadership will be a forever evolving field, so being aware of current leadership issues and how to solve or prevent them can keep you and your company on the upward trend of success.

### **Critical Skills Needed to Lead Change**

Change is something we all face in our lifetime and is no different in the workplace. Organizations must be able to adapt to the changing world, but leading change is no easy task. When was the last time you told your employees about a change in your organization? What was the reaction? Was the change easy to do or was it a long and painful process? From The Water Cooler newsletter, Jan Rutherford, former U.S. Army veteran who has business roles in marketing, development, sales management, corporate training, product management, and government affairs, explained that business leaders are facing challenges of transforming cultures, creating better processes, and setting shorter sales cycles. Effective and efficient change in an organization requires leaders to possess change leadership skills in communication, collaboration, and commitment.

Communication, collaboration, and commitment are skills required to effectively lead change in an establishment (The Center for Creative Leadership, n.d.). The Center for Creative Leadership (CCL), surveyed executives who were all participants in the organization's Leadership at the Peak program. These executives had more than 15 years of management experience, were responsible for at least 500 people, and are a decision-making authority. The results revealed that communication, collaboration, and commitment are three crucial skills required to effectively lead change. When communicating about change, it is not only important to explain what the change is, but also why the change is needed. Leaders who explain the purpose of the change and how it follows the organization's values can create stronger buy-in from followers (CCL, n.d.).

Leading change in an organization requires collaboration between your team members to strengthen the commitment to that change. In addition, bringing people together to plan and execute is critical for the success of the change in an organization; the key is to include employees early in the decision-making process to allow input and communication channels open. Commitment is a skill that is equally important to have when leading change in an organization. Change is difficult to understand and get behind. But, leaders who are resilient, patient, focused on the big picture, devote more time to the change effort, stay positive, and are willing to be outside their comfort zone can negotiate change successfully (CCL, n.d.). The big picture here is that leaders need to talk, explain, and collaborate with employees and have the right attitude and commitment to effectively have followers buy-in the organizational change.

Leaders need to hold everyone accountable, meaning that everyone is responsible for duties assigned by the organization and leader (Ready, 2016). Communicating change in an organization requires collective effort that will likely have followers be accountability distributed (Ready, 2016). An example Ready uses to explain the collective effort is when CEO John Hess, from Hess Corporation, launched the company's 2020 Change Initiative. The CEO challenged the entire leadership team to come up with solutions that would make the company more agile, cost conscience, and faster at decision making. To reduce change weariness brought on by needless duplication of effort, Hess created a team responsible for coordinating the variety of efforts. In short, Hess created a team to coordinate the changes required to evenly distribute efforts throughout the organization.

Clearly, change is no easy task for an organization. Change requires effort from everyone, including leaders who have change leadership skills to be

effective. Leaders need to communicate effectively what the change is, and more importantly, explain why the change is needed and how it follows an organization's values. Collaboration between leaders and followers can effectively create greater buy-in from employees and give employees a sense of ownership in decision-making tasks regarding changes in an organization. From the leader's perspective, commitment through believing and valuing an organizational change is imperative to have leaders effectively communicate and collaborate to subordinates. Before you can change an organization, you must ask yourself "Am I willing to change?"

### **Millennials as a Force for Societal Change**

Millennials are reaching into more leadership roles as time passes on, but how will that change the future leadership landscape for organizations? This could influence how leadership is taught and how employees are treated in the workplace compared to Generation X leaders. Millennials may show different values in leadership styles that could positively affect organizations, creating better employee satisfaction and longevity. The following will discuss what millennials value as leaders and what type of leadership styles are portrayed.

Millennials value leading a business that has a positive impact on society (Mertz, 2016). In addition, millennials prefer a more holistic approach in an organization that includes the quality of products and services, healthy levels of employee satisfaction, and customer loyalty (Mertz, 2016). Sixty-four percent of millennials surveyed feel that leaders have focused too much on personal gains than worrying about society overall and think that rising above the self-interest and focusing on the greater good can lead organizations with purpose (Mertz, 2016). Due to what millennials have experienced with older generations as leaders, it can be safe to assume that the next generation of leaders wants to avoid the mistakes and selfishness of current leaders.

Millennial leadership styles appear more selfless and social. Leadership styles can be described as ambitious, value organizational training and development, prefer meaningful work, and seek personal fulfillment on the job (Chou, 2012). Chou explains millennials value the social aspect of work in friendly coworkers and an interesting work environment. Millennials expect to openly and frequently communicate with supervisors and maintain strong relationships (Chou, 2012). The studies reviewed by Chou show that millennials are more social as the population prefers to work in groups. Additionally, millennials are not intimidated by others even with lack of experience and status because millennials desire high levels of need of achievement, trust in organizations, and desire for organizational systems to

provide support and development (Chou, 2012). Millennials are clearly a more social generation compared to Generation X. However, this has left millennials to be one of the most scrutinized generations as many can attest to reading articles of why millennials are ruining or destroying different industries.

Millennials are the next generation to take on leadership roles. Values of working in organizations with a higher purpose for society and leadership styles create open communication between leader and follower may greatly influence how organizations will be managed in the coming years. Millennials are more social than Generation X, so networking could be an important factor in obtaining job opportunities as employee longevity may increase due to greater work environments at an organization that is managed by a millennial. This also creates opportunities for organizations to work on projects that benefit society as millennial leaders will more than likely want to pursue projects that create greater social impact.

## References

- Arnold, R. & Wade, J. (2015). A definition of systems thinking: A systems approach. *Procedia Computer Science*. doi:10.1016/j.procs.2015.03.050
- Center for Creative Leadership. (n.d.). *How to be a successful change leader*. Retrieved from <https://www.ccl.org/articles/leading-effectively-articles/successful-change-leader/>
- Center for Creative Leadership. (n.d.). *The top 6 leadership challenges around the world*. Retrieved from <https://www.ccl.org/articles/leading-effectively-articles/top-6-leadership-challenges/>
- Chou, S. (2012). Millennials in the workplace: A conceptual analysis of millennials' leadership and followership styles. *International Journal of Human Resource Studies*, 2(2), 71-83. doi:http://dx.doi.org/10.5296/ijhrs.v2i2.1568
- Juneja, P. (n.d.). *Leadership introduction: Leadership basics*. Retrieved from <https://managementstudyguide.com/leadership-articles.htm>
- Mertz, J. (2016). *Millennials: The new leadership 101*. Retrieved from <https://www.thindifference.com/2016/02/millennials-the-new-leadership-101/>
- Moses, M. (n.d.) The seven biggest problems with leadership today. *CEO Coaching International*. Retrieved from <http://ceocoachinginternational.com/problems-with-leadership>.

Northouse, P. (2016). *Leadership: Theory and practice*, 7th Edition. SAGE Publications, Inc. Figure 2.3, 26-27.

Ready, D. (2016). 4 things successful change leaders do well. *Harvard Business Review*. Retrieved from <https://hbr.org/2016/01/4-things-successful-change-leaders-do-well>

Rutherford, J. (n.d.) *Leading means leading change*. Retrieved from <http://watercoolernewsletter.com/leading-means-leading-change/>

# Chapter 5

Carrie Bork

Studying leadership provides insights into the process and practice of relating to followers in translating theory into practice. Leadership attracts interpretations as a process, a practice, a position, and an organizational schema. Learning to lead involves understanding the tactical actions one must take to competently interact with others and build effective relationships. The impetus for studying leadership emanates from a continuous desire to improve an individual's knowledge base.

The people component of leadership is analyzed through leadership traits, patterns, and strategies. Individuals carry certain traits, skills, and attributes. A thorough understanding of the various categories helps a leader understand the personalities of the members of the team. By understanding an individual's strengths, the leader guides the individual into a job promotion aligned with a specific skill set. An example is an extrovert in a customer service role. A good leader grows a team member in many ways by suggesting training opportunities or helping the individual see what strengths the individual has through guided activities. Leadership is studied to identify the skills carried by an individual and help the individual obtain the best employment position possible.

Leadership is studied to improve an individual's ability to make decisions. With increased guidance and knowledge more informed decisions are made. Decisions are based on the knowledge obtained from additional courses or training. The training will help the individual problem solve day to day issues with fact-based evidence. The training may also give the individual an additional skill set such as budget training for a departmental budget.

Training is found in many forms. Additional knowledge and training will help the leader grow the mission and vision of the organization. Each organization has a unique mission and vision. It is the responsibility of the leader to know the mission statement and portray the mission as a valued leader in the organization. Growth and success are top priorities for all organizations. Choudhary, Akhtar, and Zaheer (2013) state learning leadership styles lead to profit maximization for the organization. Identifying individuals

at the bottom who are likely to become leaders improves the bottom line in the future.

Continuous observation is required as changes are happening all the time. Leaders become leaders to influence others. Leaders want to be knowledgeable on a variety of topics. Knowledge is gained by being informed about the changes happening in the world at a scholarly level. If new research comes out about a new method of doing business, leaders want to be well versed on the topic. Studying new material and current trends allow leaders to have the information to proceed forward with a project. Studying a new business idea gives a leader the data to present a new method or project concept. The data could back up the leader's thoughts and overall presentation. Growth opportunities could come from a new idea.

Leadership is about making a difference. Whether big or small, leaders want to impact an organization, the community, or other individuals. Being a good role model is important to the leader. Leadership is not one skill, attribute, or indicator of success; it is an ongoing process of continuous improvement of the knowledge collected and the beliefs one individual maintains. Therefore, an individual studies leadership at every opportunity available.

### **Current Leadership Issues of Concern**

A leader is a person who must balance responsibility, change, communication, trust, and ethics. Today, many concerns arise regarding how a person leads. Some concerns relate to how the leader is portrayed in the news or in marketing material. Other concerns relate to the job the leader is performing and what message the leader is promoting to others. Still another concern is communication between the leader and the team and the leader and upper management. No matter what level of leadership an individual is in; concern and ambiguity come with the title.

Only one thing is for certain with a leader: change. Changes are happening every minute and a leader needs to be thinking one step ahead. The world has become a very complex system and a leader is required to think beyond regular standards to be successful. Collaborative thinking, open communication, and financial planning are all included in the process. Leaders need to understand how teams work and be able to support and grow individual colleagues. People skills are being demonstrated less as the reliance on technology becomes more and communication becomes key. Leaders are required to communicate on all levels. If communication skills become poor, the whole organization struggles.

Financial struggles relate to the key decisions being made. Most leaders

are involved in the financial planning of the organization. Almost everything is derived from a monetary perspective. Goals and strategies are given a dollar figure. Leaders are asked to balance the project with a set amount of resources. When times are good, more leniency is given. When times are bad, resources are scarce. A responsible and ethical leader emerge when times are tough.

Ethical leadership has become a hot topic in today's organizations. Several individuals have done unethical actions when the resources were limited. Safeguards are now in place, so all individuals are responsible for the actions displayed. Levine and Boaks (2014) define a fundamental connection between leadership and ethics. Responsible leaders are expected to do the 'right' thing, but it is up to the individual to make the 'right' choices.

Virtuous leaders are responsible. A virtuous leader produces successful results (Cameron 2011). Responsibility and trust go hand in hand. Subordinates must trust the leader to guide the team in the right direction. Trusting the team an individual is on and the leader who is in charge is a constant concern. When lies and deceit have plagued some companies, a leader must display a trusting personality.

Leaders exhibit a trusting personality by having a genuine concern for the individuals on the team. Keeping the goals of the company in mind while building relationships and inspiring others to be the best individual possible. Recognizing an individual's skill and helping the person develop it, is a way to build relationships or by suggesting a training to build upon an existing skill set. If a leader is not able to grow individuals, an effective outcome is not obtained. Leaders are expected to influence others. The people aspect of leadership is very important.

Another concern regarding people is the aging workforce. The number of individuals retiring is growing. The level of knowledge and expertise is declining. Various individuals will need to step up to numerous leadership roles due to retirement and death. Some companies are planning for the transitional years, while others have decided to take a wait and see approach. Either way, changes are going to occur and may become a concern.

Leadership concerns are far and wide. Every company is affected and produces several changes. Being ahead of the game by planning for the unexpected is the best way to be successful. Open communication and clear expectations need to be a part of the plan. Leaders have the responsibility to be the most honest and ethical leader. Only time will tell how anyone concern will play out at any given moment.



### **Critical Skills Needed to Lead Change**

Change is an evolving aspect of being a good leader. A good leader recognizes when change is needed and modifies the plan accordingly. A well thought out plan requires time and patience. The skills needed to lead change include clear communication, collaboration with others, good listening skills and commitment.

Learning to communicate effectively is a critical skill of a leader. Leaders communicate key messages on different levels based on the understanding of team members. Some individuals communicate better with written instructions versus verbal instructions. If all team members are aware of how individuals communicate; then, less misunderstandings will occur. Short and long-term goals are adjusted as necessary to effectively communicate with the team. De Vries, Bakker-Pieper, and Oostenveld (2010) recommend leadership training is essential to communicating with all team members. A leader's communication style is directly tied to how effective a leader communicates.

The skills of a leader vary; however, the most important skill is communication. A good leader articulates change and details out the steps needed to make a change happen. Asking a lot of questions invokes a communication path among the team. The communication before, during, and after a change should be carefully crafted and managed by the leader. Before a change occurs input from all levels is important. Taking into consideration the ideas suggested by others will help reduce resistance.

Resistance to change throughout the process is minimized if collaboration occurs. Levasseur (2011) explains constructing high-level team collaboration will yield greater group effectiveness. Resistance is a part of any change process. A good leader knows how to collaborate to reduce resistance. Collaboration from all parties involved in the change will help create buy-in. Buy in starts with a group creating the change plan instead of a leader dictating the change. A leader helps facilitate the change process with knowledge and added guidance. Deadlines and goals are stated by the leader. How the process evolves is up to the group. Resistance to change is then reduced by implementing several steps.

Throughout the process, the leader will receive feedback. A leader must consider the feedback to modify the plan. Feedback is received through good listening. Leaders must listen to team members and make the individual feel valued. Listening is a key skill to have in any leadership setting. An open-minded leader will listen to all ideas suggested and provide feedback to make the plan successful.

Another leadership quality to lead change is to grow the individuals who work on the team. A leader must be able to detect the traits of others and help the individual grow as a person. Sometimes individuals need a little encouragement or support. Other times guidance and a mentor assist an individual in the right direction. Being a mentor allows an individual to model behavior. Modeling behavior looks like being patient and committed to a project.

A leader needs to be committed to the change process. The ability to see a project through or the resilience to continue a project when things get tough is vital. Change is not always easy, but confidence and commitment are required. A committed leader will ask questions when necessary and seek help when needed.

In addition, the leader needs to maintain integrity. Honesty and ethical actions are imperative to any change process. If a leader is not trusted, then the project falls apart. Followers need to trust the leader and believe the leader is guiding the organization in the right direction. Starr (2016) describes integrity as the reason why some individuals will believe the change is necessary even if the individual opposes the choices a leader makes. Leaders have an ethical responsibility to the organization.

No matter the type of change, communication is the key skill. In addition, many other skills are required to successfully implement a change in any organization. From collaboration to honesty, leadership requires an extensive list of skills. Over time, a leader develops many skills and improves as changes come on every level. Leading change is a work in progress. Leaders will assess and modify skills within each situation. A balance is always needed.

### **Millennials as a Force for Societal Change**

Generational characteristics define a group of individuals born between a certain period. Individuals born roughly in the 1980s and 1990s are considered millennials. The millennial group is changing the way organizations do business. Several studies have been completed on the impact of generational peculiarities (Dencker, Franz, and Martocchio, 2010, p. 392–414). Millennials have a different view on how organizations are run and have lived through numerous technological changes. The tech world has a significant impact on how millennials act and communicate.

Depending on what side of the millennium an individual was born, millennials have seen how the technology has changed. Millennials have chosen to either embrace it and buy into the latest gadget or straddle the line and use some form of technology but not be fluid in every aspect. Millennials

relate to both the generation preceding and following. Millennials are in a unique position to influence all the individuals in any organization. Based on the large impact millennials have and general influence, millennials are turning societal norms in a new direction. The question is; is the millennial generation the main influencer or is the statement just a general stereotypical comment? Kowske, Rasch, and Wiley state research on generational differences does not support nor dispute millennials effect on society (Kowske, Rasch, and Wiley, 2010, p. 265-279).

Millennials communicate through social media. Facebook, Instagram, Twitter, and LinkedIn generate information to millennials. The information may be based on opinion instead of facts. Millennials share news by posting on the various social media sites. Life for a millennial is built around social media. Communication is primarily through texting instead of a phone call. A lack of communication has been derived from the millennial generation. Millennials expect technology to be available 24/7 to get information.

Based on the information millennials get, they tend to work smarter not harder. New technological ideas are created to solve any perceived problem. Millennials get frustrated as a disconnect is present with peers based on how to approach a new idea. Millennials tend to use technology while peers use proven methods from past generations. The different mindsets cause significant disruption in the way business is completed at an organization. In addition, millennials use technology instead of a common-sense approach. A go-to solution is usually technology related instead of thinking through a specific process and seeing future outcomes.

Millennials are therefore treated differently based on the reliance of technology. The preceding generation views millennials as uncooperative and condescending. Millennials are independent based on opinions held. Work task groups views are different based on the generation an individual belongs to. Some individuals work better in a group and want to collaborate while others prefer to work alone.

Work settings are varied due to the millennial's use of technology. Telecommuter policies were created so millennials could work from home. Office meetings do not have to be in the office, as online platforms are now available. Video chat is used for conference calls. Millennials wanted flexibility and technology made it happen. Work happens at any time of day and at any location.

Millennials view loyalty to an organization differently than previous generations. Various job opportunities are available, and millennials are not afraid to switch organizations for a new prospect. After a specific job task is

completed, millennials like to grow and move into a new challenge. Millennials are highly educated with some form of a college degree and seek new learning opportunities to gain more knowledge.

Millennials have changed the way society views tasks and modified organizational dynamics using technology. Depending on which individual asked, it may be a good or bad thing. Time will tell if the changes are beneficial or detrimental. No individual could imagine doing business with a typewriter or exchanging phone numbers on paper anymore. The world has moved on and millennials have been the driving force behind it. On the other hand, Levenson states additional research needs to be completed to identify whether millennials are affecting social norms or whether the changes are just a short-lived trend (Levenson, 2010, p. 257-264).

Leaders influence others through communication and actions displayed. Leaders today need to be educated and insightful. Understanding the current environment and the skills needed to make changes will position a leader for success. Generational aspects of individuals will affect strategic plans. Changes will constantly challenge a leader to be the best leader possible. Leaders today are in a continuous improvement state. Leaders influence others to be the best individual possible.

## References

- Cameron, K. (2011). Responsible leadership as virtuous leadership. *Journal of Business Ethics*, 98, 25-35. Retrieved from <http://www.jstor.org/stable/41476117>
- Choudhary, A., Akhtar, S., & Zaheer, A. (2013). Impact of transformational and servant leadership on organizational performance: a comparative analysis. *Journal of Business Ethics*, 116(2), 433-440. Retrieved from <http://www.jstor.org.wsuproxy.mnpals.net/stable/42001931>
- De Vries, R., Bakker-Pieper, A., & Oostenveld, W. (2010). Leadership = communication? The relations of leaders' communication styles with leadership styles, knowledge sharing and leadership outcomes. *Journal of Business and Psychology*, 25(3), 367-380. Retrieved from <http://www.jstor.org.wsuproxy.mnpals.net/stable/40682659>
- Joshi, A., Dencker, J., Franz, G., & Martocchio, J. (2010). Unpacking generational identities in organizations. *The Academy of Management Review*, 35(3), 392-414. Retrieved from <http://www.jstor.org.wsuproxy.mnpals.net/stable/25682421>

- Kowske, B., Rasch, R., & Wiley, J. (2010). Millennials' (lack of) attitude problem: An empirical examination of generational effects on work attitudes. *Journal of Business and Psychology*, 25(2), 265-279. Retrieved from <http://www.jstor.org.wsuproxy.mnpals.net/stable/40605785>
- Levasseur, R. (2011). People skills: Optimizing team development and performance. *Interfaces*, 41(2), 204-208. Retrieved from <http://www.jstor.org/stable/23016247>
- Levenson, A. (2010). Millennials and the world of work: An economist's perspective. *Journal of Business and Psychology*, 25(2), 257-264. Retrieved from <http://www.jstor.org.wsuproxy.mnpals.net/stable/40605784>
- Levine, M., & Boaks, J. (2014). What does ethics have to do with leadership? *Journal of Business Ethics*, 124(2), 225-242. Retrieved from <http://www.jstor.org/stable/24033265>
- Starr, J. (2016). Lead with transparency and integrity. *The Phi Delta Kappan*, 98(2), 72-73. Retrieved from <http://www.jstor.org.wsuproxy.mnpals.net/stable/24893473>

## Chapter 6

Mitchell A. Doerr

Theory and research propose that workers' qualities ought to adjust to the leader's qualities, in light of the fact that common qualities are correlated with drastic positive results. However, accomplishing coinciding values is a challenge for the leader and group, since singular qualities are steady and identified with the occupations individuals select (Brown & Treviño, 2009).

Dinh, Lord, Gardner, Meuser, Liden, & Hu (2014) claim developing leadership theories have made a scholarly plan for initiative research. Theories are produced by watching individuals' behaviors, and after that clarifying the practices with words so other people who did not see may understand (Dinh et al., 2014). Pidgeon (2017) discovered through a larger spread examination that singular or many-sided qualities enable communities to form into important hierarchical assets, which can deliver multifaceted environments, experiences, and opinions when colleagues communicate. The result leads to making more intricate learning structures that guide aggregate conduct. Consequently, initiative hypotheses that are bound to one level of examination show a limited comprehension of administration marvels (Dinh et al., 2014).

Hernandez, Eberly, Avolio, and Johnson (2011) infer that every administrative theory attempts to answer two major inquiries used to devise fundamental standards for systematization: "Where does initiative originate from?" and "How is authority transmitted?" Accordingly, Hernandez et al. (2011) proposed two measurements to order administration speculations in an important and valuable way, used to examine shared and strategic leadership. The first in the locus of leadership, characterizing the locus of administration as the source from which authority emerges (Harris, 2010). In regards to the locus of administration, is the leader the sole initiator of authority or do other loci start with cumulative administration? Different initiative hypotheses conceptualize the locus as an individual (e.g., the pioneer), numerous individuals (e.g., devotees), as well as the environment and setting inside in which individuals communicate. Supporting the sources of initiative or locus, Hernandez et al. (2011) order existing authority speculations into five loci: pioneer, supporter, leader–adherent dyad, group, and setting. Nonetheless, these loci do not lie on

a gamut but instead speak to self-governing administration. Without the study of leadership, finding the proper combination in tying these five loci together either may never happen or take too long to prove effective.

There is a possibility that leaders have a troublesome time affecting worker qualities. The advantage lies in not seeing how to lead, but rather in seeing how to function with a pioneer (Dinh et al., 2014). When a follower sees an individual take part in specific conduct, what and why something is occurring is better grasped when leadership has been studied; having some understanding into how to best react, respond, and communicate with that person (Brown & Treviño, 2009).

Leadership should ceaselessly be evaluated to guarantee that it continues on to accomplishing set destinations (Pidgeon, 2017). On the off chance that an inexperienced leader utilizes a style for one circumstance, and it works that one time, that style may be used for all circumstances by that individual. Attempt to use the style in another circumstance – varied individuals, distinctive association, assorted objectives, and the result might be a disaster. In the event that the leader had considered multiple suppositions, understanding why there were problems would vastly improve knowledge, as well as picking the best way to deal with initiating assessments in the future (Brown & Treviño, 2009). Administration assessments give an instrument through which leaders can compare the goals of authority versus its achievements; it is an instrument for leaders to advance the team. In evaluating execution plans, these pioneers can decide qualities and shortcomings to quantify achievement. Assessment data can be utilized to enhance this execution, empowering an association to accomplish objectives and destinations. Assessment data, networking, and other various activities allow organizational leaders to rise or fall based on the ability to recognize appropriate leadership styles. “By maintaining one’s competency, training, and self-reflection, individuals can establish a core set of internal values or principles that guide them through their leadership journey” (Pidgeon, 2017).

Supporting and advancing an emphatically connected network of workers emulates an effective leader. Nevertheless, concern is raised when there is an absence of consistency, correspondence and data throughout administration (Webster, 2016). Regarding recent encounters, associations and networks throughout the United States and Europe are facing, “Evolving Technology Tops” (2018) have found that leadership development is one of the major challenges. In European palliative care, “Communication between staff remains a significant problem”, which has been observed to be a consequence of poor

leadership, and a lack of ensuring staffs understand roles and what is expected (Allen, 2015).

Allen (2015) finds that the goal of any administration is to make sure everyone on staff is comfortable and confident in facing demanding conversations and understands what procedures are being executed. The ability to balance viability and propriety, and identifying with the likelihood of disturbing the public image of an organization is of great pursuit to administrators and underlings. This balancing act within relational contexts, while meeting the necessities of the undertaking, is an indication of correspondence capability (Minei, 2013).

Webster (2016) discovered that audits raise questions about leadership strategies being instilled and implemented within organizations, with the eventual hope of creating adaptive reform. Minei (2013) also agrees in that as long as organizations align with the leaders' frame, passing audits, managing workers proficiently, and signing new clients are among the many solutions to successfully growing a complex branch. Lower efficiency and execution on vital objectives may result from the impacts of ineffectively oversaw diversity, turnover, miscommunication, and risen relational clashes (Momah, 2011).

Diversity plays a larger role than once thought in the succession of strategic planning. By encouraging the recruitment and training of women and minorities, organizations and their leaders drive a diverse workforce, urge other organizations to do the same, and thus challenge the future (Momah, 2011). With increased diversification, an increase in leaders and administration are inevitable, which leads to an increase in responsibility, decision making, and performance. "Though not all older and larger organizations diversify and divisionalize, issues of oversaturation in the market, too many competitors in traditional markets, or management boredom with old markets can trigger managements' desire to seek out new challenges as organizations age and grow" (Minei, 2013).

The desire to seek out these new challenges is currently driven by technology. In addition, "Evolving Technology Tops" (2018) discovers technology is the number one on the list of challenges for association and network leaders. Numerous associations were found to have senior accomplices dealing with a career progression leading to new, younger authority in the firm. The principle key is giving customary chances to firm pioneers, youthful and old, to speak with each other effectively. "Leveraging technology to produce operational efficiencies and taking advantage of data analytics, artificial intelligence (AI) and business process improvement are no longer options: They are requirements," ("Evolving Technology Tops," 2018). If learned with



patience between both administration and subordinates, technology is seen as an organizational growth tool, making segregated divisions and systems within a workplace one system. Technology can be used to grow an organization, and all employees; a networking tool for an organization's team. In turn, an organization can use this growth to establish or propagate culture, as well as organic economic and technologic groupings (Minei, 2013).

Changes are troublesome, and regularly not handled well with most. The virtuoso of leadership is helping workers comprehend where an association is being directed towards and why. The principal part of fruitful change administration is to encircle yourself with individuals who are focused on the center estimations of the association (Atchison, 2017). Some workers welcome change as a chance to enhance themselves, while others trust that the move compels them from what is viewed as great practice (Phillips, 2013). Regardless of what procedures are utilized, change will be unsustainable if there is a contention of qualities. The second component of progress is to guarantee your arrangement is compact and full scale in the open. It is astounding how frequently specifying an arrangement is neglected on the grounds that individuals are uncertain of what precisely they have to do to settle issues inside an association (Atchison, 2017).

“The managerial skills of change management are more important in today's world of globalization and rapidly changing technology” (Kumar, S., Kumar, N., Deshmukh, & Adhish, 2015). High Change Intelligence, strong vision, motivational, adaptive, caring, innovative, persistent, and ethical are all qualities workers and researchers have found in a strong leader, especially in today's world of constant change. One tool any leader can use to strengthen leadership skills and styles, as well as an organization, is self-assessment (Trautlein, 2013).

The Advancement Via Individual Determination (AVID) Center, an educational non-profit organization, offers proficient skill learning in which teachers take part in an assortment of transformational change and basic reasoning techniques. The difference between a trait and a skill is a characteristic, and what can be trained, attained and developed (McAndrews, 2015). “Flexibility and the ability to adapt well to change and even create change is an important skill set for CEOs”, and leaders of any organization (Atchison, 2017).

Preparing and illuminating a staff, while listening and communicating concerns, offering positive input and inspiration, growing high mindfulness and an awareness of other's expectations among staff, and taking genuine control of the change procedure are generally natural aptitudes an

organizational change leader must have or acquire (Phillips, 2013). In an ever-changing world, with ever-changing technology, expectations, rules, and personalities, effective communication must remain the strongest value in any organizational culture (Atchison, 2017; Kumar, S. et al., 2015; Trautlein, 2013).

It is critical for leaders to characterize present ranges of abilities, how the aptitudes may develop and comprehend, adjust to, and oversee change for both themselves and the organization one leads. A powerful leader tries to gain and enhance abilities, to adjust to evolving conditions, and to learn new accessible innovations. An absence of abilities to adjust to and oversee change will prompt botched chances, vocation stagnation, discouragement for self and terrible usage, low quality, deferred results, additional cost, and underestimation of the association. Change is a fundamental piece of everyone's personal and professional life (Kumar, S. et al., 2015). Becoming self-aware and owning up to weaknesses is a tremendous step for any leader. To become self-aware, one must be critical of past life experiences, emotionally connecting with these experiences, and learning, understanding and implementing ethics. Change, knowledge, skills, and understanding is what creates a clear reflection of what complete organizational leadership incorporates. "Nevertheless, millennials are entering the U.S. workforce confident, optimistic, well-educated, and tech savvy" (McKenzie, 2017).

Millennials are defying stereotypes: determined to gain more knowledge and skills to become great leaders and professionals (McKenzie, 2017). Non-millennials understand that skills and abilities of millennial employees will be misused or not used at all if arrogance and ignorance play a part in non-millennial leaders' decision making, which would be a tragedy as the world continues to grow in technological advances (Weirich, 2017). Nevertheless, millennials understand the strength non-millennials possess in practical experience in leadership roles. An attribute that must be transferred and built upon (McKenzie, 2017; Sanchez, 2017; Roberts, 2017; Weirich, 2017). "Mentoring scholars emphasize reciprocity and the relationship that develops as an important element for individuals' growth in their careers" (Murphy, 2012).

"Communication barriers with non-millennials and obtaining professional growth are among the challenges that members of the millennial generation may encounter in the workplace" (Roberts, 2017). Studies have shown that millennials are over-reliant on technology and less on direct face-to-administration communication throughout the workplace (Sanchez, 2017). This technological over-reliance also affects millennials' non-millennial educators, placing further emphasis on what these educators have the upper-hand on: positive interactions and practical experience (Roberts, 2017). It's best

for associations to perceive and expand on all qualities of millennials and non-millennials. Creating one-on-one connections between these two generations help decrease presumptions and negative generalizations, feature uniformities, and access to new encounters and exertions that all specialists can concur upon or gain from (Murphy, 2012).

“Millennials look for leaders to provide guidance, exhibit competence, develop strong interpersonal relationships, foster a positive work environment, be able to self-manage and possess excellent communication skills” (Fore, 2013). The number one question asked by millennials is, “Why?” Older generations learned information and put it to use. “Millennials like lots of information... There is a lot more education to do with millennials – a lot more explaining and teaching,” which also means more time to connect with non-millennial educators (Hirten, 2016). Against assumptions and biases, millennials want to be personally, socially, emotionally and digitally attached. If leaders neglect some attachments to millennial workers, or there is no apparent plausibility for advancement, the ability to retain, attract, and, in effect, put resources into millennials’ expertise improvement and the future is significantly diminished (Sanchez, 2017; Diesing, 2016).

As more millennials progress toward becoming leaders, authority styles change. Instant gratification is what is sought after, and thus answers are discovered considerably quicker (Diesing, 2016; Hirten, 2016). As an organization’s demographics, environments, and cultures change, millennials must be responsive to build up a feeling of collaboration among individuals from different generations (Roberts, 2017). There is no value one can place on a mentor, regardless of the generational gap. Nevertheless, as unique problems arise, even those yet to exist, millennials are the ones uniquely qualified to solve these problems by using what has been shared with them by mentors, along with what has been continually gathered through knowledge gained and skill.

## References

- Allen, D. (2015, July). Poor end of life care is clear theme in ombudsman’s report. *Nursing Management*, 22(4), 10. Retrieved from <http://dx.doi.org.wsuproxy.mnpals.net/10.7748/nm.22.4.10.s9>
- Atchison, T. A. (2017, March/April). The ability to change: A core leadership skill. Learn to adapt in a transformational landscape. *Healthcare Executive*, 32(2), 70-71. Retrieved from EBSCOhost. (Accession No. 124204599)

- Brown, M. E., & Treviño, L. K. (2009, March). Leader–follower values congruence: Are socialized charismatic leaders better able to achieve it? *Journal of Applied Psychology* 94(2), 478–490. Retrieved from EBSCOhost. (Accession No. 2009-02898-012)
- Diesing, G. (2016, November). Millennials who they are, what they want, & why you need them. *Health Forum Inc.* 90(11), 22–27. Retrieved from <http://wsuproxy.mnpals.net/login?url=https://search-proquest-com.wsuproxy.mnpals.net/docview/1860274609?accountid=15069>
- Dinh, J. E., Lord, R. G., Gardner, W. L., Meuser, J. D., Liden, R. C., & Hu, J. (2014, February). Leadership theory and research in the new millennium: Current theoretical trends and changing perspectives. *The Leadership Quarterly* 25(1), 36–62. Retrieved from <https://doi.org/10.1016/j.leaqua.2013.11.005>
- Evolving technology tops list of challenges for association and network leaders. (2018). *Public Accounting Report*, 42(2), 1–4. Retrieved from EBSCOhost. (Accession No. 128160628)
- Fore, C. W. (2013). Next generation leadership: Millennials as leaders. Dissertation Abstracts International. Retrieved from <http://wsuproxy.mnpals.net/login?url=https://search-proquest-com.wsuproxy.mnpals.net/docview/1314807131?accountid=15069>
- Harris, K. E. (2010). A collective locus of leadership: Exploring leadership in higher education through a paradigm of collaborative effort. ProQuest Dissertations & Theses Global: The Humanities and Social Sciences Collection. Retrieved from <http://wsuproxy.mnpals.net/login?url=https://search-proquest-com.wsuproxy.mnpals.net/docview/753511052?accountid=15069>
- Hernandez, M., Eberly, M. B., Avolio, B. J., & Johnson, M. D. (2011, December). The loci and mechanisms of leadership: Exploring a more comprehensive view of leadership theory. *The Leadership Quarterly* 22(6), 1165–1185. Retrieved from <https://doi.org/10.1016/j.leaqua.2011.09.009>
- Hirten, M. (2016, March). Millennial input changes the health care experience. *Greater Lansing Business Monthly* 29(3), 22–23, 25–26. Retrieved from <http://wsuproxy.mnpals.net/login?url=https://search-proquest-com.wsuproxy.mnpals.net/docview/1776778135?accountid=15069>
- Kumar, S., Kumar, N., Deshmukh, V., & Adhish, V. (2015, April). Change management skills. *Indian Journal of Community Medicine* 40(2). doi:10.4103/0970-0218.153869

- McAndrews, S. (2015). AVID leadership: A skills approach to transformational change. ProQuest Dissertations Publishing. Retrieved from <http://wsuproxy.mnpals.net/login?url=https://search-proquest-com.wsuproxy.mnpals.net/docview/1673895550?accountid=15069>
- McKenzie, L. M. (2017). The stereotypes and biases that plague millennial leaders: Best practices and strategies for job promotion. Dissertation Abstracts International. Retrieved from <http://wsuproxy.mnpals.net/login?url=https://search-proquest-com.wsuproxy.mnpals.net/docview/1933027859?accountid=15069>
- Minei, E. M. (2013). Leadership concerns: Discursive framing within the disengagement/growth phase of a small business. ProQuest Dissertations Publishing. Retrieved from <http://wsuproxy.mnpals.net/login?url=https://search-proquest-com.wsuproxy.mnpals.net/docview/1357069810?accountid=15069>
- Momah, S. (2011). The effect of transformational leadership: A phenomenological study of African American leadership concerns. ProQuest Dissertations Publishing. Retrieved from <http://wsuproxy.mnpals.net/login?url=https://search-proquest-com.wsuproxy.mnpals.net/docview/873970487?accountid=15069>
- Murphy, W. M. (2012, July 27). Reverse mentoring at work: Fostering cross-generational learning and developing millennial leaders. *Human Resource Management* 51(4), 549-574. doi: 10.1002/hrm.21489
- Phillips, L. (2012, October 17). Adopt a new leadership style. *Nursing Standard* 27(7), 63. Retrieved from <http://wsuproxy.mnpals.net/login?url=https://search-proquest-com.wsuproxy.mnpals.net/docview/114466808?accountid=15069>
- Pidgeon, K. (2017, December). The keys for success: Leadership core competencies. *Journal of Trauma Nursing* 24(6), 338-341. Retrieved from EBSCOhost. (Accession No. 126345329)
- Roberts, E. B. (2017). Millennial teachers' perception of the benefits and challenges of working with non-millennial education leaders: A qualitative study. Dissertation Abstracts International. Retrieved from <http://wsuproxy.mnpals.net/login?url=https://search-proquest-com.wsuproxy.mnpals.net/docview/1929535761?accountid=15069>
- Sanchez, Jr., R. (2017). Job satisfaction factors of millennial leaders. Dissertation Abstracts International. <http://wsuproxy.mnpals.net/login?url=https://search-proquest-com.wsuproxy.mnpals.net/docview/1896530982?accountid=15069>

- Singh, A. (2009, April). Leadership grid between concern for people and intuition. *Leadership & Management in Engineering*, 9(2), 71-82. Retrieved from EBSCOhost. (Accession No. 36943820)
- Trautlein, B. (2013, August). Honing leadership skill in time of change. *Health Care Registration: The Newsletter for Health Care Registration Professionals* 22(11), 3-5. Retrieved from EBSCOhost. (Accession No. 89466915)
- Webster, P. (2016, September 6). CIHR audits suggest concerns with reform leadership. *Canadian Medical Association Journal*, 188(12), 271-272. Retrieved from <http://wsuproxy.mnpals.net/login?url=https://search-proquest-com.wsuproxy.mnpals.net/docview/1825580880?accountid=15069>
- Weirich, B. (2017, April). A millennial leader's views on the millennial workforce. *Nurse Leader* 15(2), 137-139. Retrieved from <https://doi.org/10.1016/j.mnl.2016.12.003>



## Chapter 7

Claire Exley

Every day, everyone, in almost every situation, utilizes the skills learned in science, math and history classes to make decisions, interpret the world, and promote effective change. These important subjects were ingrained into young minds in elementary school and continue to be a part of the adult world. If this information is used on a consistent basis, then why study leadership? The study of science encompasses the structure and behavior of the physical and natural world through observations and experiments. The study of math includes reviewing and interpreting numbers, quantities, and space. The study of history allows for the exploration of past events, trends, and connections. These are all important topics to study. Why is the study of leadership so important? Leadership is important because it is a growing and fluid field of study, leadership skills and traits are adaptable to all organizations and situations, and women are necessary for the study and implementation of leadership.

The study of leadership is a growing field. Leaders are in constant high demand and leaders are fluid throughout time and across disciplines. The workplace of the past has transformed. Current businesses have adapted to conduct across multiple time zones, locations and cultures. Leaders who can navigate these changes, absorb the information, and create successful change and output are in high demand. While older generations near retirement, the time for young and strong leaders is now. Leadership is fluid. In Cheryl Ward's study of leadership within schools, her research is related to organizations finding that implementing leadership-driven activities reflected an improvement on the overall performance of the organization (Ward, 2013).

The study of leadership is valuable and important because leaders need to adapt and grow with the constantly changing society. Leadership is always about change, whether on the individual, team, organizational or societal levels. Leaders influence followers and followers influence leaders, which is directed to the realization and achievement of specifically outlined goals (Pless and Maak, 2011). Adapting to change is a necessary skill for leaders. The study of leadership allows for an increased sense



of self-awareness and adaptability. Adaptable leaders effectively respond to changing society.

Gender diversity in leadership is slowly becoming a priority in the modern world. In an experiment recently conducted by the New York Times, there was a finding that the capacity to “take charge”, which is strongly associated with leadership, continues to largely be considered a male characteristic (Murphy, 2018). The notion that women are not leaders is reinforced through existing societal stereotypes. The study of leadership is essential for young women to overcome past injustices and stereotypes. Women are taking center stage in organizations and roles. Female leadership is incredibly important and beneficial to society. Female leaders overcome these stereotypes and achieve success. The study of leadership by young women is imperative.

Active leadership ensures that change is intentional and effective in organizations and society. Leadership is a growing and fluid field of study. Leaders are adaptable and the need for women in leadership positions highlight why leadership is valuable and important. The study of leadership is necessary for sculpting future selves and organizations as much the studies of science, math, and history.

### **Current Leadership Issues of Concern**

Leadership continually presents challenges to leaders and their abilities. These challenges are an inclination for leaders to rise to another level and improve systems and processes. In simpler times, leaders faced fundamental challenges of competition and teamwork. Current leadership issues of concern are far more complex and demanding. These include leading and managing effective change, breaking down existing silos of isolation, and exhibiting appropriate emotional intelligence.

Leading and managing effective change is an issue of concern for current leaders. Change is a constant in today’s systems. Change has recently transformed into a way of life rather than a single event. Leaders are responsible for facilitating change. They initiate it, lead it and help others adapt to the change. The increase of new trends and technological advancements require organization change at much higher rates than ever before. Leaders who implement “quick fixes” directly experience a decreased awareness of followers and overall ineffectiveness. Poor implementation of change can create a poor attitude from followers and additional problems for organizations in the future. A key to leading and managing effective change for leaders is the ability to recognize that the way things are changed is as important as the change itself.

The new realities of current culture present new challenges and opportunities for leaders. The workplace of organizations today tends to occur silos. The silos represent people working towards the same objective or goal but are not engaged in sharing the learned information, knowledge or skills. It is essential that leaders work towards breaking down these silos. If leaders want to collaborate and improve with others, work should not occur in isolation. This concept is a leading concern in many systems. The research of Kalb explores the silos that exist in the healthcare profession. Health care has not kept pace with the growing organizational needs and has failed to meet evolving challenges. The persistence of existing silos hampers the efforts of health care professionals when addressing glaring gaps (Kalb, 2012).

Emotional intelligence in leadership allows for the use of emotions in guiding thinking and behavior and adjusting emotions to achieve certain goals. In current society, the importance of emotional intelligence is often downplayed and discredited when compared to other leadership skills. Evidence supports that emotional intelligence is a strong predictor of success because it bolsters the hard skills, which prompts creativity (Wilcox, 2017). As new generations of leaders enter into the workplace, emotional intelligence is becoming a more recognized concept. Emotional intelligence is an essential factor for success; it influences productivity, efficiency and team collaboration. Leaders with emotional intelligence are equipped to assist in developing a more effective workplace.

Current leaders continue facing issues of concern, which are more complex than the basic and fundamental issues faced by previous leaders. Challenges allow for leaders to rise up and create improvements throughout existing systems. Effective leadership is urgent for the creation and management of effective change, break down the hampering silos of organizations, and incorporate emotional intelligence into current systems, organizations, and cultures. Leaders work to rise above challenges and work on building the skills needed for responding to concerning leadership issues.

### **Critical Skills Needed to Lead Change**

Change is a challenging but vital factor for the success of individuals, institutions, organizations, and systems. People need a good reason to change and need knowledge of the direct effects. Although individuals may not agree with the change at hand, they need a basis for understanding. Change is difficult in organizations where many people are required to be involved in the process. Change starts with the leader. Their actions or inactions will either support or undermine the change effort. Leaders need to learn and master

the critical skills required to facilitate effective and lasting change across platforms. Leaders must exhibit commitment, communication, and collaboration when leading successful change.

Leaders who can negotiate change must be committed to the change. Leaders express resiliency and persistence and are willing to operate outside of their comfort zone for the common good. Leaders must devote their time and energy to the change effort and remain focused on the big picture. Change involves risk for anyone participating in the shift. By challenging the status quo and making changes, people may lose power, confidence and may not feel supported (Nixon, 2015). Additionally, leaders must elicit a high commitment from followers. Followers need to commit to leaders and trust the leader's decision-making abilities when working towards goal achievement. Without engagement from followers, the team will be held back from succeeding in making a change. Leaders accomplish change through strong, interwoven levels of commitment.

Communication is a critical skill needed for leading change and is one of the most challenging skills. Communication informs, guides, assures, persuades, and inspires followers. Leaders must encourage others through their communication with words and actions. Communication starts with the leader and is a two-way flow of information. Whether spoken, written, or shown; effective communicators convey a message and springboard into change. Communication for leaders is complex, involving strategy development, writing precisely and speaking effectively while gaining control and changing difficult situations (Dahiya and Luthra, 2015). Leaders who can communicate the purpose of change and connect it to the bigger picture create a stronger pathway for change.

Collaboration is a critical skill for leading change. Leaders need to work for others by working with others. A restaurant chef works to feed an auto mechanic. An auto mechanic works to repair vehicles, which allows restaurant chefs to drive to work. This primary relationship can be applied to differing situations. The process of collaboration and sharing ideas is much more important than the knowledge and skills of one individual leader. Groups and organizations create change more effectively as a group with a skilled leader. Successful leaders exhibit high levels of collaboration by working across boundaries, encouraging followers to break out of their silos, and working with others on strengthening their commitments towards change.

The leadership skills of commitment, communication and collaboration are vital when delivering effective change management. Change is difficult but necessary for organizations that focus on growth and improvement. A change

process allows for a real impact in a specific area or towards a broader goal. Leaders of all generations need the necessary skills exhibited at the forefront of change and implement them.

### **Millennials as a Force for Societal Change**

As the millennial generation floods the workplace and rises to leadership positions, professionals are aware of the way this generation is reshaping traditional structures and creating societal change. Millennials have a desire for new experiences and enjoy challenges; they do not shy away from change. Millennials develop pathways for organizations, encourage development and create change. Millennials are eager to lead and vital to the current workplace. Through their skills of innovation, knowledge of technology, and encouragement and promotion diversity; millennials are necessary for the creation of broad societal change.

Innovative leaders have a focus on the big picture goals with an understanding of the steps needed for goal achievement. Innovative leaders recognize creative ideas and envision the path that leads to those ideas becoming reality. Millennials are forming the vision, sharing it with followers and partners, while creating enthusiasm and motivation for goal achievement. Micro-managing leadership styles are outdated; millennials generate change through innovation by implementing a big picture and outside of the box leadership style. The millennial leader promotes and recruits creative thinkers who supplement the collective vision and make it greater. The innovation of millennials inspires and creates motivation for change. Millennials grew up in a changing world; therefore, they are more equipped in adaption to systematic change. Millennials are accustomed to adjustment and confident asking questions while embracing change.

Technology has become a vital factor in societal change and essential for promoting individual goals as well as the common good. Today's modern workplace recognizes the opportunity for motivation, inspiration, and engagement of employees by utilizing technology in various ways. Millennials can navigate the ever-changing technological world and teach employees of older generations the skills needed for effective use of workplace technology. It is necessary to listen and look for changes occurring, and know how new technology is used as a power tool for emerging companies (Chowdhry, 2010). Millennial leaders conceptualize and engage technology in ways that revolutionize the workplace and create a motivated workforce.

Millennial leaders are persistently on the lookout for diversity that will create big leaps forward for organizations and promote societal change.

Millennials possess an innate understanding that diversity provides new ideas and a fresh perspective. Millennial leaders are increasingly welcoming to all populations in the movement for change with the understanding that diversity enhances the culture and growth of society. Furthermore, millennial leaders themselves represent diversity. Older generations of leaders were primarily represented by Caucasian males and remained the face of leadership for an extended time period throughout history. As millennials enter into current leadership roles at higher rates, society is exposed to and benefits from diverse leaders creating systematic change and maintaining societal diversity and growth (Chin and Eagly, 2010).

Millennial leaders create transformation in current leadership practices and promote social change through skills of innovation, effective use of technology and ability to promote and incorporate diversity. Millennials possess the fundamental desire for new experiences and challenges while creating pathways for development and change. Millennial leaders heighten awareness among others and serve as a strong necessary force for societal change.

## References

- Chowdhry, U. (2010). Technology leadership in turbulent times. *Research-Technology Management*, 53(1), 29–34. doi: 10.1080/08956308.2010.11657608
- Eagly, A., & Chin, J. (2010). Diversity and leadership in a changing world. *American Psychologist*, 65(3) 216–224. doi: 10.1037/a0018957
- Kalb, K. (2012). *Breaking down silos, building up teams*. Catholic Health Association of the United States [CHA]. Retrieved from: <http://www.chausa.org/docs/default-source/health-progress/strategies-in-education—breaking-down-silos-building-up-teams-pdf.pdf?sfvrsn=0>
- Lutha, A., & Dahiya, R. (2015). Effective leadership is all about communicating effectively: Connecting leadership and communication. *International Journal of Management and Business Studies* 5(3) 43–48. Retrieved from: [https://www.mcgill.ca/engage/files/engage/effective\\_leadership\\_is\\_all\\_about\\_communicating\\_effectively\\_luthra\\_dahiya\\_2015.pdf](https://www.mcgill.ca/engage/files/engage/effective_leadership_is_all_about_communicating_effectively_luthra_dahiya_2015.pdf)
- Murphy, H., (2018). Picture a leader. Is she a woman? *The New York Times*. Retrieved from <https://www.nytimes.com/2018/03/16/health/women-leadership-workplace.html>
- Nixon, C. (2015). Ten lessons from changing policing organisations. *Change! Combining Analytic Approaches with Street Wisdom*, 205–214. Retrieved from <http://www.jstor.org.wsuproxy.mnpals.net/stable/j.ctt16wd0cc.18>

- Pless, N., & Maak, T. (2011). Responsible leadership: Pathways to the future. *Journal of Business Ethics* 98(1), 3-13. doi: 10.1007/s10551-011-1114-4
- Ward, C. (2013). Why leadership matters: One school's journey to success. *Educational Leadership and Administration: Teaching and Program Development* 24, 62-72. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1013148.pdf>
- Wilcox, L. (2017). *Emotional intelligence is no soft skill*. Retrieved from <https://www.extension.harvard.edu/professional-development/blog/emotional-intelligence-no-soft-skill>



# Chapter 8

Diego Barros dos Santos

Recently, leadership continues to gain more repercussion in today's society. Since civilization is frequently changing its own directions and presents itself in human relationships, new leaders are required to seek new perspectives to achieve goals, objectives and to make a difference in the lives of people they wish to lead in an effective and positive way.

## **Why Study Leadership?**

Understanding people's dynamics and their environment transformations is a process of continuous development. Organizations continue to realize that the role of a leader is crucial for the growth of an entire team or company, an educated one, not just an entitlement. A position of leadership requires an individual to be involved in strategic settings, managing differing individuals, and decision making. A leader should act steadily in the management by competences and encourage the continuous development and the collaborative work within the organization.

Leaders must regularly gain new knowledge to deal with certain organizational scenarios and to have a competitive advantage over others. This results, in most cases, in higher profits for the company and better relationships with its employees. Holt, Hall, and Gilley (2018) express the idea of a variety of requirements that companies need to consider to be successful, demands better leadership in terms of personality, knowledge, skills, and ability. So, if an individual trains and improves on such characteristics it would definitely have a competitive advantage in a high-level job selection. In today's globalized and competitive job market, an individual can easily lead a company or a group of people to succeed or fail through their actions in a short period of time. Some leaders are effective for one specific occasion or task but can underperform in others because different situations and contexts may require different styles of leadership.

Competition walks aside the job market. Otubanjo (2018) explains that the idea of being committed to innovating over time is crucial to any organizations survival in today's world where different stakeholders are always expecting



something new or improved, making a position as a leader more challenging. The market environment proves that even when someone is working for the same organization for a long period of time as a leader; this person must follow the mission of the organization because longevity does not secure a position, but a well prepared and skillful professional can. The constant changes and the pursuit for advantage over competitors forces an evolution from the leaders, encouraging development, the creation of new concepts and a new way to manage, influence, and lead their employees.

The study of leadership is a continuous dynamic process based on interactive relationships. New leaders must act and think outside the box to make a difference and inspire people. Therefore, the effective leaders are endless learners and know that with discipline, passion, and most important, leave their comfort zone to improve, acquire and express their leadership skills they can change the course of the world

### **Current Leadership Issues of Concern**

Every time a team, company or organization fails or does not achieve their goals, people automatically relate it to leadership problems. Often times, just because someone is a leader doesn't mean that they can lead effectively. Studying leadership is not only important for individuals' preparation for the current job market but also to remain at a high-level competency.

In the realm of sports, the lack of communication and misunderstanding of roles makes it difficult for teams to succeed. Communication between coaches and athletes is the first step in achieving goals, and when this does not happen, obstacles will certainly be more difficult. For example, an intelligent coach whose vast curriculum and licenses credit them to be an excellent coach might end up not working for several reasons, such as not having good relationships with the athletes or the community, which can hinder the success of a program.

Another leadership issue is individuals with extensive knowledge about leadership lacking the ability to facilitate this knowledge in a way the athletes can understand. Yordanova (2016) states that a lack of communication in leaders can impede motivation, adequate decision making, and development of positive relationships. Among leadership concerns within sports is the role of a team captain. Being a captain is to be the coach's voice during matches. Athletes are purposely selected to act as a leader on and off the field, motivating and guiding teammates, but this often leads to conflicts in the environment because the captain feels empowered, causing discomfort in other athletes.

Issues with leadership also arise through the advancement of technology

and the effects it has on how leaders guide differing individuals. Since technological evolution and new trends in society have developed, it is possible for leaders to make less of an effort to be creative. Ghasabeh (2018) emphasizes that business trends constantly change and that leaders must develop strategies to follow and anticipate them. It is an issue in leadership assuming that every day people will have an easier way to process information which could result in a less qualified and unprepared leader.

Bad leadership creates differing problems for an organization. Problems of leadership cause a lot of stress for employers because it is extremely difficult to have only one person in charge of leading an organization. Today, employers are worried that new leaders have difficulties in dealing with the variables of specific positions of leadership. The organizations are now relying on a team of captains to succeed. Within these teams, individuals need to possess specific abilities and skills relevant to current society to truly be impactful to an organization.

### **Critical Skills Needed to Lead Change**

Throughout history, some leaders were recognized just by their nature, while others developed their abilities to lead over time. In one way or another, these individuals were and still are extremely important to the progress of any organization. However, assuming that the demands of social change and multiply constantly, it is up to leaders to have the necessary skills to make a difference in today's society.

An important skill for leaders hoping to guide change relates to mastering the complexities of a given subject, knowing how to process information, and most importantly to see potential problems that such issues may arise and create obstacles in an organization's objectives and goals. Based on this assumption, the knowledge of a leader is more beneficial when the individual is able to apply his or her knowledge skills. Tan (2016) exemplifies in her study on individual's enhancing knowledge sharing that knowledge is efficient when the leader is skilled to share his or her competences with others to accomplish tasks in the organizational environment.

Furthermore, the ability to share knowledge leads to another necessary skill to lead change: human skills. Human skills are not a requirement for success, nonetheless, knowing how to handle and work with people provides a harmonious work environment and potentiates the organization to a faster change and success. An accountable leader motivates his/her employees extracting the best from them. In today's job market, new leaders are expected to have a powerful impact on its employees, in a way that this individual

manages the collective system by understanding the different perspectives inside an organization.

In addition to knowledge and human skills, leaders must have vision skills to lead change. Every organization has leaders who are in charge of guiding or dealing with a specific group of people. Moreover, leaders who are skillful in anticipating, identifying, and strategically planning a solution to a problem with his or her team are in a competitive advantage compared with others. This vision must inspire individuals, and Kao (2017) illustrates in his article about the education in the age of innovation where the new leaders must innovate by visioning strategic plans to face new demands of a competitive society. In this case, the successful leader is the one who sees a problem and competently plan a solution in a distinctive way.

As expressed, individuals with specific skills related to leadership have the opportunity to produce change in differing environments. Enhancing knowledge, human skills, and strategic vision leads to a successful and positive influence on leaders and individuals directly affected. Acquiring different skills is essential in developing current leaders and creating new ones throughout different generations.

### **Millennials as a Force for Societal Change**

Millennials are the next generation of new leaders, but they are often viewed negatively in today's society. However, these individuals are continually contributing to multiple factors using different approaches to advance and produce social change in a positive way. Whether employers agree or disagree, the millennial's era to manage and lead organizations will begin in the next few years.

New leaders have the opportunity to be recognized and pleased by peers based on productive actions. In a society filled with constant changes and demands, successful leaders will arise from innovative ideas to impact organizations. Misinformed critics say that this generation is occupied with individuals who are addicted and overly dependent on technology to survive, but the truth is that technological knowledge serves as an ally for understanding daily challenges. Gong, Ramkissoon, Greenwood, and Hoyte (2018) support the idea that millennials are naturally capable of handling digital equipment and use such ability to solve problems efficiently as a new way to perform their roles in the organizations. Additionally, innovation is required due to new customer demands. Society requests instant satisfaction in terms of technology and interaction. Consequently, the organizations need to have well-prepared leaders who dominate such abilities, in this case, millennials.

On the other hand, Generation Y is also concerned about the workplace environment. This new generation to make the world a better place to live, not focus on who is better or worse, who is smarter or more unwise. Instead, they focus on collective collaboration or collective intelligence, where different perspectives and abilities are crucial for development, success, and problem solving for organizations. New leaders will be able to extract the best from each member of the team so that the collective is the star, like a machine where each part has a role in making development work as a whole. Regan (2017) affirms that millennials have a natural sense of collaboration from school due to constant group projects, so being a part of a team is normal for this generation. They know how to impact and perform as a positive team member. Therefore, leaders share tasks and make employees have the decision control as well.

In conclusion, future leaders need to raise the idea of sharing and social consciousness, perfectly fit with a new style of leadership thinking on different angles and outside of the box. This allows different organizations to create success in a constantly advancing society.

## References

- Ghasabeh, M.S. (2018). Leadership, communication technology and decision-aid technology: How leaders should lead emerging technologies to track future trends? *Leadership Excellence Essentials*, 35(1), 23. Retrieved from <http://wsuproxy.mnpals.net/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=keh&AN=127249187&site=ehost-live>
- Gong, B., Ramkissoon, A., Greenwood, R.A., & Hoyte, D.S. (2018). The generation for change: Millennials, their career orientation, and role innovation. *Journal of Managerial Issues*, 30(1), 82–96. Retrieved from <http://wsuproxy.mnpals.net/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=keh&AN=128481755&site=ehost-live>
- Holt, S., Hall, A., & Gilley, A. (2018). Essential components of leadership development programs. *Journal of Managerial Issues*, 30(2), 214–229. Retrieved from <http://wsuproxy.mnpals.net/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=keh&AN=130373168&site=ehost-live>
- Kao, J. (2017). Education in the age of innovation navigating the waves of change. *Independent School*, 76(3), 30–37. Retrieved from <http://wsuproxy.mnpals.net/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=keh&AN=121560970&site=ehost-live>

- Otubanjo, O. (2018). Building a powerful entrepreneurial brand: The role of critical success factors and their impact on competitive advantage. *IUP Journal of Brand Management*, 15(1), 25–44. Retrieved from <http://wsuproxy.mnpals.net/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=keh&AN=128918167&site=ehost-live>
- Regan, C. (2017). What you need to know about the new generation of workers: Millennials are not only transforming c-stores as customers, but also as employees. *Convenience Store News*, 53(10), 138–142. Retrieved from <http://wsuproxy.mnpals.net/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=keh&AN=125772695&site=ehost-live>
- Tan, C. (2016). Enhancing knowledge sharing and research collaboration among academics: The role of knowledge management. *Higher Education*, 71(4), 525–556. <https://doi.org/10.1007/s10734-015-9922-6>
- Yordanova, E. (2016). Communication skills and the realization of the management process. *Business Management* (1), 5–14. Retrieved from <http://wsuproxy.mnpals.net/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=buh&AN=116258568&site=ehost-live>

## Chapter 9

Tracy Hale

“I declare to you that woman must not depend upon the protection of man, but must be taught to protect herself, and there I take my stand.”  
– Susan B. Anthony (July 1871)

Many successful and powerful women have risen to the top of their fields by overcoming discrimination, inequality in the workplace, harassment, rigid gender-based stereotypes and objections to female leadership. Susan B. Anthony stood out among mostly male leaders of her time. She was an intelligent and inspirational leader that was thoughtful, tough and passionate.

Overcoming obstacles in life has provided many women the opportunity to “fight” for their rights within the workforce. No longer are women having to fight for their right to vote, but they continue to fight every day for their voice to be heard, a project to be accepted, or opinions to be taken seriously. Women leaders are still the underdog in most corporations in the United States. “In S&P Companies, the higher up the corporate ladder, the fewer the women. As of this year, only 5% of women are CEO’s in Fortune 500 companies and 26.5% are executive or senior level managers in while only 36.9% of females are in the first or mid-level of management” (Catalyst, 2018). With women still pushing forward to reach the top of the pyramid, they are continually faced with challenges. For example, women can be ostracized for speaking up, and are not being treated equally within the same roles in an organization. These challenges are preventing women from achieving their personal and professional goals of becoming top leaders within their organizations. Women will continue to forge their way to the top using the essential leadership skills that they have been taught in order to create a future that is brighter for those to follow.

Strong leadership skills are in high demand as many organizations are looking to diversify their staffing with leaders of different backgrounds and skill sets. However, one does not need to be the CEO of an organization to be viewed as a leader. Leadership skills are needed at all levels within

an organization. According to a recent blog, the most desirable leadership skills for 2018 are: communication, flexibility, engagement, recruitment, social media and brand messaging. (C. Fields, 2018). Due to this list and many similar to it, people choose to study leadership for many different reasons. This may be; to build skills on goal setting, become a more effective communicator or teamwork expert, to gain more diverse perspectives, or to learn more about themselves in particular situations. Leadership skills are not bound by an “age” or a time limit; nor should they be bound by gender. Becoming a leader and working on improving leadership skills is something that can be a continuous self-improvement project that never ends. Leadership skills don’t expire, they are just enhanced.

People look to leaders for direction, insight, creativity, problem-solving, and answers. As a leader, one must decide how best to work with a team. Finding out the strengths of all those involved is critical for the success of the organization or the project at hand. In order to be a successful leader, one must continue to learn about themselves, study new tactics for their team, re-evaluate the success of the organization, challenge the “norm” and continue to recognize the success of their team. New theories and ways to be a successful leader are always being presented. In order to be the best leader possible, it only makes sense to continue to educate oneself in all areas of leadership.

Women still have many obstacles to overcome in order to be viewed as viable leaders in this world. In addition, it is viewed that women “take care” and men “take charge”. By inspiring other women to rise above this “glass ceiling”, it is a personal goal to show other women how they too can become successful leaders within their organizations.

### **Current Issues in Leadership**

Similar to the fight for the right for women to vote, women have been fighting for equal pay for many years as well. It is no secret that since the beginning of time, men have been paid more for doing the same job or tasks as their female colleagues. Going back to the 1950s, women earned about 60% on average of their full-time, wage-earning, male counterparts. It stayed at that level until about the 1990s where it rose to 72% and about 73% in the next decade. The wage gap is now around 77%. (Weissmann, 2012). That is just 77 cents on the dollar for the same work the man in the office next to the female employee is completing. The Equal Pay Act was passed as an amendment to the Fair Labor Standards Act on June 10th, 1963. This act, signed into law by President John F. Kennedy, made it illegal to pay men and women working in the same

place different salaries for similar work. Unfortunately, the act has not been able to close the gender gap in pay because of limited resources and inadequate remedies to the problem. This is part of the reason that women only make 77 cents on the dollar.

Although the gap varies depending on individual situations, gender pay inequality affects women from all backgrounds, at all ages and of all levels of educational achievement. The pay gap is also evident in different racial groups. “Compared with salary information for white male workers, American Indian or Alaska Native women’s salaries show the largest gender pay gap, at 58%. (Miller, K. (2018). Not only are women from different racial backgrounds affected, but it may also depend on where women live as well. Geographically, some states have a tendency to pay women less based on the industries within that particular state. “In 2017, the state with the largest gap was Louisiana, which had a gender pay ratio of 69%; the state with the smallest gap was California, with a gender pay ratio of 89%. With continued progress from leaders in organizations and within the legislature, some experts predict that by the year 2059, women will finally reach pay equity” (Miller, 2018).

Pay inequality is not only for those working the lines in warehouses, grinding over figures in an accounting office, or for those in senior management roles. In April 2016, Hope Solo, gold-medal Olympian and star on the U.S. Women’s Soccer team, filed complaints and charges against the U.S. Soccer Federation citing pay discrimination against her and her teammates. Her male counterparts make up to four times that of the female soccer players. “Her push for equal pay in the soccer world is going to be immensely tough; gender inequality is rampant across the sport, more established than in politics, business, and medicine” (McCarthy, 2017).

Up until recently, nothing could be done regarding the pay inequality issues that women faced. The Equal Pay Act was implemented but with no real recourse or policies in place for women to pursue. Lilly Ledbetter was a woman who had worked for Goodyear and fought in court for 10 years because she was paid less than the men who did the same work she did. Her case was appealed and she will now never receive any compensation for her case. However, in 2009, President Barack Obama instituted a law named the Lilly Ledbetter Fair Pay Act which now makes it easier to file a claim against pay inequality. Women now have 180 days from the last payday they were discriminated against in order to file a claim. Thanks to Lilly and other women like her, women continue to fight for the underdog and to pursue the freedom that makes women equal to their male counterparts. Gloria Steinem, women’s



activist, journalist, and lecturer once said, “A gender-equal society would be one where the word “gender” does not exist: where everyone can be themselves.”

### Critical Skills Needed to Lead Change

“It is not the strongest species that survive, nor the most intelligent, it is the one most adaptable to change” – Leon C. Megginson

Change is inevitable, and a good leader recognizes when change needs to occur. Effective leadership is essential to successful change within organizations. However, 70% of change initiatives fail due to lack of employee buy-in and management support (Ewenstein, Smith, & Sologar, 2015). Most important to any change are the leadership skills needed to transition a team through that change. There have been many studies, numerous lists, and mountains of research done regarding the critical skills a leader needs to transition their team. An effective leader must determine which particular skills are going to be needed to lead successfully through the organizational change. In one situation, a leader may need strong strategic thinking skills, while in a separate situation, a leader may need strong interpersonal relationships in order to gain trust and build rapport with their team to move through the change. Leadership skills can also be dependent on the type of project that is being worked on. The skills a leader has may be dependent on what the personality and work traits are within the team. Team dynamics are a powerful attribute that should be considered when looking towards a strong and effective leader. Leadership skills and qualities may be different amongst leaders regardless of their gender.

According to the “7 Leadership Skills of Successful Women” by Susan Foster, “effective communication, strategic vision, creativity and innovation, emotional intelligence, critical thinking and problem solving, confidence and trustworthiness” are particular skills that make women successful leaders. (Foster, 2017). In order to maintain effective leadership traits, one must work continually on these particular skills using several different techniques. Ask questions, give feedback, ensure that the employees have the proper tools needed to complete their tasks, provide a positive work environment, find ways to diffuse stressful situations, and make decisions that move the organization forward.

Effective communication can be verbal or non-verbal, but it needs to be clear and concise. In today’s society, of electronic communication, messages are often misconstrued or can be relayed inaccurately. Face to face communication as a leader is ideal. Strong communication skills are an essential skill for a leader

at any level. Providing a vision or strategy for the change is a skill that most leaders need in order to showcase the “big picture” to those maintaining or performing the transition. Leaders with strategic visions or plans are often able to influence others to follow when the path is clear toward a goal. Using the team to help develop the strategic plan is essential if the leader will be relying on the team to help reach that goal. Allowing the team to develop strategies and processes to move forward is essential to the overall success of the leader.

Thinking outside the box to suggest creative or innovative ways to provide forward progress through a change will ensure the leader understands the demands placed on their team. Providing the team with proper tools and training are important, but allowing them to try things that have not been the “norm” or “always been done that way” will allow for a larger success rate. Emotional intelligence is the “ability to understand and manage our own emotions, and those of the people around us” (Foster, S. 2017). The better a leader can relate to their team, the more successful they will be. Asking the hard and vital questions and helping provide critical thinking skills and offering solutions to problems that arise is a leadership trait that many leaders find relevant to the success of their team. Accessing the data and remaining open-minded will help the organization arrive at a well-reasoned conclusion. Confidence and trustworthiness are two of the most critical skills a successful leader needs to possess in order to move a team through change. Leadership is about having confidence not only in yourself but also in your team. Having the team trust the decisions their leader is making will allow the team to do their best and continue to elevate themselves and their leader. Being able to trust a leader will move that organization further along the road of effective change.

There are many skills needed to be an effective leader. Being a well-rounded communicator, an effective listener, and wanting the best results for your team are skills that any team would be thrilled to have in their leader. However, it takes more than that to lead a successful team through organizational change. Leadership is about elevating the level of performance of a team through the skill set that works best for the members of that organization.

### **Millennials as a Force for Societal Change**

Millennials have been a part of the professional workforce for two decades. Currently, millennials hold about 20 percent of all leadership roles (Alton, 2017). The older millennials are in their mid-thirties and are climbing the ranks within organizations as baby boomers are beginning to retire. Millennials can be described as those born from 1980-2000. They are known to be curious,

tech-savvy, connected, task driven, multi-taskers, recognition seeking, expecting regular feedback and appreciate the flexibility of work-life balance. They provide a much different perspective to working within organizations than any other generation. Millennials have no concept of life without technology as they were born with email, laptops and cell phones already mainstreamed. Questions of any kind can be solved in a matter of minutes by a few clicks on the internet, which equates to instant knowledge regardless of the subject matter. The ability to have face to face conversations has diminished with this generation.

Knowing how to work with millennials and knowing what they bring to the table is something that all generations need to better understand. There are several techniques that could be applied when working with the millennial generation; invest in them and encourage their strengths that they bring to the organization. Promote and encourage new training to enhance their technical skills. Appreciating and giving credit on a job well done goes a long way with millennials. Encourage informal days such as fun Fridays, jean days, or pizza lunch to change up the daily schedule. Connect socially with the younger generations within the organizations and offer prizes for attendance. Communication with this generation is extremely important and the leaders and colleagues cannot do this enough with this group of employees.

Despite the negativity that can surround the Millennial generation, millennials are still a driving force and can provide many positive outlooks to an organization. Generally, having a mix of different generations within the workplace will provide the most necessary outlook for moving the organization forward. Millennials bring about a thought process that many older generations would never consider. For example, this younger group of employees can provide a creative outlook to a change by working collaboratively within the department; they are able to take a step back and turn “what has always been done” into “look what it could be”. Understanding that millennials are multi-taskers can help move a group forward; they can strategically plan for the change ahead. Taking the millennials desire to be transparent and collaborative, older leaders need to make sure that all generations are present when making strategic changes. Millennials strive for group projects and teamwork. For example, a “think tank” space where an informal gathering of employees is allowed to share ideas, write them on paper or a whiteboard and live in the moment of creativity that surrounds them. This type of structure appeals to the millennial generation. Leaders from other generations may need to be more open to the carefree workspace for which millennials prefer.

It is safe to say that baby boomers need the skill set that the younger

generations provide. “We are increasing codependent generations” (Schrobsdorff, 2015). In many organizations, a “reverse mentorship” may be established between a younger and older employee. A “reverse mentorship” allows the millennial to help the baby boomer or Gen-X employee learn new technologies and innovative ways to produce results in a more effective manner. United Health and Target have recently added the reverse mentoring program into their human resources mantra. These corporations see the value in younger employees working side by side with a more seasoned employee. This allows them to train one another in a closer, more meaningful relationship, which encourages the millennial to thrive. Showcasing the millennials many talents in a way that puts them in the driver seat, is a positive way to let them exercise their leadership skills. Forming partnerships, trusts or alliances for millennials will be pivotal in an organization moving through change. Schrobsdorff states; “Millennials are now the largest, hardest-working sector of the workforce and the most desirable market for most businesses, and we don’t want them to turn on us”. By keeping expectations clear, remaining transparent and providing constant feedback and recognition, working with millennials will allow organizations to broaden their goals and to become more successful in the future.

## References

- Alcorn, C.L. (2016, July 26). How millennials in the workplace are turning peer mentoring on its head. *Fortune*. Retrieved from <http://fortune.com/2016/07/26/reverse-mentoring-target-unitedhealth/>
- Anthony, S.B. (1871, July 18). Keynote address on “Marriage and Divorce.” San Francisco, CA.
- Catalyst. (2018, July 30) Quick Take: Women in Management. *Catalyst*. Retrieved from <https://www.catalyst.org/knowledge/women-management>
- Ewenstein, B., Smith, W., & Sologar, A. (July 2015). *Changing change management*. McKinsey and Company. Retrieved from <https://www.mckinsey.com/featured-insights/leadership/changing-change-management>
- Fields, C. (2018). *The most desirable leadership skills for 2018*. Retrieved from: <http://blog.eskill.com/desirable-leadership-skills/>
- Foster, S. (21 August 2017). 7 Leadership skills of successful women. *Leaders in Heels*. Retrieved from: <https://leadersinheels.com/career/7-leadership-skills-of-successful-women/>

- McCarthy, N. (2017, November 28). Soccer's ridiculous gender wage gap. *Forbes*. Retrieved from <https://www.forbes.com/sites/niallmccarthy/2017/11/28/soccers-ridiculous-gender-wage-gap-infographic/#31e43c267b08>
- Megginson, L.C. (1963, April 12). Keynote address delivered at the Southwestern Social Science Association convention in San Antonio, TX.
- Miller, K. (2018, Fall). *The Simple Truth about the Gender Pay Gap*. AAUW. Retrieved from <https://www.aauw.org/research/the-simple-truth-about-the-gender-pay-gap/>
- Schrobsdorff, S. (2015, December 14) The millennial beard: Why boomers need their younger counterparts and vice versa. *Time*. Retrieved from <http://time.com/4134381/millennials-boomers-workplace-dependency/>
- Weissmann, J. (2012, October 17). Why are women paid less? *The Atlantic*. Retrieved from <https://www.theatlantic.com/business/archive/2012/10/why-are-women-paid-less/263776/>

# Chapter 10

John Eger

The study of leadership is necessary to achieve greater skill with all its elements. It gives the learner a higher level of confidence on the way to becoming a more effective leader. The leaders of today are confronted with a constantly evolving landscape in the field in which they operate. To be an effective leader in the twenty-first century, one must have a lot more in their personal arsenal than the common leadership traits like charisma, confidence and decision making. Many are born with those traits, but many more are required for success today.

Simply using the term “leadership” is no longer specific enough. “Change Leadership” can be confused with “Change Management”. Change management is a more common term that refers to “a set of basic tools or structures intended to keep any change effort under control. The goal is often to minimize the distractions and impacts of the change. Change leadership, on the other hand, concerns the driving forces, visions, and processes that fuel large-scale transformation” (Kotter, 2011). Keeping that in mind, change leadership is truly a system that will take the leader, managers and entire organization through a change from start to finish.

Change leadership is by its very nature something that challenges the organization. It’s intended to make people uncomfortable in numerous ways. “change leadership becomes an engine. It brings a sense of urgency and pulls in most everyone in the organization. It’s chaotic and a little out of control. Its sets a tone of empowerment and makes everyone a stakeholder in change” (Kotter, 2011).

So how do we achieve change leadership? There are “3 main categories — what we call ‘the 3 C’s of change,’ leading the process, and leading people. Communicate, Collaborate and Commit” (Muhly Bendixen et al, 2017) The leader is there to articulate the goals, provide a good reason why they exist, and be the individual personally responsible for guiding change from start to finish. Leaders need to communicate not only what the organization needs to do, but why it’s needed. They must provide the purpose for the change

in plain language so everyone in the organization understands. They must provide an atmosphere of collaboration whereby internal departments can work in an overlapping fashion without worrying about who's going to get credit or blame. When it works, everyone gets credit; when it doesn't, it just gets fixed and everyone moves on. The leader and the organization must fully commit to the change. The leader must spend a great portion of his or her time being the champion of the desired change, boldly challenging employees and co-workers and adhering to specific timelines to achieve the desired goal (Muhly Bendixen et al, 2017).

To properly lead change, the leader must initiate the change by providing the plan, making sure there is a total understanding of it and why it's being done. Leaders are responsible for crafting the vision of what things will be like when the goal is achieved. Leaders must strategize with all managers, set a timeline, define what needs to be done and what is important, communicating clearly what will stay the same. Execution is key, as well as enforced deadlines. Leaders should make sure everyone knows as milestones are achieved (Shannon Muhly Bendix 2017).

Leading people is the final piece of the puzzle. Leaders must keep people in mind as they are making the change. Leaders must support the implementors of the change. Leaders must support the people who perceived themselves to lose power or prestige. Internal and external stakeholders must also be constantly updated and included in the change as well. Stakeholders who don't agree with the change must be given special attention. Finally, these stakeholders must be willing to learn. Lastly, leaders must recognize that they don't have all the answers. Many components of the desired change can and should come from others in the organization (Shannon Muhly Bendixen et al, 2017).

One of the biggest issues that any leader will face is communication. Communication in the workplace, in clubs, or other organizations seems to be the biggest hurdle for most people. "When communication lacks from leadership, subordinates are left without direction and purpose and lose motivation to perform their daily tasks well." (Papa, 2017). Communication is something that affects all of us every day and in every aspect of our lives. Ineffective communication can make or break an individual, a group or an organization. For our purposes, communication encompasses both the written and spoken word.

Understanding what type of communication is required is critical for a leader. "The use of the wrong leadership style in an organization can hinder the success of the company" (Papa, 2017). Communication strategies which

work well in military or authoritarian settings won't do in the workplace, as they're far too structured and generally goes in one direction. Communication that is used by government (local, county, state, and federal) utilizing "Roberts Rules of Order" would also not function in most of today's workplaces or classrooms.

There are many different challenges which face today's leaders. There are challenges experienced at all levels of management; upper, middle and lower. Leaders affect managers who oversee just a few people, entire shifts of laborers, small, medium and large companies or the truly unique leaders who operate at the very top of companies (Chief Executive Officer, Chief Operating Officer, and Chief Financial Officer).

In the white paper, *The Challenges Leaders Face Around the World*, many of these challenges are discussed. What is truly interesting are the focused items that are suggested where learning or training is done in an informal and a social way. "In addition to targeted, planned, formal development initiatives and training so that leaders can deal with and overcome these challenges, other means that rely on learning in a more social and informal way are also appropriate." (William A. Gentry, 2016)

Leaders must teach the importance of goal setting. When a manager has no goals for the team, no one knows where they're going, how they plan to get there, when they plan to arrive, whom they can rely on for assistance for a variety of tasks, or why they're doing it in the first place. This goal setting needs to be done for a set amount of time (usually in annual or quarterly increments). Goals should be attainable, realistic, and based on past performance to achieve "buy-in" from subordinates. In the short-term, leaders may gain the most impact by following a strategy that's focused on four key elements.

Leaders must learn to delegate effectively. So many leaders waste so much time trying to do it all or by micromanaging. Both are very demoralizing to the team. Take the time to train and let people own the tasks which are given to them. Give support and don't interfere unless "the Titanic is headed for the iceberg." Understand which tasks in the group are things that only the leader can do. Focus on those tasks and stay ahead of the team. Keep that in mind, but be cordial, approachable and most of all fair. These short-term strategies are all very effective. Of course, regular training or hands-on training which includes, "targeted, planned and formal development initiatives" is still required. (William A. Gentry, 2016) Leaders can help the team and the organization succeeds in today's world.

A strong leader must provide the vision for change and the leadership



team must set attainable goals. The goals and vision are a conduit to change. As organizations grow from small to medium and medium to large, it stands to reason it will experience growing pains. Along with those pains come many challenges to the leadership of the organization. Specifically, dealing with those challenges are the same skills which are critical for change to take place along with the correct messages from leadership. The leadership of the organization must anticipate this change. Management must know when and how to implement change along with communicating it in a straight forward fashion. Miscommunication is not an option; leadership must send plain and consistent messages to all to avoid confusion.

Some believe these plans must be lofty and highly detailed. This is not true. “Leaders must be honest and sincere in their effort exhibiting a true passion for change. Three main skills required are: leading the change, responding to feedback, and having a facilitative communication style” (Gleeson, 2016). The president, CEO, or director must, along with the leadership team, communicate in an honest and clear manner. Leaders do this by making sure the message is always the same no matter who is delivering it. “A good leader must develop the ability to see how the small pieces work together to fulfill the larger purposes and inspire employees to join in the effort. (Stringer, 2017). The best leaders will always communicate in clear ways and follow through with promises.

The leader and the management team must respond to employee and co-worker feedback. Often what sounds good in a meeting or in the board room is not good when put into practice. If buy-in and implementation are to run smoothly, all employees must become stakeholders who are as committed to the initiative as leadership.

Finally, there must be a very open flow of communication moving not just from management down, but from all employees up. If there is not a strong commitment from the leader and management to keep the lines of communication open, they will not be successful.

It is the employees in the middle and lower levels in the company that will be most responsible for implementing change. It’s also that same rank and file who are usually most impacted by a change. If they feel things are simply being imposed on them with zero feedback, or feedback which is listened to by management but never acted on, the initiative may fail. “Leading through change requires the ability to delegate some responsibilities to others, to develop the ability to relinquish control of some aspects of the process to trusted employees. Give oversight if needed, but allow others the opportunity to push, develop and prove themselves.” (Stringer, 2017) Leaders who truly want an initiative to succeed will make all employees partners in that venture.

When done correctly, organizational growth can happen with a minimum of pain. This growth can benefit not only the whole organization but every department and individual team members. It needs to be done in a manner which imparts the least amount of pain with the maximum benefit. It should be delivered from the leader and management group down and communicated in plain language. Any feedback coming from the organization should be addressed in a timely fashion. If the feedback is sound, the original plan should have enough flexibility so it can be adjusted during any phase of implementation. Finally, the communication style used by management should facilitate the change, not hinder or impede it. When these things are done to the best of the leader and management team's abilities, change can be implemented smoothly and with minimum disruption to day to day business operations.

Ultimately, leaders must have certain core skills. Many of these skills are learned, while other skills inherent to a leader's personality are developed. Be under no illusions; leadership positions are more difficult than they look. Most fantasize about being in charge, righting all the wrongs in their workplace, and making those who don't pull their weight pay. When made a leader, earning the respect of subordinates is paramount to gaining initial success; many cannot get past this. Beyond that, there is much, much more. Leading a group, department, or an entire organization is far more complicated than most can imagine. This goes far beyond the basic leadership skills or any skills you inherently possess.

Leaders can master these basics without too much difficulty. Taking things to the next level, leading a group or organization through a major change is the downfall of many leaders.

The skill required to pull something like that off is something that is not inherent in most people. It is something that's learned. It's a skill which encompasses a vast subset of skills. Organization, motivation, and delegation are some of the relevant skills. Providing the vision and the reasons why the change must be made and what it will do for employees and the company is difficult. It requires the ability to form complex plans and set deadlines (and more importantly stick to them). This type of change is critical to the growth and even future existence of an organization.

"The need for change exists in every organization. Other than irrational change solely for the sake of change, every corporation must change to survive. If an organization doesn't innovate and change in accordance with market-driven needs and demands, it will fail – it's just that simple." (Myatt, 2012) Leading change has critical components. The reason for it must be clear and

easy for all to understand. Buy-in must be achieved with critical stakeholders and managers.

### **Understanding the Demands of Leadership**

A timeline must be established, and it must be adhered to. There must be updates and successes must be shared with all. Key managers and leaders of the change must be empowered to make it. “It’s critical you set your change agents up for success and not failure by giving them the proper tools, talent, resources, responsibility and authority necessary for finishing the race.” (Myatt, 2012)

Great leaders share certain traits, charisma, being a good communicator and decision maker are some of the big ones. The reality is that these people are few and far between. Great leaders are easy to spot and are in high demand. Great leaders get results and they do it in positive and ethical ways. Great leaders are not afraid to share the reasons why the change is critical. They deliver on their commitments to individuals and groups within the organization. Leaders care about their people and do everything they can to make everyone in the organization feel good and appreciated. They recruit and develop new talent and they’re not afraid to remove non-performers and reassign them to positions where they can and do succeed. Every long-term employee has skills which can be utilized. Great leaders take the time to do so.

Finally, they value people over process. This is demonstrated and reinforced in their decision-making (Murphy, 6 Critical Skills of Leadership, 2017). Great leaders will always be in high demand. There will always be a need for them and they are critical in every organization. If you can develop the unique balance of personality, charisma and critical skills, your future can be one of the most exciting journeys’ a human being can take.

### **References**

- Bendixen, M., Campbell, M., Criswell, C., & Roland Smith (2017, June 1). Change-capable leadership the real power propelling successful change. *Center for Creative Leadership*. Retrieved from: <https://www.ccl.org/wp-content/uploads/2016/04/Change-Capable-Leadership.pdf>
- Gentry, W.A., Eckert, R.A., Stawiski, S.A., & Zhao, S. (2013, November 1). The challenges leaders face around the world more similar than different. *The Center for Creative Leadership*. Retrieved from <https://www.ccl.org/wp-content/uploads/2015/04/ChallengesLeadersFace.pdf>

- Gleason, B. (2016, August 16). Three leadership skills critical for driving change. *Forbes*. Retrieved from: <https://www.forbes.com/sites/brentgleason/2016/08/16/3-leadership-skills-critical-for-driving-change/#4b54fd014fde>
- Kotter, J. (2011, July 12). Change management vs. change leadership: What's the difference? *Forbes*. Retrieved from: <https://www.forbes.com/sites/johnkotter/2011/07/12/change-management-vs-change-leadership-whats-the-difference/#4255b78c4cc6>
- Murphy, J. (2017, May 18). 6 critical skills of leadership. *About Leaders*. Retrieved from: <https://aboutleaders.com/6-critical-skills-of-leadership/#gs.DkOTs74>
- Myatt, M. (2012, February 7). How to lead change: 3 simple steps. *Forbes*. Retrieved from: <https://www.forbes.com/sites/mikemyatt/2012/02/07/how-to-lead-change-3-simple-steps/#527f6883400b>
- Papa, N. (2017, September 26). Organizational Leadership Issues. *Bizfluent*. Retrieved from: <https://bizfluent.com/list-6686952-organizational-leadership-issues.html>
- Stringer, K. (2016, September 26). Skills needed for leading change. *Bizfluent*. Retrieved from: <https://bizfluent.com/info-8472619-skills-needed-leading-change.html>



# Chapter 11

Eva Pitsch

Leadership occurs when an individual takes on responsibility in the workplace, and leadership happens when a person is elected to a public office. From the micro to the macro and everywhere in between, leadership is a current and contentious topic in the United States. The areas of higher education, the political sphere, and the shift in leadership from baby boomers to millennials in the workplace offer lessons in contemporary leadership. In higher education, there is a debate about equitable representation on administrative teams. The unconventional presidency of Trump is stirring up conversations about the role of Twitter as a mode of communication. Trump's dark rhetoric and charged promises also raise questions about the role of knowledge and experience in holding public office. Finally, with the retirement of baby boomers, millennials are taking on leadership roles in the workplace and demanding new norms. One common thread is that there is an ongoing widespread change of the leadership guard. The rise of new leaders warrants a renewed examination of leadership for the 21st century.

## **Why Study Leadership: Women in Higher Education**

The idea that leadership can be studied is in itself revolutionary: it implies that leadership is not innate but rather it is an ability that can be cultivated and developed through educational opportunities (Haber-Curran and Sulpizio, 2017). Although there has been progress towards granting more opportunities to white women higher education, the growing racial diversity in academia has yet to reach the senior levels of U.S. institutions of learning (Padamsee & Crowe, 2017). While women make up more than half of the undergraduate student population, the number of women leading colleges was still only twenty-six percent in 2015 (Teague, 2015). One answer to this inequality is the study of leadership. Through studying leadership, the new generation can strategically empower women and shake up organizational structure to bring higher education closer to achieving equity (Karkouti, 2016).

It is important to first acknowledge the intersection of race and gender—although white women still face barriers, women of color are represented in fewer numbers in leadership roles within higher education

(Surna, 2018). Equity is about acknowledging that everyone does not start on equal footing, so treating everyone the same is in fact not true equality. Padamsee and Crowe (2017) define equity as “the process of ensuring equally high outcomes for all and removing the predictability of success or failure that currently correlates with any social or cultural factor” (p. 3). For example, it is important to acknowledge that for much of U.S. history, positions of power were almost exclusively held by white men. One step towards equity would be equal representation and a diverse range of voices in the room. Leadership education helps cultivate skills and confidence, which sets women up to pursue top-level jobs. Not only does leadership education have the potential to benefit women professionally, but also benefit educational outcomes for students, especially students of color (Santamaría & Jean-Marie, 2014).

Even well-intentioned homogenous groups have limited outlooks and do not fully represent an increasingly diverse student body (Sarna, 2018). According to Santamaría and Jean-Marie (2014), racial and gender diverse leaders in education bring vital perspectives and experiences to the table: “educational leaders who are women and also members of historically underserved groups in the US...tend to manifest cross-cultural leadership practices through different filters of experience than their mainstream and dominant-culture peers” (p. 334). Karkouti (2016) asserts that leadership practices within institutions of higher education need to shift from exclusionary to inclusionary practices. Specifically, Karkouti (2016) suggests concrete changes like allocating resources to research shortcomings in equal representation, as well as promoting teaching and institutional policies that create a more inclusive environment. The transformation of institutional culture requires the ongoing examination of how to meaningfully support faculty, staff, and students of color.

Although the benefits of more inclusive leadership in higher education are clear, women face bias and are often criticized and harshly critiqued when they step into leadership roles. Haber-Curran and Sulpizio (2017) note that women are often not viewed as natural leaders, are often seen as too kind or too assertive, and are socialized to be more passive and not take on leadership. Over time, adverse experiences tend to discourage women from seeking out positions where they are in charge (Haber-Curran and Sulpizio, 2017). Hence, not only is leadership education of vital importance within existing institutional leadership, but also to women who aspire to step into leadership roles.

The study of leadership gives up and coming female leaders the tools to be strong and effective. Haber-Curran and Sulpizio (2017) note that when

afforded opportunity and leadership education, research suggests that female leaders are in fact perceived by the public as more honest, ethical, and adept at working collaboratively with others. One leadership model that would be powerful for women seeking to create change would be transformational leadership. Transformational leadership encourages questioning the status quo, inspiring a shared vision, and empowering others to act (Santamaría & Jean-Marie, 2014). To support women in leadership, Komives and Longenecker (2006) advocate for shifting how leadership is studied to involve “engaging with learning opportunities in one’s environment over time to build one’s capacity or efficacy to engage in leadership” (p. 402). By studying leadership, self-confidence and ability grow in tandem, making individuals better and more willing trailblazers.

In recent years, women have made strides towards equality in the educational field, especially when it comes to earning college degrees, yet women still make up a little over a quarter of college presidents, and female faculty consistently earn less than their male peers (Hannum, Muhly, Shockley-Zalabak and White, 2015). Why study leadership? Firstly, transforming leadership helps institutions shape their practices to prioritize diversity (Karkouti, 2016). Secondly, the study of leadership evens the playing field by preparing women to take on roles that have historically been exclusionary. Leadership models like transformational leadership have the potential to empower women to make changes in the system of higher education (Santamaría & Jean-Marie, 2014). Women need to see themselves reflected and represented in higher education to better prepare the next generation of female scholars, researchers, and educational leaders.

### **Current Leadership Issue of Concern: Leadership by Twitter**

Another reason to study leadership is to apply the concepts to current events and make sense of the intersection of politics and technology. Collins (2018) warns the nation that President Trump redefined the American presidency using Twitter as the official medium of White House Communications. With 54.3 million followers on Twitter, a wide audience embraces President Trump and his messages. Though previous presidents used the Internet as a tool to communicate with the public and publicize campaigns, none have matched Trump’s unfiltered and impulsive use of Twitter. As a Millennial in these times, one has to ask: what lessons about leadership are gleaned from Trump’s excessive use of Twitter? To 21st-century emerging leaders, the president’s Twitter communications are a priority concern. It’s also concerning what a powerful impact these tweets have on the nation’s thinking.

Twitter functions well to transmit short, quickly understood statements.



Ott (2017) explains that “Twitter structurally disallows the communication of detailed and sophisticated messages... a Tweet may be clever or witty, but it cannot be complex” (p. 60). This is in part because of the character limit of the single tweet. It follows that composing a tweet does not necessarily require much thought or effort and therefore, encourages impulsive posting. With all of these factors considered, the basic framework does not lend itself to conveying high-stakes political rhetoric. Indeed, President Trump’s tweets are not designed to be significant or complex communications—yet his messages consistently cause an uproar on the Internet.

Communication is at the heart of leadership, so what is wrong with a tweeting president? The leader of the United States of America recently tweeted: “Our relationship with Russia has NEVER been worse thanks to many years of U.S. foolishness and stupidity and now, the Rigged Witch Hunt!” (Trump, 2018). Generally, U.S. citizens, expect a certain level of decorum, reserve, and truthfulness from their representatives. The sentiment in itself is also laughably simplistic and in complete disregard of the long and complicated political history between the United States and Russia. Most who have opened a history book would agree that the Cold War was not entirely caused by the ‘stupidity’ of past presidents (Glasser, 2018). Furthermore, the tweet is intentionally inflammatory and disrespectful. Many have dubbed Trump’s tweets, particularly a late-night rant against a former Miss Universe, uncivil and ‘unpresidential’ (Lee and Xu, 2018). At the same time, this is exactly the kind of content that causes a stir on the Internet.

One could argue that Trump’s tweets provide radical transparency into the mind of a president and that the attention he generates actually makes him a social media mastermind. Some find Trump’s mode of communication refreshingly straightforward. It is undeniable that he has a dedicated following. Barbaro (2015) describes the cycle that plays out again and again: Trump makes an insulting or controversial comment, and hundreds of thousands of Twitter followers spring to his defense. It is partly the fight between these loyal followers and avid Trump critics that generates so much buzz. The way that Trump writes tweets is emotional and appeals to basic, almost primal feelings. The president uses simple and often negative language like ‘bad’ and ‘sad’, as well as featuring certain words in all caps to highlight importance (Ott, 2017). These stylistic choices, along with the insulting and bullying content are dangerously appealing to certain followers and abhorrent to others. The fight on Twitter is shaping the nation’s thinking into a growing divide.

The increasingly polarized debate around Trump is a major contemporary

conversation about what qualities and values we want in a leader. Lee and Xu (2018) note that candidates' social media presence made an impact on the 2016 election. The same skillset that makes Trump exceptionally talented at Twitter makes him ill adept as a leader. President Trump's most popular tweets are nuggets of sometimes inaccurate, extremely subjective, and mostly negative information. What is traditionally expected of American leaders is to communicate well thought out objectively accurate information, and ideally, to inspire citizens in a positive way. In contrast, the lessons gathered from Trump's use of Twitter are that tweets are an excellent way to start a circular debate online and misinform the public (Glasser, 2018). Discussions that start around Trump's tweets often only serve to deepen the divide between those that support the president, and those who do not (Barbaro, 2015). With Twitter making an ever-larger impact on real-world outcomes, it is essential to contemplate what leadership looks like online.

### **Critical Skills Needed to Lead Change**

In this particular moment in history, the United States must contend with a hybrid of political and business leadership because the current president, Trump, has never before held political office. Trump in the White House forces the question: can a celebrity businessman actually be an effective leader of a nation? Fast solutions and big promises are appealing, especially now, due in part to the growing sense of crisis in the United States. One critical difference between Trump's brand of charismatic leadership and functional leadership is that the latter sets realistic and achievable goals based on experience and knowledge.

The slogan for Trump's 2016 campaign "Make America Great Again" in itself implied a crisis: America was no longer great, and only a great president and businessman could lead the people back to a time of booming profitability. Kane (2017) notes that Trump has branded himself as a business leader, able to offer snappy solutions to problems many political insiders have failed to address. There are in fact considerable political crises looming, to name a few: terrorism and instability in the Middle East, the refugee crisis, natural disasters, and the rise in Russian nationalism and election interference (Kane, 2017). Ivie (2017) notes that Trump adopted a "vicious tone and overt militancy" in his rally rhetoric, and "assumed a decidedly dark demeanor in his inaugural address" (p. 711). The president's inaugural address described an America that had fallen into decay and carnage—not exactly the vision of concrete and realistic goal setting.

According to Rothman (2017), much of the president's rhetoric is designed to paint a dark portrait of the times we are living in because it makes him more

appealing as a powerful leader. The first campaign ad Trump ran in the 2016 election featured apocalyptic images that suggested that the country is under attack from all sides. A voiceover promised that Trump will swiftly behead ISIS and make a profit on oil as part of the deal (Rothman, 2017). Offering to decapitate a terrorist organization pinpoints what is so empty about a hero-like leader: there is no substance behind that claim. ISIS is not a dragon that a knight on a white horse can ride in and conquer. Rather, ISIS is the product of politics and of deep theological struggle that has been playing out for over a millennium (Reilly, 2015). To actually begin to tackle today's issues, it seems clear that manipulating the public with empty words is low on the list of critical skills needed to lead change.

On a basic level, leadership requires a certain level of practicality, knowledge, and concrete goal-setting. Sammet (2016) notes that Trump's campaign promises were the furthest thing from practical, including building a wall between the U.S. and Mexico that would be mysteriously free for Americans, unburdening the coal industry from troublesome environmental regulation, and bringing back a manufacturing economy that is largely outdated by advancements in technology. At the heart of these claims is pure bravado, and an absence of practicality and knowledge.

One of the foundational building blocks of leadership is sufficient knowledge to effectively problem solve. "Complex, creative problem-solving skills imply a need for expertise bearing on both the nature of the problem and the particular kind of leadership role at hand" (Mumford, Zaccaro, Connelly, & Marks, 2000, p. 157). Part of that knowledge is also an ability to self-evaluate, reflect, and collaborate. Trump wears his nonpolitician status like a badge of honor; as if the fact that he has no experience will make him a better president. One symptom of Trump's lack of knowledge is his strange impractical promises. Instead of offering knowledgeable answers, the president offers quick solutions that are designed to appeal to an anxious nation.

### **Millennials as a Force for Change**

Another issue that is generating national anxiety is the changing of the leadership guard in the workplace—from retiring baby boomers to millennials. Millennials have become synonymous with change to the point of becoming the scapegoats for the death of outdated long-standing industries like casual dining chains and mayonnaise (Taylor, 2017). When millennials are not busy murdering mayo, they are also shifting the way we think about work. Millennials are dubbed unpredictable change-makers in part because they are quitting their jobs in droves, causing employers to plan retention strategies

(Hoffman, 2018). Young people reported valuing a few key aspects in the workplace: positive atmosphere, meaningful work, and opportunities for advancement (Hoffman, 2018). Leaders are tasked with translating these concepts into concrete changes.

Millennials are a large and highly educated cohort that will make up seventy-five percent of the workforce in 2025 (Hoffman, 2018). Born between 1980 and 2000, many grew up with the internet and are therefore considered digital natives. Tech savviness is a valuable asset in a technology-driven world (DeVaney, 2015). Baby boomers are retiring in the coming years, leaving vacancies in leadership roles and senior positions, especially in industries that are considered less-than-glamorous, such as insurance (Duett, Baggett, Pappanastos, & Hamby, 2017). Employers are, in some ways, forced to make changes in order to retain and cultivate the talents of millennial workers.

To gain a better understanding of what millennials value in the workplace, Reimer (2016) interviewed top executives at five companies about how they are adapting to the influx of millennials. Many expressed variations of the same sentiment: the newest generation has a laundry list of expectations concerning the intangible aspects of jobs. Examples include “a culture of openness and awareness” and “Millennials expect companies to respect their values” (Reimer, 2016, p. 47). Problem being, most employees likely define a ‘culture of openness and awareness’ differently. This creates the complicated task of synthesizing individual preferences into an approach that the new workforce agrees upon.

In order to work towards a consensus, leaders need to listen to and aid employees in articulating their expectations. To return to the example of ‘a culture of openness and awareness,’ what exactly does that mean? Openness to what? Awareness in what sense? In some companies that might mean that the staff feels boxed off from each other in cubicles, and an open floor plan would be more conducive for collaboration. Or, if workers feel that there is a lack of openness and awareness regarding cultural differences in a company’s culture, it would be fitting to organize sensitivity training. Pinpointing the issue at hand is the first step towards innovating the workplace to fit millennials.

Another step is to keep an eye on the future. Millennials are quitting their jobs because they feel stuck and do not see a path forward. Hoffman (2018) notes that open and consistent communication enables leaders to successfully design a plan for advancement opportunities. A running dialogue with management keeps employees feeling productive in their jobs. Hoffman (2018) suggests support and mentorship as other leadership strategies that help retain individuals long enough to train them for more advanced positions.

The focus when discussing millennials tends towards the negative—having strong opinions and vocalizing subjective and difficult to quantify complaints is unpopular. Collectively, we do not know exactly how to address issues like workplace atmosphere, so it is easier to complain that someone brought it up. However, the workplace expectations that millennials have set forth are in fact reasonable. No one wants to work in a toxic environment, doing pointless work, with no possibility of advancement. The challenge now is for leaders to turn the more abstract expectations into functioning solutions, and to regularly communicate with employees about mapping out a plan for the future. Change is uncomfortable, but perhaps it is time to let go of mayonnaise—and while we are at it, unproductive workplace norms as well.

## References

- Barbaro, M. (2015). Pithy, mean and powerful: How Donald Trump mastered Twitter for 2016. *The New York Times*. Retrieved from <http://www.nytimes.com/2015/10/06/us/politics/donald-trump-twitter-use-campaign-2016.html>
- Collins, T. (2018, January 20). *Trump's itchy Twitter thumbs are redefining 'modern' presidents*. Retrieved from <https://www.cnet.com/news/donald-trump-twitter-redefines-presidency-politics/>
- DeVaney, S. A. (2015). Understanding the millennial generation. *Journal of Financial Service Professionals*, 69(6), 11–14.
- Duett, E. H., Baggett, C., Pappanastos, E., & Hamby Jr., W. L. (2017). Attracting millennials to the insurance industry: Will they fill the void? *International Journal of the Academic Business World*, 11(2), 39–46.
- Glasser, S. B. (2018, July 18). *Trump begins summit with tweet criticizing past U.S. presidents*. Retrieved 2018, from <https://www.newyorker.com/news/current/trump-begins-summit-with-tweet-criticizing-past-us-presidents>
- Gong, B., Ramkissoon, A., Greenwood, R. A., & Hoyte, D. S. (2018). The generation for change: Millennials, their career orientation, and role of innovation. *Journal of Managerial Issues*, 30(1), 82–96.
- Haber-Curran, P., & Sulpizio, L. (2017). Student leadership development for girls and young women. *New Directions for Student Leadership*, 2017(154), 33–46. doi:10.1002/yd.20238
- Hannum, K. H., Muhly, S. M., Shockley-Zalabak, P. S., & White, J. S. (2015). Women leaders within higher education in the United States: Supports, barriers, and experiences of being a senior leader. *Advancing Women in Leadership*, 35, 65–75.

- Hempsall, K. (2014). Developing leadership in higher education: Perspectives from the USA, the UK, and Australia. *Journal Of Higher Education Policy And Management*, 36(4), 383-394.
- Hoffman, B. (2018). Why millennials quit. *Journal of Property Management*, 83(3), 42-44.
- Ivie, R. L. (2017). Trump's unwitting prophecy. *Rhetoric & Public Affairs*, 20(4), 707-717.
- Kane, J. (2017). Political leadership and political parties in the age of Trump. *Social Alternatives*, 36(3), 18-25.
- Karkouti, M. (2016). Professional leadership practices and diversity issues in the U.S. higher education system: A research synthesis. *Education*, 136(4), 405-412.
- Komives, S.R., & Longerbeam, S.D., Owen, J.E., Mainella, F.C. & Osteen, L. (2006). A leadership identity development model: Applications from grounded theory. *Journal of College Student Development* 47(4), 401-418.
- Lee, J., & Xu, W. (2018). The more attacks, the more retweets: Trump's and Clinton's agenda-setting on Twitter. *Public Relations Review*, 44(2), 201-213. doi:10.1016/j.pubrev.2017.10.002
- Mumford, M. D., Zaccaro, S. J., Connelly, M. S., & Marks, M. A. (2000). Leadership skills: Conclusions and future directions. *Leadership Quarterly*, 11(1), 155.
- Ott, B.L. (2017). The age of Twitter: Donald J. Trump and the politics of debasement. *Critical Studies In Media Communication*, 34(1), 59-68. doi:10.1080/15295036.2016.1266686
- Padamsee, X., & Crowe, B. (2017, July). *Unrealized impact the case for diversity, equity, and inclusion*. Retrieved 2018, from <http://www.unrealizedimpact.org/>
- Reilly, R. R. (2015). ISIS the irrational. *Intercollegiate Review*, 8-11.
- Reimer, D. (2016). Growing talent in a new workplace environment. *People & Strategy*, 39(3), 46-49.
- Rothman, J. (2017, June 19). What is leadership, anyway? *The New Yorker*. Retrieved from <https://www.newyorker.com/magazine/2016/02/29/our-dangerous-leadership-obsession>
- Samet, E. D. (2016). Business leaders and the mixed feelings they inspire. *The Atlantic*. Retrieved from <https://www.theatlantic.com/business/archive/2016/12/business-leaders- history-mixed-feelings/509996/>
- Santamaría, L. J., & Jean-Marie, G. (2014). Cross-cultural dimensions of applied, critical, and transformational leadership: women principals advancing social justice and educational equity. *Cambridge Journal Of Education*, 44(3), 333-360. doi:10.1080/0305764X.2014.904276

- Surna, A. (2018). Equitable representation among people of color and women in higher ed. *Journal Of College Admission*, (240), 48-53.
- Taylor, K. (2017, October 31). 'Psychologically scarred' millennials are killing countless industries from napkins to Applebee's. Retrieved from <https://www.businessinsider.com/millennials-are-killing-list-2017-8>
- Teague, L. J. (2015). Higher education plays a critical role in society: More women leaders can make a difference. *Forum On Public Policy Online*, 2015 (2), 1-20.
- Trump, D. [realDonaldTrump]. (2018, July 15) Retrieved from <https://twitter.com/realDonaldTrump/status/1018738368753078273>

## Chapter 12

Katie Donlin

Change is inevitable. Great leaders guide change, not only in the right direction but in innovative ways. Many scholars have debated the definition of leadership, but the 21st-century definition states leadership is a process where an individual influences a group to achieve a common goal (Northouse, 2016). In education, great leadership needs to solve existing and future challenges. Studying leadership improves leadership; improving leadership improves the world.

Several ideas focus on the topic of leadership over the past century. There are a handful of predetermined individuals who are more adept in leading (Carlyle, 2012). Characteristics observed in people born to lead include intelligence, self-confidence, determination, integrity, and sociability. These five dominant leadership traits outline the trait approach (Northouse, 2016). The trait approach is one of the earliest leadership theory that looks into individual leadership qualities and characteristics (Fleenor, 2006). Studies focused on individual leader characteristics date as far back as 1948 (Northouse, 2016).

Other contemporary studies argue and define leadership as a process, one that can be learned and changes from one situation to the next (Crevani, Lindgren, & Packendorff, 2010). Classifying leadership as a process affirms that it is, indeed, a learnable skill; whether the leadership position is assigned or emergent (Northouse, 2016). Many powers of successful leaders are critical to the 21st century. Skills such as critical thinking, initiative, collaboration, responsibility, communication, and productivity (Partnership of 21st Century Skills, 2008) are all apart of successful leadership. By studying the process of leadership and investigating the proficiencies of the 21st century, practicing and mastering the necessary skills of successful leadership becomes possible.

Leaders in education must be skilled in both pedagogy and the art of leadership. School administration leads the development of staff, represents the organization, and fills the role of communicator for all stakeholders (MDE Change Leadership Guide, 2018). Leaders drive schools in a way that prepares all for change. Innovation in school leadership creates sustainable environments for learning.



There are several examples and strategies of how to lead school innovation. In Haiti, a study conducted on three different school administrators who all created unique opportunities for students and staff, demonstrated the importance of strong leadership. The administrators all faced challenging circumstances in education in the midst of natural disaster and economic turmoil. Through the study of leadership, one principal provided staff development of best practices for teachers to help decrease student drop-out rates (Slider & Jean-Marie, 2014). Another leader, from the study in Haiti, grew and connected to a professional learning network to find resources needed to establish five of the first public state-funded universities in the country (Slider & Jean-Marie, 2014). Leaders in education must look at the impact of their leadership and help drive change in a positive direction.

Leadership is a crucial element of a prosperous society. History documents some of the best leaders from the past, individuals who sparked hope and change. Leaders like Martin Luther King Jr., and the Wright brothers; both examples show leaders who were a step above and impacted the world with their visions (Sinek, 2013). History also records significant deficiencies in leadership and the arrival of challenges when leaders do not have the skills needed to lead effectively. The study of leadership opens the field to all who are striving to make change happen.

### **Current Leadership Issues**

There are several different areas of concern when it comes to leadership in the 21st century. Many leaders in today's society struggle to find authentic and sustainable solutions to challenges. Management is an intensely time-consuming, but critical role. Those who take on the job need to be aware of topics such as mental health, the aging workforce shifting to a millennial generation, and technology. The awareness and education in these areas assist leaders in productive and authentic change.

Mental health issues are center stage in the world today. Leaders must create and maintain safe environments for their team members. A study completed by the U.S. National Comorbidity Survey reported 18% of Americans, ages 15 to 54, noted symptoms of a mental health disorder at work (2010). However, mental health disorders often go undiagnosed and untreated. Positive steps need to be taken to develop work practices and systems for people with these needs. Securing the wellness of all employees is one concern which will continue to grow in the future. Leaders need to take time to develop mental health teams, reach out to all key stakeholders, and not only find the problems

existing in the mental health field but work to create groundbreaking solutions to this exact problem.

Along with mental health within an organization, leaders need to think about the physical safety of their factions. A recent report from the Bureau of Labor Statistics stated there were 500 workplace homicides in 2016, 394 of those being shootings (2018). The people at the forefront of companies, organizations, and schools need to rethink safety procedures and be proactive in the training of all employees. When violence does unfortunately occur, all leaders should take interest and study past heartbreak to prevent new tragedy.

Current leaders must prepare for a shift in workplace demographics. By 2030, the US Census Bureau projects that one in every five residents will be older than age 65 (2018). With this increasing population, possible challenges arise, such as the last of the baby boomer generation getting ready to retire. Recording and transferring conceptual knowledge across generations of personnel will help solve this challenge in shifting demographics. It will also help the workplace sustain efficiency and vision, the key to organization success. Not only do leaders need to be able to guide older generations, but lead younger generations entering the workforce as well.

Millennials currently make up the highest percentage of the US workforce (US Census Bureau, 2016). This generation has very different views on work than those of the past. This generation delivers 21st-century skills. Collaboration, creativity, problem-solving, communication, and critical thinking are just some of what this generation learned from a young age. Leaders need to understand the traits and skills this group brings to establishments. Workforces from the millennial generation are quick with technology because they have grown up on it. Today's leaders need to be aware and take advantage of these technical and 21st-century skills while continuing to foster its development in followers.

Technology changes the way a company runs, and leader awareness is vital. With advancements in almost every field, technology is a game-changer. It's innovating faster than most companies are prepared to deal with, which produces a challenge. Leaders do not need to have the technical skill, depending on the organizational field, but knowing how to manage those who are skilled in the area makes or breaks a company (Northouse, 2016).

The topics brought forth barely scratch the surface on concerns facing leaders in today's society. By inquiring in each specific area of work and skill, leaders should be able to identify the most crucial to an organization. The faster a leader becomes familiar with areas of concern, the sooner the solutions arise.

### **Critical Skills Needed to Lead Change**

Leaders have a large number of capabilities, knowledge, and skills acquired and acted upon within organizations (Mumford, Zaccaro, Harding, Jacobs, and Fleishman, 2000). Skills a leader needs in order to influence change include analysis, problem-solving, empathy, social judgment, pedagogical knowledge, and communication (Wisecarver, Schneider, Foldes, Cullen, and Zbylut, 2011). Each one of the abilities noted has a vast number of definitions and variables that influence the level of success.

Analysis of an environment is a crucial skill for leadership because it provides the leader with an overview of a group in its current state. Analyzing requires the leader to identify strong and weak points within the workforce (Mumford, Tood, Higgs, & McIntosh, 2016). Having the ability to analyze a situation and find problems means identifying key stakeholders and gaining insight into policies and procedures that may need a redesign. Considerable time should be spent analyzing a new organization when change is required (Stokes, 2008). Details are recorded and revisited in both qualitative and quantitative forms of data collection during this initial phase of analysis by leaders.

The actual work begins after the leader identifies a problem within an organization. Problem-solving is a critical skill to change leadership because, without a creative solution, the institute fails to achieve any actual change. Mental models of leaders also have a crucial influence on leader performance (Day, Groom, & Salas, 2004). Taking in the experience of leaders can alter their decisions in the future. Understanding the many perceptions one might have allows effective leaders to brainstorm solutions to existing problems in teams. However, after brainstorming an initial idea, leaders still have a lot of work to do.

Empathy in leaders enables assessment of how stakeholders might react to a solution, helps identify constraints, and builds support throughout the process (Mumford, Zaccaro, Harding, Jacobs, and Fleishman, 2000). Having empathy and using social judgment under challenging decisions can make or break a corporation. Learning about stakeholders and hearing the stories behind individuals builds trust and a shared understanding of missions and organizational visions. It is important for leaders to connect with internal stakeholders in this way for any buy-in to occur when establishing change.

Knowledge in the field of study a leader resides in is critical to influencing change. As Fleishman and Mumford denote, knowledge reflects the organization of key principles about an object (1989). The ability to logically and systematically organize information is important because leaders are then able to identify and communicate areas of productivity and weakness.

Communication is essential for several reasons. Discussion and dialogue provide clarity, gives examples, reduces stress for stakeholders, and makes or breaks significant transformations within a society. When communicating, the leader needs to know the appropriate tone, questions to ask, and must be shared in a way that allows for in-depth conversation. Leaders collaborate and communicate well when the needs of an organization are expressed in a clear and transparent manner.

Leadership is a challenging position. A leader who believes change is possible and is ready to lead change within an organization has many skills. Useful analysis, creative problem solving, empathy, knowledge, and communication are all skills that, when practiced and developed over time, lead to success in many different areas. This skills approach to leadership provides a structure for the path to effectively leading change (Northouse, 2016).

### **Millennials as a Force for Societal Change**

Millennials represent the group of society born between 1981-1996 (Pew Research, 2017). How does one generation shape the current and future society? Essential characteristics match the definition of being a millennial. With the world changing, it's crucial for all leaders to understand each generation, their skills, weaknesses, and impact on society.

The millennial group a substantial portion of the world's population, with numbers around 60 million (Bannon, Ford, & Meltzer, 2011). This generation constructs 35% of the US labor force (Pew Research, 2017). With the highest percentage of workers, millennials carry a high degree of influence on society. Leaders need to be aware of this impact and align policies that are forward thinking to match the mindset of millennials. To effectively lead, it's critical for leaders to understand the traits of this large power group.

Characteristics defining millennials include a focus on pop culture, clothes, tolerance, and intelligence (Pew Research Center, 2010). Another study pronounces millennials as individual, sheltered, confident, team-oriented, conventional, pressured, and achieving (Emeagwali, 2011). Unlike the older generation of the baby boomers, this group is confident in the ability to accomplish tasks as young workers, and the majority prefer to do so in teams. Collaboration is a 21st-century skill that millennials know well and are ready to perform in the workforce.

Millennials focus on global impact and want to make a difference in their work (Abrams, 2018). This group of individuals wishes to see themselves as valued partners by leaders. Support in the workplace should be in the form of coaching rather than directing when it comes to most professions. In the field

of education, mentoring is beneficial and leads to the overall success of students (The New Teacher Center, 2017).

The future faces unique challenges. The world continues to evolve in technology. Integrating technology into daily life can be disruptive to older generations. Millennials are tech-savvy (Bannon, Ford, & Meltzer, 2011). This fleet of workers feel not only comfortable with technology but prefer it to traditional methods (Pew Research Center, 2010). Technology will continue to evolve, and millennials are ready to take that on and teach the generations of the future. Some concerns around the over-use of technology involve the loss of human jobs. However, millennials take this has an opportunity to learn (Galloway, 2013).

Millennials are open to change and believe the government should do more to solve problems (Pew Research Center, 2010). This belief in the government is part of what divides the younger generation from that of their elders. Generation after generation has brought change to the world. Many millennials are eager to learn and are ready to take on new opportunities at a young age (Abrams, 2018).

Leadership will shift by way of the people. As new generations emerge, time will tell what happens. Millennials are a distinctive group of individuals demonstrating characteristics of collaboration, confidence, and an eagerness to learn. Leaders should harness this adaptability to solve problems and acknowledge the changing times. Technology continues to consume much in this ever-evolving society. Millennials will take charge of this leading technological development and help shape the world for as future leaders.

## References

- Abrams, J., & Frank, V. V. (2014). *The multigenerational workplace: Communicate, collaborate, and create community*. Thousand Oaks, CA: Corwin SAGE Publications.
- Bannon, S., Ford, K., & Meltzer, L. (2011). Understanding millennials in the workplace. *The CPA Journal*, 81(11), 61.
- Bull, G. (2010). The always-connected generation. *Learning & Leading with Technology*, 38(3), 28-29. <https://files.eric.ed.gov/fulltext/EJ903513.pdf>
- Carlyle T. (2012). On heroes, hero-worship, and the heroic in history. *Project Gutenberg*. <http://www.gutenberg.org/files/1091/1091-h/1091-h.htm>
- Crevani, L., Lindgren, M., & Packendorff, J. (2010). Leadership, not leaders: On the study of leadership as practices and interactions. *Scandinavian Journal of Management*, 26(1), 77-86. doi:10.1016/j.scaman.2009.12.003

- Day, D. V., Gronn, P., & Salas, E. (2004). Leadership capacity in teams. *The Leadership Quarterly*, 15(1), 857–880. doi:10.1016/j.leaqua.2004.09.001
- Fleishman, E. A., & Mumford, M. D. (1989). Abilities as causes of individual differences in skill acquisition. *Human Performance*, 2(3), 201–222. [https://doi.org/10.1207/s15327043hup0203\\_4](https://doi.org/10.1207/s15327043hup0203_4)
- Fry, R. (2018). *Millennials are the largest generation in the U.S. labor force*. Retrieved from, <http://www.pewresearch.org/fact-tank/2018/04/11/millennials-largest-generation-us-labor-force/>
- Harvard Health Publishing. (2010, February). *Mental health problems in the workplace – Harvard Health*. Retrieved from [https://www.health.harvard.edu/newsletter\\_article/mental-health-problems-in-the-workplace](https://www.health.harvard.edu/newsletter_article/mental-health-problems-in-the-workplace)
- Minnesota Department of Education. (2018). *Change leadership: A guide for school leaders* (pp. 4–32). Roseville, MN: Minnesota Department of Education.
- Mumford, M. D., Todd, E. M., Higgs, C., & McIntosh, T. (2017). Cognitive skills and leadership performance: The nine critical skills. *The Leadership Quarterly*, 28(1), 24–39. doi:10.1016/j.leaqua.2016.10.012
- Mumford, M. D., Zaccaro, S. J., Harding, F. D., Jacobs, T., & Fleishman, E. A. (2000). Leadership skills for a changing world. *The Leadership Quarterly*, 11(1), 11–35. doi:10.1016/s1048-9843(99)00041-7
- Northouse, P. G. (2016). *Leadership: Theory and practice*. Los Angeles, CA: SAGE Publications.
- Partnership for 21st Century Skills. (2008). *Learning for the 21st century: A report and MILE guide for 21st century skills* (p. 10–13). Tucson, AZ. Retrieved from [http://www.p21.org/storage/documents/P21\\_Report.pdf](http://www.p21.org/storage/documents/P21_Report.pdf)
- Pew Research. (2015). *Millennials: Confident. Connected. Open to change*. *Pew Research Center*. Retrieved from <http://www.pewsocialtrends.org/2010/02/24/millennials-confident-connected-open-to-change/>
- Pew Research. *More than a third of the workforce are millennials*. (2018, April 10). Retrieved from [http://www.pewresearch.org/fact-tank/2018/04/11/millennials-largest-generation-us-labor-force/ft\\_18-04-02\\_genworkforcerevised\\_bars1/](http://www.pewresearch.org/fact-tank/2018/04/11/millennials-largest-generation-us-labor-force/ft_18-04-02_genworkforcerevised_bars1/)
- Sinek, S. (2013). *Start with why: How great leaders inspire everyone to take action*. London, UK: Portfolio/Penguin, 2–6.

- Slider, S., & Jean-Marie, G. (2014). Educational leadership in Haiti: A case study of innovative and exemplary leadership in a fragile state. *Planning and Changing*, 45(3/4), 261-284. <https://education.illinoisstate.edu/planning/articles/vol45.shtml>
- TED: The Economics Daily. (2018, January 23). *There were 500 workplace homicides in the United States in 2016*. Retrieved from <https://www.bls.gov/opub/ted/2018/there-were-500-workplace-homicides-in-the-united-states-in-2016.htm>
- US Census Bureau. (2018, March 13). *Older people projected to outnumber children*. Population Projections. Retrieved from <https://www.census.gov/newsroom/press-releases/2018/cb18-41-population-projections.html>
- Wisecarver M., Schneider, R., Foldes, H., & Cullen, M. (2011). Knowledge, skills, and abilities for military leader influence. *Technical Report 1281*. Fort Leavenworth Research Unit. Arlington, Virginia. Retrieved from <http://www.dtic.mil/dtic/tr/fulltext/u2/a540059.pdf>

## Chapter 13

Emily Lueck

For centuries, the notion of what constitutes a quality leader has evolved. From a purely political standpoint, society has valued and adhered to anything from the divine right of kings, hegemonic military leaders, and masculine totalitarian authorities, to authorities responsible for and to the people. The world has seen prophets and peaceful protestors, coaches and queens. As society changes, so do leaders and their responsibilities. In more recent years, scholars define leaders by certain desirable traits or their performance in certain situations. Our working definition of leadership constantly changes. What remains constant, however, is that leadership, both positive and negative, carves the landscape of history. Therefore, understanding leadership in all its forms, scopes, and transformations is critical when considering current leadership roles. To perform effectively as leaders at social, professional, and societal levels, the study of leadership becomes imperative.

Leadership doesn't reside in mere formal titles, but rather in different social situations. Leadership can arise in small groups, large groups, across genders, race, and religion. It can be a physical presence or a digital one. In the ever-changing technological world, now more than ever, individuals face an inundation of new faces, voices, platforms, trends, and pressures. It is crucial that we have quality leaders to guide us through these social situations. By studying leadership, we can evaluate our sources, we can be informed. We can select our own leaders best suited to achieving our individual social goals, be they finding an identity in a small group or organizing institutional social change.

Not only does studying leadership prove beneficial in developing successful social interactions, but it also elicits positive professional implications. Most individuals arguably desire to be successful in their careers, either financially or in deeds and accomplishments. The likelihood of these successes increases in a leadership role. This doesn't necessarily mean that this individual needs to receive a prestigious executive title. There are other fulfilling ways to be a leader and still have a wide-ranging impact. Whether in business,



education, law, medicine, or other practices, employees often exude confidence, satisfaction, and efficacy when exercising a degree of autonomy. Professionals attain influence through authentic and autonomous interaction. Many studies demonstrate this, and leaders would be wise to keep this in mind.

Idealistically, and most importantly, we study leadership so we can lead the world into a more positive and productive future. We lead to empower. We lead to instill change. We lead to become better as individuals and as a collective society. We lead to represent every voice on the team, every interest, every right. G. Yukl argues that “the essence of leadership in organizations is influencing and facilitating individual and collective efforts to accomplish shared objectives” (2010, p. 66). This certainly applies at the societal and institutional level. A quality leader has a quality vision and establishes and nurtures that vision through collective and collaborative efforts. Everyone must be invested; the leader merely facilitates the process. Quality leaders must also recognize that their players and their needs change as society changes. They need to understand the intricacies of demographics, cultural values, and shifts in ideals. and adjust actions accordingly. S. Benn puts it nicely, saying that “organisations are complex adaptive systems operating within wider complex adaptive systems, making the problem of interpreting just in what way an organization is to be sustainable, an extraordinary demand on leaders” (2013, p. 369). Yet this is exactly what a leader must do to be effective at the highest possible level. In order to achieve these goals as leaders, we must study leadership, and we must study our constituents and their unique goals.

Ultimately leaders pursue myriad aspirations in their professions and therefore have their own reasons for studying leadership. However, the majority of these motivations can be summed up as efforts towards success socially, professionally, and societally. As human beings, we have an innate desire to make a difference in the world and to have a positive impact, however small or large that may be. By studying leadership, we can be as effective as possible in these endeavors. We can guide small and large groups, both social and professional, into success and accomplishment of all of their unique goals and objectives.

### **Current Leadership Issues**

“Nearly three out of four of the Fortune 1,000 have been replaced in the last ten years. In the next decade, over half the Fortune 500 will no longer exist” (Howerton, 2017). While most cite technological advancements as the catalyst to this disruption, technology is not the only factor stirring change in business and other organizations. Not only is technology changing, but so is

communication in general and so is the demographic pool of employees. As the world progresses to a more global network community, leaders and their organizations must adapt or drown. Perhaps the most significant concern of an effective future leader is maintaining connections and communication through unanticipated challenges and changes in technology, demographics, and the global community.

The exponential growth and development of technology in recent decades has had radical effects on daily life from the quality of life itself to communication. With access to the Internet, individuals now have access to illimitable amounts of information, knowledge, or entertainment. They can stream any video and contact anyone in the world. With the mere utilization of an email, video call, or social media post people can stay globally connected. Businesses can be quicker and more efficient. They can do more in a shorter amount of time. While this can certainly increase productivity and connect innovators to untapped markets, it can also replace jobs or make tasks complicated for an individual without technological acumen. Particularly in an economic context, however, many believe that technology and its effects on communication have positively “revolutionized our ways of doing business in both financial markets and the production and exchange of services and goods” (Spariosu, 2018, p. 98). Technology allows business and other institutions to stay connected, educated, organized, and competitive. Effective leaders would be wise to view technology as a valuable resource. The challenge comes, however when dealing with the ever-changing technology and anticipating and utilizing said technology for maximum benefit. Many trends in technology soon become replaced and obsolete, and leaders need to be ahead of the curve in this temperamental realm.

Along with the issue of changing technology comes the task of familiarizing oneself with that technology. It is now the case that some generations or social groups are much more proficient with technology than others. With that comes the added challenge of a different set of generational values, behaviors, and communication styles. Going a step further still, many different social groups have polarized sociopolitical ideologies that manifest themselves in behaviors. A leader must be sensitive to this and thus be fluent in vast arrays of communication methods. A leader must find a way to pull its constituents together towards a common vision. Pless and Maak specifically define responsible leadership as “including accountability, appropriate moral decision-making, and trust” (2011, p. 4), so not only does a leader have a singular logistical responsibility but also a societal, ethical one.

Stringent ethical embodiment can be especially difficult in a global society.

By nature, technology allows for a more global and diverse community. More and more industries from, education to entertainment, reach audiences from vastly different backgrounds with vastly different needs and cultural behaviors. The aforementioned social responsibility and appropriate moral decision-making may look different across cultures. A leader must anticipate and value this. They must understand cultural nuances and facilitate effective communication and relationships between employees or teams. Although technology and global society are beneficial to many institutions, working remotely online makes forming meaningful productive relationships difficult. A leader must take special care to mitigate this.

Ultimately organizations and leaders currently have to address many issues of concern. They will face innumerable challenges and can't possibly predict what the future has in store. However, a central and overwhelming trend is the shift in technology and demographics and their effects on the global community. As a result, effective leaders must anticipate general change and be creative and socially conscious problem solvers in order to overcome these challenges.

### **Critical Skills Needed to Lead Change**

Change: the elusive, ardently sought after, yet fear-inducing notion of utter uncertainty. Collectively, humanity rejects change, as it produces uncomfortable and unknown chains of events, yet most would agree that the most revolutionary innovations result from change. While change may arouse anxiety in its abstract essence, it is also undoubtedly necessary for progress in areas ranging from civil rights policy to scientific or technological advancements. Arguably every leader of merit actively seeks to promote and implement positive change through various venues. Though many factors contribute to change in different contexts, to instill change, leaders must preeminently embody ingenuity, confrontational yet effective communication skills, and adherence to utilitarianism.

In a world where perhaps the only certainty is change itself, leaders must strive towards ingenuity. Technology, demographics, policy, and economics all change rapidly. At any given moment in our global culture, and while leaders may not predict specific factors, they can still approach problems and goals with a creative mind. Change is a phenomenon different than the norm, and so a leader must operate differently from the norm. In fact, researchers assert that "creativity is the engine of scientific discovery and the fundamental driving force of positive change" (Mueller, Melwani, and Goncalo, 2012, p. 13). Humans are habitual creatures, after all, repeating processes positive or negative,

mundane or magnificent, in a cyclical fashion because they are familiar and comfortable. If negative practice is the status quo and the population operates under cognitive dissonance, a leader must reach its audience via innovative thought and new methods of communication.

Communication, in general, is integral to effective leadership, yet for true change to occur, a leader must adopt a confrontational approach to communication and other issues. The time tested adage that the first step in fixing a problem is recognizing that there is one holds true for a reason. Not only must a leader recognize a problem, but they must also confront this problem head-on. If this means confronting flawed individuals, ideals, or actions, so be it; though leaders may approach these difficulties sensitively. Additionally, while many professionals remain averse to confrontational styles and situations, they are absolutely unavoidable when enacting change. With more and more individuals retreating behind their computer screens and censoring their views for fear of persecution, leaders must step into this uncomfortable void and fill it with, perhaps desperately needed, positive change. It only takes one voice to spur the paradigm shift.

Lastly, and perhaps most paramount of the skills needed for positive change is the ability to pursue utilitarianism. Ethical and beneficial decisions for the most amount of people should guide a leader's conduct in any situation. When they lose sight of this is when the individual has ceased embodying responsible leadership for the masses. Burnes and Todnem categorize leadership as "a function of individual wills and individual needs, and the result of the dynamics of collective will organized to meet those various needs" (2012, p. 240). Thus a leader in the most practical sense must consider the needs of many people operating within an organization. In a more philosophical sense, however, leaders should also consider including an ethical component to leadership, whatever that may be. Burnes and Todnem further enumerate that this may be critical and effective, as ethics "influence behavior" and effort involved in achieving certain goals (p. 241). Ultimately a leader should instill positive change in more than practice. He should instill positive change in principle as well.

Many demands exist for leaders at the micro and macro levels. In order for leaders to be truly effective in enacting positive change, however, they must above all demonstrate several critical skills. Above all, they must possess a creative mind, a confrontational approach to communication, and aptitude and commitment to utilitarianism. They must tune out the minor demands on his attention and focus primarily on the greatest good for the greatest amount of people. Only then can this positive change come to maximum fruition.

### **Millennials as a Force for Societal Change**

Millennials, while previously typecast as the generation of lazy, coddled, entitled, technology-obsessed individuals, now comprise a sizable portion of the current workforce. Though this may have previously struck fear and woe into the hearts of baby boomers and other generations of professionals alike, the world is quickly learning that millennials appear to compete. They are not only some of the most educated of generations, but also the most technology proficient, the most communicative, and prominently the most progressive of generations. Millennials care for the environment. They support same-sex marriage, immigration, and social services, and will loudly laud their numerous benefits. Millennials will not stand for injustice or mediocrity. They will not sit idly by while their ideals become threatened or dismissed. Conclusively, due to their unique upbringing, millennials have the skills and passions critically ingrained for positive and progressive societal change.

Millennials embody a cultural ethos uniquely suited to progressive societal change in our current socio-political climate. Their parents and their cultural environment have positively groomed these millennials to lead change, to radically, yet ideologically address major societal flaws. Specifically, several key environmental factors contribute to millennials' ideology and behaviors. First, parents of millennials surrounded their children with resources, support, and education. More than ever before, parents had the financial freedom to provide a higher quality of life for their children. The economy was stable, and more disposable income could be spent on providing quality experiences for their progeny. These experiences yielded more time to develop observation, critical thinking, and communication skills. Researchers go so far as to suggest "this social environment at both the micro- and macro-level produced a generation of empowerment...who expected organizations to provide resources for their high achievement" (Gong, Ramikissoon, Greenwood, and Hoyte, 2018, p. 84). Further, this demand for access to quality resources results in willing initiation of innovation (p. 84). Millennials became accustomed to certain means and methods, and they demand the same in the workforce.

While the cushioned, educationally rich home life certainly contributed to aspects of the millennials' current identity, the exposure to and immersion in evolving technology perhaps played an even larger role. What society once viewed as merely an annoying feature of youth culture now manifests itself as a major asset in the workplace. Millennials and technology have a mutually beneficial relationship. They both significantly influenced each other. Little did parents know that while their millennial children were spending hours in online chat forums and posting content on burgeoning social media platforms,

they were also developing communication skills critical for competing in the twenty-first century's digital age. Early versions of smartphones, the internet, software programs, and social media did not always seamlessly function. Technology evolved to be more user-friendly, and the millennials adapted accordingly. In fact, this constant change of exponentially developing technology and information bred a group of "digital natives... 'wired' to be adaptive to the era of technology" (p. 83). Essentially, technology forced flexibility, which remains a fiber of millennials' very constitution. What was once a means of social interaction now operates effectively in professional interactions, as technology has solidified itself as an integral presence in nearly every aspect of life.

Ultimately these characteristic elements of millennials' upbringing conditioned them to be effective vehicles of change in the twenty-first century. A combination of these external factors such as education and technology function alongside their demographic identity to produce an ideal generation inclined to successfully enact societal change. Notably, millennials compose the most diverse generation; "about 43 percent are non-white" (Milkman, 2014, p. 55), and as such, they believe strongly in social equality for ranging groups and interests. Though young, millennials already impact their environment, their workplace, and their political landscape. They are far more progressive than their older counterparts and will actively use whatever means necessary to abolish principles and actions that threaten freedom and democracy. Lately, amidst seeming political turmoil and social injustice regarding race, gender, and sexual orientation, millennials employ "tactics of civil disobedience and direct action, including occupations of public spaces" (p. 55). Using the most advantageous tools at their disposal, millennials shrewdly solicit the help of social media to carve their place in the world, thus effectively pushing forward movements like Occupy Wall Street, Black Lives Matter, and Me Too. Already they demonstrate qualities capable of massive reform. Already their presence makes an impact. Millennials will certainly continue to sculpt their progressive views into the fabric of societal progress.

Millennials can do more than reset the Wi-Fi at their parents' house at Thanksgiving. They can do more than complain about the poor quality of the craft beer selection at the local brewery. They can do more than claw their way out of crippling financial student loan debt. Contrary to popular stereotype, they have already proven that they are a force to be reckoned with. Passion, progress, and proliferation of quality ideals drive these individuals forward on social and political crusades designed to radically improve society as a whole.

Their unique blend of technological acumen and informed education qualify them to be one of the most influential generations of the modern global age.

## References

- Burnes, B., & Todnem, R. (2012). Leadership and change: The case for greater ethical clarity. *Journal of Business Ethics*, 108(2), 239-252.
- Gong, B., Ramkissoon, A., Greenwood, R. A., & Hoyte, D. S. (2018). The generation for change: Millennials, their career orientation, and role innovation. *Journal of Managerial Issues*, 30(1), 82-96.
- Howerton, T. (2017, April 18). Most big companies are dying, while some have found the fountain of youth. *Forbes*. Retrieved from <https://www.forbes.com/sites/terryhowerton/2017/04/18/most-big-companies-are-dying-while-some-have-found-the-fountain-of-youth/#3a9f4e7817aa>
- Metcalf, A., & Benn, S. (2013). Leadership for sustainability: An evolution of leadership ability. *Journal of Business Ethics*, 112(3), 369-384.
- Milkman, R. (2014). Millennial Movements. *Dissent*, 61(3), 55.
- Mueller, J. S., Melwani, S., & Goncalo, J. A. (2012). The bias against creativity: Why people desire but reject creative ideas. *Psychological Science*, 23(1), 13-17.
- Pless, N.M. & Maak, T. (2011). Responsible leadership: Pathways to the future. *Journal of Business Ethics*, 98(1), 3-13.
- Spariosu, M. I. (2018). *Remapping knowledge: Intercultural studies for a global age*. Berghahn Books.
- Yukl, G. (2012). Leadership behavior: What we know and what questions need more attention. *Academy of Management*, 26(4), 66-85.

# Chapter 14

Kelly Kirkpatrick

Leaders exist anywhere there is people. Leaders emerge at any age, and in any demographic. So, if leaders are a seemingly natural component of individuals found in many social settings, why study leadership? By studying leadership, key traits can be identified that separate leaders from non-leaders. These traits are often used for hiring, electing, and promoting people from one position or place to another.

Possessing leadership skills does not guarantee a leadership role, nor does possessing leadership skills promote one to the position of leader. Learning about people and the way in which relationships are formed and nurtured is integral to leading. Schaefer (2015) writes, "...the function of a leader is to lead and guide people who will follow with the same values" (p. 76). These values bring groups together, forming relationships and building communities. Without understanding the benefits of a given connection or community, leaders may fail. Simply put, a leader in one situation may not be a leader in another (Stogdill, 1948).

Various surveys have captured individual traits that many leaders possess. Notably, Stogdill's study from 1974 identifies the following characteristics of leaders: they are driven, persistent, original risk takers, they exercise initiative socially, they are self-confident, willing to accept consequences, they absorb personal stress, are willing to tolerate frustration, they can influence others, and are capable of organizing social structure to meet goals. Some of these qualities may exist in many of us; however, successful leaders will use their skillset to acquire additional traits as needed to meet future goals.

The study of leadership benefits those individuals wishing to improve in this area. Without knowledge of what is necessary for a leader to achieve their goals, failure may ensue. Studying leadership may open one's mind to the potential that leadership offers and gives one a stepping-stone to the path of leadership, regardless of whether or not one has led before.

Improvement of leadership skills is essential for many areas of our society. For example, Harvard University's T. H. Chan School of Public Health



completed a study showing that 85% of executives improved their leadership skills within three years of participating in leadership development courses (Harvard University's T.H. Chan School of Public Health, 2018).

The ability to further develop your business skills to increase financial stability, become more innovative and achieve more goals, as well as improve your leadership capacity are all excellent reasons to study leadership. Outside of the business world, developing skills in communication and gaining a broader global perspective while challenging your worldview will benefit your neighborhood or community. All of these skills are essential in forming more profound and more trusting relationships.

Effective leaders create relationships with those they lead. As Schaefer writes in her EDUCAUSE article, "Relationships can happen between concepts, actions, and values" (p. 75). Essentially, relationships are everywhere – they are found at weekend farmers markets between vendors and consumers, in student-teacher interactions, and between government officials and their constituents. It is these relationships that form communities with like values and mindsets. Relationships and communities give us an opportunity to do better and be better at effecting positive change. Studying leadership gives one the ability to improve the relations they are in, and reach out to form communities that create positive change.

### **Current Leadership Issues of Concern**

The United States is currently undergoing a considerable shift economically, socially, and environmentally. A world leader in economic output for decades, the U.S. now struggles to hold that title (Smith, 2017). Politically, many countries have looked up to our nation as a leader in democracy, but that too is now faltering (Lloyd, 2018). Environmentally, our water again suffers in most regions of the United States, the soil is contaminated, and poor air quality continues to increase. This trend is reversible, but not without local, regional, state, and national leaders coming together to turn impactful change into sound policy.

Our current culture is inundated with consumer products that claim to do more, save us more money and impress even more neighbors. We strive to out-compete one another rather than collaborate. As a population, we show that we care more about goal achievement, and promotions – whereas group satisfaction and a sense of meaning –intrinsic rewards – lay idle among our population. Leadership does not come solely from behind the lectern, but rather, leadership greets us in the mirror every day. We are all worthy of leading change, yet the knowledge of how to do so remains elusive.

Communities, whether large or small, must conform to norms to reduce potential conflicts and behavioral dysfunction. Pulling from Harvard Business Review's article, *The Secrets of Great Teamwork* (Haas and Mortenson, 2016), which states, "Destructive dynamics can also undermine collaborative efforts," it is suggested that a lack of cohesion in groups or from leaders, can upset the intention of any given group. Does it not follow then, that national, state, or community leaders would work their hardest at promoting cohesion while honoring the need for a sound economy, society, and environment? Leaders should focus their efforts on narrowing the divide between races, religions, income, and prosperity, and work toward efforts to repair environmental ills that overly tax future generations.

Perhaps it is that many of our current leaders do not have a "compelling direction, a strong structure, and a supportive context" from which to lead (Haas and Mortenson, 2016). These three conditions were found to be particularly critical to success by J. Richard Hackman in the 1970s. Hackman pioneered the field of organizational behavior studies (Haas and Mortenson, 2016). Additionally, Haas and Mortenson claim they have, "...seen that modern teams are vulnerable to two corrosive problems – 'us versus them' thinking and incomplete information. Overcoming those pitfalls requires a fourth critical condition: a shared mindset" (Haas and Mortenson, 2016). Indeed, it is these corrosive elements that can invade the minds of leaders, bringing down teams, communities, and entire nations when every day, look-in-the-mirror leaders may not take the step forward to lead.

Inquiring into one's leadership skills is beneficial when setting goals for a group or community. Furthermore, fundamental knowledge of one's abilities and shortcomings can significantly enhance one's capacity to lead. As one's skills develop over time, the application of newly acquired skills can reinforce their importance. Conversely, leadership without leadership skills can be detrimental economically, socially, and environmentally.

Leaders, whether chosen or identified through self-selection, need to be aware of their importance within an organization or community and their ability to affect change. Successful leaders incorporate a global mindset that includes diverse thinking and effective problem solving (Northouse, 2016).

### **Leading Change by Conceptualizing in Context**

Good leaders are involved in and are on the pulse of leading change in nearly all they do. The ability to lead through change requires conceptualizing in context, the skills, traits, and behaviors necessary to move from one place to another with those they lead.

Traits, like skills and behaviors, are not equally transferable into all situations. In her document, Virkus (2009) claims that it is impossible to separate traits from an individual – these features make us who we are. Another idea in leadership education and human resource training is Fiedler's 1964 contingency theory. Contingency theory stresses the value of experience, including schema, in being able to adapt to varying situations.

Conceptualizing in context the leadership characteristics required for any given situation is one of the greatest necessities of upper management. After all, if behaviors are not transferable to all situations, determining whether or not a leader should step away, place someone else in charge, or stay the course in a given setting, the ability to conceptualize the result of these actions may be a skill all on its own.

Blake and Mouton's Managerial Grid (1964), shows that not all leaders are adaptable to all situations for leading. A strong communication-skilled leader is helpful in a people-oriented worksite, whereas a robust task-related leader may be necessary at a production line setting. Neither leader would excel at the other site without an ability to conceptualize in context the behaviors requiring adaptation to work with the others team. It is the behaviors, in this case, that make the leader able to lead their team successfully or not.

Focusing specifically on skills, traits, or behaviors may be incomplete as it emphasizes the situations out of context from the complete situation that is unfolding. The critical skills of conceptualizing, imagining a situation from many angles, and adept problem solving would then apply what is most prudent to resolve an issue.

Here is where Fiedler's contingency theory is reliably valid in achieving leadership effectiveness (Virkus, 2009). Contingency theory offers a *mélange* of practical options that are proven effective through empirical study (Virkus, 2009). Virkus lists several key factors of contingency theory success, including its predictive powers that 'type' leaders are most likely to have success – something that other theories fall short on. Contingency theory is beneficial because it suggests that leaders consider optimal situations offering greater expected effectiveness for those they lead.

Leadership style and the demands of different situations create unique challenges for managing change. Not all leaders can excel in all conditions at all times. Leading with strengths and accepting inherent skills, while knowing that improving certain aspects of leadership can be attained through learning becomes a win-win for all.

### **Millennials as a Force for Societal Change**

I recently commented to my young millennial friend, “I’m sorry we’ve used up most of the natural resources, and we’re leaving the planet in such an awful state for you all.” She replied, “It’s okay, we’ll fix it.”

Millennials have much to teach us about leading through change. This group of young people – the most educated to date (Pew Research Center, 2015) – is headed toward being the movers and shakers of the future. This change in leadership demands the old guard get out of the way, listen carefully, and offer help when asked.

Situational Leadership techniques are identified by Blanchard et al (2013) in their study developing the Situational Leadership II (LSII) style. Unlike other leadership styles, The Situational Leadership Model, “transcends cultural and generational differences and equips leaders around the globe with the skills necessary to drive behavior change and increase productivity” (Center for Leadership Studies, 2017). In a time when the population, the economy, and the environment are undergoing imminent change, millennial’s skills are needed to pave the way toward a brighter future for all.

We are at a time when dynamic and necessary changes may not come from those that are older, but instead a younger group, the millennials. This generation has a higher capacity to organize, and a greater ability to understand the Internet and utilize technology (Hoban, 2018). Additionally, educated millennials are the people that are being hired to handle the economic areas of commerce, and the bulk of the technological organization that baby boomers are simply not best suited to do (Hoban, 2018).

Millennials can sway the democracy of our nation and are taking positions in high-ranking offices across the country. Currently, most people over 40 years of age typically vote Republican, whereas the largest segment of Democratic voters are under 40 years of age (Frey, 2018). This group will take over as our aging legislative branch of government retires, states the Honorary Ilhan Omar during the Metropolitan Policy Program panel discussion earlier this year (The Brookings Institution, 2018). With the shift in age of our countries leaders, significant change is bound to occur.

Baby boomers have historically not felt as comfortable with diversity, technology and community organization (Frey, 2018). Leaders generally have followers that hold the same values (Schaefer, 2015). If millennials and all they encompass are the future, how do leaders from both generations lead through change?

Situational leadership can prove itself useful during times of change. Comparing the millennial skill sets of organization, internet, and technology to

those of the baby boomers' executive presence and ability to be cost-effective, many areas of society could benefit from both generations collaborating (Business Insider, 2013). A team comprised of both groups could lead through change competently, and successfully.

Situational leadership has received its share of criticism, as have other theories on leadership. Now, unlike any time in our recent past, there are immediate concerns with our economy, society, and environment. It will take the young and the old to find our way, and influential leaders are needed to make this change.

In this time of increasing diversity, we need leaders from diverse backgrounds and of various ages. Virkus (2009) claims that we are who we are and we cannot separate traits from the individual, while Fiedler (1964) stresses the value of experience aiding in the ability to adapt. Combined with others, like Blake and Mouton (1964) and recent studies completed by those such as Harvard's School of Public Health, these theories comprise a plethora of sources that can be used to acquire leadership skills. The process of learning about leadership is a valuable exercise that becomes a tool to guide others into the future. When utilized, leaders emerge to help solve problems in classrooms, their community, and their state or federal level. Collaborating with and communicating about our shared knowledge is the key to unlocking the doors to an economically sustainable, environmentally thriving, and democratically sound world.

## References

- Blake, R. R., & Mouton, J.S. (1964). *The Managerial Grid*. Houston, TX. Gulf Publishing Company.
- Blanchard, K., Zigarmi, P., & Zigarmi, D. (2013). *Leadership and the one-minute manager: Increasing effectiveness through situational leadership II®*. New York: William Morrow.
- Frey, W. (2018, January). The millennial generation: A demographic bridge to America's diverse future. *The Brookings Institution*. Retrieved from <https://www.brookings.edu/research/millennials/>
- Giang, V. (2013, September). Here are the strengths and weaknesses of millennials, Gen X, and boomers. *Business Insider*. Retrieved from <https://www.businessinsider.com/how-millennials-gen-x-and-boomers-shape-the-workplace-2013-9>

- Haas, M., Mortenson, M. (2016, June) The secret of great teamwork. *Harvard Business Review*. Retrieved from <https://hbr.org/2016/06/the-secrets-of-great-teamwork>
- Harvard University T.H. Chan School of Public Health. (2018). Leadership Development Infographic. Boston, MA.
- Hoban, B. (2018, February). Millennials are on the frontlines of political and cultural change in America. *The Brookings Institution*. Retrieved from <https://www.brookings.edu/blog/brookings-now/2018/02/02/millennials-are-on-the-frontlines-of-political-and-cultural-change-in-america/>
- Lloyd, J. (2018, July) Commentary: The US no longer leader of the free world. *Channel NewsAsia*. Retrieved from <https://www.channelnewsasia.com/news/commentary/trump-could-have-been-defender-free-world-10554924>
- Northouse, P.G. (2007). *Leadership: Theory and practice*. 4th edition. Thousand Oaks, CA: Sage Publications.
- Northouse, P.G. (2016). *Leadership: Theory and practice*, 7th edition. Los Angeles, CA: Sage Publications.
- Omar, I. (2018, January) Metropolitan Policy Program panel discussion. *The Brookings Institution*. Retrieved from [https://www.youtube.com/watch?v=8Ju0HsiQy\\_Q](https://www.youtube.com/watch?v=8Ju0HsiQy_Q)
- Pew Research Center (2015, March 17). Millennials on track to be the most educated generation to date. *Pew Research Center*. Retrieved from [http://www.pewresearch.org/fact-tank/2018/03/16/how-millennials-compare-with-their-grandparents/ft\\_millennials-education\\_031715](http://www.pewresearch.org/fact-tank/2018/03/16/how-millennials-compare-with-their-grandparents/ft_millennials-education_031715)
- Schaefer, B. (2015, October). On becoming a leader: Building relationships and creating communities. *EDUCAUSE Review*, 50(6).
- Smith, N. (2017, October). Who has the worlds no. 1 economy? Not the U.S. *Bloomberg*. Retrieved from <https://www.bloomberg.com/view/articles/2017-10-18/who-has-the-world-s-no-1-economy-not-the-u-s>
- Stogdill, R. M. (1948). Personal factors associated with leadership: A survey of the literature. *Journal of Psychology*, 25, 35-71.
- Stogdill, R. M. (1974). *Handbook of leadership: A survey of theory and research*. New York: Free Press.
- The Brookings Institution (Producer). (2018). Metropolitan Policy Program panel discussion. *The Brookings Institution [YouTube]*. Available from [https://www.youtube.com/watch?v=8Ju0HsiQy\\_Q](https://www.youtube.com/watch?v=8Ju0HsiQy_Q)

The Center for Leadership Studies (2017). Situational leadership: Relevant then, relevant now. *The Center for Leadership Studies*. Retrieved from [https://www.situational.com/content/uploads/2017/10/FINAL\\_CLS\\_History\\_CaseStudy\\_Digital.pdf](https://www.situational.com/content/uploads/2017/10/FINAL_CLS_History_CaseStudy_Digital.pdf)

Virkus, S. (2009). *Leadership models, learning object*. Tallinn: Tallinn University.

# Chapter 15

Richie DePaolis-Metz

The success of an organization hinges on the effectiveness of its leadership. A potential leader must have knowledge of the study of leadership's foundation and be able to build upon that foundation through an acute awareness of the current environment. Anyone wishing to be an effective leader today must have a thorough understanding of leadership itself, the current issues and concerns affecting leadership, the skills required to be an effective leader, and the way the newest and future leaders have and will influence change.

Leaders are born. Leaders are made. These are two statements that succinctly state two competing schools of thought on how to find and cultivate leaders. Regardless of which school of thought one prescribes to, research and scholarly literature suggest that studying and learning about leadership enhances one's ability to lead. McManus, R. M. (2009) explains that the Behaviorist Period shifted the dominant paradigm with the idea that leaders were not always born, but could be developed. The Behaviorist Period lasted from 1948 to the late 1960s, and it prompted the emergence of leadership education. In the decades that have followed, leadership education has been an integral part of developing effective leaders and contributing to organizational innovation and success. Specifically, leadership development programs have been increasingly more imperative in creating and sustaining effective leadership in today's environment.

Holt, Hall, and Gilley (2018) note that competition for skilled leaders, recent organizational failures unfolding on the national stage, economic uncertainty, and rapidly changing technology and demographics have all contributed to the acute need for organizations to focus on developing their employees into effective leaders. Additionally, Holt et al. (2018) explain that the combination of an individual's professional experience and formal leadership development programs has been recognized as vital to an organization's successful cultivation of leaders. Taking all of this into account, it is fair to conclude that formal leadership development programs are essential to the success of an organization competing in the current environment.

The environment that many organizations exist in today is one in which



there are droves of senior-level managers and executives with years of experience who are retiring. The individuals waiting to replace these seasoned professionals are much younger and far less experienced. Holt et al. (2018) succinctly point out that a number of organizations are tasked with the daunting challenge of cultivating an entirely new generation of leaders. Coupled with this challenge is the growing need to expand leadership development programs throughout all levels of an organization. Holt et al. (2018) suggest that the success of an organization is influenced by individuals at all levels of that organization. Therefore, careful consideration must be made about the effectiveness of leadership at every level of an organization. Adding to the two previous challenges mentioned in today's environment is the challenge to not only address the skills, knowledge, and abilities of an individual through leadership development programs but to also address the personality traits of an individual. Holt et al. (2018) explain that there are consistent traits like trustworthiness that members of an organization desire in a leader.

Another component in today's environment that demonstrates the need for leadership education and leadership development programs is the emergence of leapfrog succession. Frangos, C. (2014) describes leapfrog succession as a trend in which organizations are increasingly ignoring hierarchy when filling key positions and, instead, are selecting standout individuals who are several steps lower in the organization. The increasing complexity of the global marketplace and the likelihood of encountering unknowns have made leapfrog leaders more desirable. Frangos (2014) explains that organizations sought out individuals who could stay several moves ahead of the competition. However, in today's environment, it is often more important for a leader to admit to not having all the answers. The leapfrog succession paradigm shift is bringing forth individuals in leadership positions with relatively deeper deficits of experience; organizations must identify where these deficits exist and address them through the appropriate education and development programs.

The leaders emerging out of the current environment look a bit different from those that have emerged in the past. These leaders may have less professional experience and may come from the lower rungs of an organization's hierarchy. Clearly, in this environment, the study of leadership has become increasingly invaluable to cultivate the success of these emerging leaders.

### **The Issues and Concerns of Diversity in Leadership**

The clear and distinct reality that the United States faces demographically is that the nation is becoming increasingly more diverse, as is the nation's workforce.

However, the makeup of those in leadership roles has not kept pace with the evolution of the nation's workforce. The nation's changing demographics with regard to race and the disparity between men and women in leadership roles have shed light on a multitude of concerns about equity in leadership.

According to Lucas and Baxter (2012), women made up half of the U.S. workforce in 2009 as opposed to making up only 35 percent of the workforce 40 years prior. Additionally, Lucas and Baxter (2012) note that by 2050 the U.S. workforce will be 50 percent nonwhite. Conversely, the number of women and minorities in senior-level management positions has actually decreased. Lucas and Baxter (2012) explain that the number of women and minorities in leadership positions at Fortune 500 companies declined between 2004 and 2010. White men disproportionately hold a majority of those leadership positions. Lucas and Baxter (2012) specifically point out that white men make up approximately one-third of the U.S. workforce, but white men held 95 percent of board chair positions at Fortune 500 organizations in 2011. These statistics paint a stark reality that inequity in organizational leadership in the U.S. is pervasive.

Discrimination and stereotypes are of paramount concern when it comes to the roots of this inequity in organizational leadership roles. Eagly and Lau Chin (2010) explain that the majority of managerial roles are pervaded with cultural masculinity, especially in the predominant depiction of these roles by men. This clearly contributes to the inequity that is seen with regard to the number of women in leadership positions. Eagly and Lau Chin (2010) describe the common perception of women to place them in subordinate roles because they are perceived as kind, warm, and gentle. Misplaced perceptions and discrimination not only affect the ability of women to obtain leadership positions; gay males also fall prey to these feminine stereotypes.

Eagly and Lau Chin (2010) go on to point out the stereotypes that lead to leadership inequity outside of gender. Racial stereotypes are also pervasive. According to Eagly and Lau Chin (2010), African Americans are stereotyped as aggressive and incompetent, Hispanics as lazy and lacking education, and Asian Americans as passive. The qualities associated with these respective stereotypes do not align with the commonly agreed upon qualities necessary for leadership. This "othering" of minority groups keeps minorities from seriously being considered for leadership roles. Also, the psychological impact of this discrimination against minority groups contributes to the leadership inequity. Eagly and Lau Chin (2010) explain that these stereotypes have the potential to become self-fulfilling prophecies that undermine these individuals' confidence to try and push ahead in an organization's hierarchy.

Not only is this leadership inequity unfair to women and minorities, but it's also unfair to organizations that are missing out on the positive influence diversity has. Marquis, Lim, Scott, Harrell, and Kavanaugh (2008) argue that increasing workforce diversity increases an organization's skill base and range of talent among employees because recruitment is conducted from a wider pool of candidates. Marquis et al. (2008) go on to explain that the ability of an organization's workforce demographics to reflect that of its clientele can lead to better communication to that clientele and a better understanding of that clientele's needs. A better work environment can also be created if an organization embraces diversity. Marquis et al. (2008) note that if an organization actively integrates minorities into the company structure it can create an appreciation for individual difference among its employees.

The issues and concerns surrounding diversity in leadership are complex and systemic. Organizations and individuals must recognize the discrimination and prejudices that lead to the leadership inequity that is so pervasive in the United States. Addressing these issues would not only help create a more diverse makeup of leaders within organizations, but it would also provide benefits to those organizations that embrace diversity.

### **Critical Skills Needed to Lead Change**

When researching the skills that are essential for successful leadership of change there are several common themes that begin to emerge. One prominent theme is that of skilled communication. An effective leader of change must have strong communication skills. A second theme that prevails is that of motivation and empowerment skills. This requires a leader to skillfully bring people within an organization together to focus on innovation and problem-solving. A final theme that surfaces is the ability to adapt and overcome adversity. In today's fast-paced and ever-changing environment, a leader needs to have the skills of adaptability, open-mindedness, and problem-solving.

In an article about leadership skills, Curtis and O'Connell (2011) define two leadership styles. These two leadership styles are transactional and transformative. The transactional style is described as a relationship between leaders and employees as one in which employees comply to get some form of reward in return. The transformative style is described as looking for more than simple compliant behavior from employees. Curtis and O'Connell (2011) argue that the transformational style of leadership is much more effective in leading change and that the key ingredient to transformational leadership is skilled communication. Curtis and O'Connell (2011) explain that the leadership

skill of communication is the primary skill used by transformational leaders to build trust and self-confidence on their teams.

Communication skills are clearly important in leading change, but what do communication skills look like in a leader? Prieto (2013) explains that effective leaders communicate throughout all levels of an organization and that communication is done constantly. Most importantly, effective leadership communication begins with the ability to listen, according to Prieto (2013). Who a leader listens to is also important. Effective communication skills require a leader to not only listen to those at the upper-echelon of the organization but to listen to those at all levels of the organization. Dallas (2015) makes the case that a leader must listen to the organization's front-line people. Dallas (2015) highlights the fact that front-line employees are the ones who interact with the customers on a daily basis, so developing an organization's front line as an active contributor to future planning ensures buy-in from everyone and an understanding that everyone is working together toward a shared goal.

The leadership skills of motivation and empowerment are closely associated with communication skills. Just as effective communication skills require the incorporation of everyone at all levels of an organization, so do motivation and empowerment. Prieto (2013) explains that a successful leader will create a climate for motivation by coaching and mentoring. An effective leader of change has to have the willingness and ability to invest in the individuals he or she leads. Empowerment takes motivation to the next level. Motivation without empowerment amounts to nothing more than words, argues Prieto (2013). A leader empowers individuals by providing them with the autonomy to innovate and explore while equipping those individuals with the knowledge and skills to capitalize on that autonomy.

Perseverance is another essential skill required to lead change. According to Dallas (2015), things do not always go as planned when leading transformational change and the ability of a leader to course correct is imperative to success. A leader's adaptability skills must be strong. Continuous learning is a key ingredient of a leader's adaptability. According to Prieto (2013), continuous learning is a required competency for an organization to build a culture of leadership. This learning requires the solicitation of feedback from individuals across the organization. The gathering of feedback essentially loops back to effective communication in that it requires the ability to listen.

The major themes of the most essential skills for change leadership are intertwined. The predominant skill is communication. The other skills like perseverance, adaptability, motivation, empowerment, and problem-solving all require the foundation of strong communication skills. In order for a leader to

successfully create change, that leader must first have the ability to effectively communicate with those required to bring about that change.

### **Millennials: A Force for Change in Organizations and Leadership**

Millennials are ushering in change in the workforce. This change was first felt at the lower levels of organizational hierarchy, but it has increasingly become present in the upper echelons of organizations. Millennials have influenced change through direct action but have also caused tremendous change through the hallmark characteristics of their generational cohort. The transformative effect this generation has on the way organizations and leadership within organizations function will reverberate for years to come.

Bolser and Gosciej (2015) define millennials as individuals born between 1980 and 2000. These individuals comprise Generation Y, which is another term for millennials. Millennials, according to Bolser and Gosciej (2015), are the largest age grouping in American history and consist of more than 80 million people. Slater (2018) points out that millennials also are the largest generation in today's workforce. By sheer numbers millennials demand influence, and that influence has been growing as they've entered the workforce and moved into leadership positions.

Millennials have influenced the way organizational leadership is approached. Leaders have had to adapt their styles of leadership to best compliment the typical characteristics of millennials. VanMeter et al (2013) discovered through research that the characteristics of millennials emphasized servant leadership and working with others through collaborative teamwork in the workplace. VanMeter et al (2013) explain that servant leadership consists of honesty, integrity, high moral standards, and the willingness to put others interests over one's self-interests. Millennials relate more positively to leaders with servant leadership tendencies, and this should and has caused many leaders to adapt their approach. With regard to millennials propensity to collaboration and teamwork, VanMeter et al (2013) suggest that organizations create a dual mentoring relationship by matching a millennial with an older individual. More seasoned employees have the ability to share experiences; younger employees can bring perspective to those experience, explain VanMeter et al. (2013).

Slater (2018) makes special note of the hunger that millennials bring to the workforce. Millennials specifically have a hunger to connect their organization's purpose or cause to themselves. This is born out of the notion that millennials see their place of employment as an extension of themselves. Because of this, leaders should focus more acutely on the purpose of their

organization and connecting it to these millennials. A connection can be created if a leader fixates on connecting those in charge to the purpose of the organization, argues Slater (2018).

Millennials clearly influence the way leaders lead, but they are also influencing organizations and the workforce by becoming leaders themselves. Alton, L. (2018) describes how the characteristics of self-confidence and a craving for autonomy have driven millennials to take charge of more people and more responsibilities. Millennials are moving into the ranks of leadership, and the organizational changes they influence are a product of their values. Alton, L. (2018) outlines several key trends that millennials have initiated in organizations and will continue to foster in the years to come. One of those changes is more fluid adoption of technology because millennials have a more optimistic and adaptable relationship with technology. Another change is more flexibility and fewer rules which relates to the craving for the autonomy of many millennials. A third change is a higher demand for brand values and company culture.

Millennials have been and are bringing tremendous change to the organizations they are a part of. Much of this change has been a response to the demands millennials have made of the workplace and leadership. However, as millennials begin to move into leadership roles, the change this generation brings will be coming from the top-down rather than the bottom-up.

## **Conclusion**

The environment in which leaders and organizations operate is constantly evolving. A leader's firm grasp on leadership theories and approaches is essential to put the current environment into context. It is also essential for a leader to perform an internal and external scan of the current environment. Internally, a leader should understand the critical skills he or she needs to effectively influence change. Externally, a leader should be cognizant of critical issues like diversity in the workplace and the increasing influence of millennials in order to adapt to the evolving environment.

## References

- Alton, L. (2018). *Millennials are ready to be leaders: Here's how they're doing it.* [Blog Post]. Retrieved from <https://www.forbes.com/sites/larryalton/2018/01/17/millennials-are-ready-to-be-leaders-heres-how-theyre-doing-it/#4528ec4936f9>.
- Bolser, K., & Gosciej, R. (2015). Millennials: Multi-generational leaders staying connected. *Journal of Practical Consulting*, 5(2), 1–9.
- Curtis, E., & O'Connell, R. (2011). Essential leadership skills for motivating and developing staff. *Nursing Management – UK*, 18(5), 32–35.
- Dallas, J. (2015). 4 must-have skills for leaders to manage change. *Fortune* [Blog Post]. Retrieved from <http://fortune.com/2015/10/22/change-leaders-managers/>.
- Eagly, A. H., & Lau Chin, J. (2010). Diversity and leadership in a changing world. *American Psychologist*, 65(3), 216–224.
- Frangos, C. (2016). Leapfrog succession and the new leadership paradigm. *People & Strategy*, 39(3), 42–44.
- Holt, S., Hall, A., & Gilley, A. (2018). Essential components of leadership development programs. *Journal of Managerial Issues*, 30(2), 214–229.
- Lucas, J., & Baxter, A. (2012). Power, influence, and diversity in organizations. *The Annals of the American Academy of Political and Social Science*, 639, 49–70.
- McManus, R. M. (2009). The importance of leadership education and leader development. *Revista De Administraczzo Da UNIMEP*, 7(2), 47–56.
- Prieto, B. (2013). Establishing and building leadership skills. *Leadership & Management In Engineering*, 13(3), 209–211.
- Slater, D. (2018). Millennials drive a key leadership trend In 2018: What's the cause of the insatiable millennial tummy rumble? *Leadership Excellence Essentials*, 35(2), 5–6.
- VanMeter, R., Grisaffe, D., Chonko, L., & Roberts, J. (2013). Generation Y's ethical ideology and its potential workplace implications. *Journal of Business Ethics*, 117(1), 93–109.

## Chapter 16

Andrew Pierskalla

The term leadership assumes many different definitions in today's fast-paced world. For some, leadership is the culmination of taking people through a process. For others, leadership is an everyday process that includes managing people and the use of motivational techniques. The broad spectrum of leadership, and its definition as understood by the masses, gives more reason in today's world to study leadership. Leadership is multifaceted and includes several entities working within a system. Important questions have arisen when trying to find today's leaders: What characteristics and processes are needed from an individual or group to lead in today's global playground? Does the process of leadership change through necessity or through pressure from outside stimuli? As with every broad scope, it is important to focus efforts into easily managed parts.

Undergraduates are obtaining degrees in record numbers all over the globe. As the post-secondary skills become necessary in today's workforce, the new leadership needed comes out of competition and dynamic change. Focusing on people is important when discussing leadership. These new external factors, technology, the evident hold-off of important events such as marriage, or even obtaining a driver's license cannot be ignored. Current students have different needs than the previous generation of students and now, in leadership roles, that previous generation must adapt to meet the need of the new workforce. Undergraduates' perception of leadership will determine successful work habits and levels of production.

The recurring theme in management and leadership is adapting to the current people and surroundings. Leadership does not occur in a vacuum or in isolation. To treat leadership as such would be to say that organizations and people have comfort in the monotony of doing routines in the same way. The successful leader is an avid learner of what makes current leadership cutting edge and able to adapt to the constant change within the times. Leaders willing



to adopt new practices and give a deep look into the context of leadership will be successful.

Leadership requires a clear destination and an explicit roadmap. The successful leader knows there is a process to the outcomes. Leadership should be studied to learn that process. Effective leadership is the collective efforts of a well-thought out and executed plan (Calareso, 2013). Although the leader's path may have been long, winding, and even rocky, the process of leadership is constant and vital. It morphs into many different views. Being a new leader in unfamiliar surroundings is nerve-racking, but a studied leader has the tools to ease the transition process. The veteran leader builds and learns from past failures and hiccups. Today's leaders are wise to learn from their prior leaders' mistakes and subsequent triumphs as they move along a leadership path working toward the desired outcome.

There is a process to leadership. The successful leader is always changing their process and always is always looking for a new edge. Take a moment and think of a popular leader. What did their process look like? What were their lasting impressions on the people? What tools were useful for them?

Today in the United States of America, the strife and tensions are at a boiling point. Studying leadership is what the current generation must do to advance society. To study leadership today is to commit to a bright future and to building a workforce that is coherent and process-driven, using tools that are researched and refined, so that the next generation of leaders are ready to lead. Current leadership and future leadership learn from the past to correct future issues.

### **Current Leadership Issues of Concern**

Generations of people have made the same comment: "I do not understand this generation." The ideals of leadership have remained consistent. A central figure, or in some cases a group, lead others to desired outcomes. The process itself is not. The process of leadership changes with each passing generation. Past generations have handled their issues within the constraints of the time they have had. At the turn of the century, workers reformed work hours and defined roles through a framework that was suitable for both employer and employee. Two previous generations defined hard work and broke down the barrier of gender in a crusade through leadership. The previous generation focused on productivity and incorporating technology into the systems that are used daily. What are the issues that leaders face today? How do we motivate and reach a new class of workers and people that have varying dependencies

and expectations globally? Leadership for today and the future depends on the decisions made currently that will affect the current workforce.

In past workforces, there have been one or two generations that have had to work together. In the modern workforce today, there are up to five generations of workers in the workplace. Some of these veteran generations have been through very different upbringings and have ideals that differ from those of the younger generations. Relatability for the modern leader is a must. Relatability refers to the way information is received by the person. Relatability extends much further than the definition above. Often this term is useful when dealing with conflict resolution and job performance. It is the root of the ever-present question: what is wrong with this generation? Inevitably, there will be miscommunication along the path to the desired outcome, but effective leadership manages and even tries to foresee any of these issues. Depending on their generation, regional upbringing, or parental style, job performance looks different from employees (Olsen, 2017). Preconceived notions about the job or thoughts on the current outcome seep into the layers of work. Effective leadership uses relatability to ensure that outcomes are clear, and methods, outputs, and motivations are uniform to the leader's choosing. Understanding or relating to the clientele and individual worker needs is a must. Currently, younger generations are comfortable working from any corner of the globe. Veteran generations prefer the confines of the office and workable hours.

Examining highly effective workplaces and the correlation to training received was the topic of Gruber's study in 2015 (Gruber, 2015). As corporate trainers attempt to reach current and new employees this research is informative to leadership as they search out the methods that best fit the workplace. Research results indicated no real linkage between investing in the optimum amount of training resources given the competitive environment and positive increase in worker perception of organizational leadership or worker retention (Gruber, 2015). This survey proves that relating to the people on a personal level and building lasting relationships will go a long way. Often businesses and groups spend too much time investing in methods to find the problems, instead of actively seeking them out and dealing with them early in the process, or before it arises.

Silent negativity is a killer of production. Coping with stress, unclear guidelines, and low motivation contribute to the crushing force of silent negativity. Gatherings that occur after the actual meeting around the water cooler continue to hinder mindset and relations between leaders and constituents. The problem is not voicing concerns or having members fully bought-in to the process.

Current leadership issues stem from the individual and the preconceived notions of past experiences. Knowing the workforce personally and silent negativity will bog down the best and most endearing projects. Leaders today must focus specific attention on the individual as the globally-connected earth shrinks. The critical skills that are needed for change do not come from a long list that is hard to define. The critical skills that are needed to lead change stem from the desire to see change.

### **Critical Skills Needed to Lead Change**

The most dangerous thing in an organization is to assume that a process has always been done in a certain way and that fixing that process will only make matters worse. Change is a word that stirs strong emotional responses. Though most people fear starting over or having to learn a new way, there can also be excitement about the change and the unknown that creeps into the minds of others. Leaders today do not fear change. Initially, the range of feelings may be vast, but a great leader makes those feelings of change normal and part of the group dynamic within that organization.

Consider this scenario: The new leader is young, energetic, and eager to change the dynamics of a veteran group of employees. These employees have worked with the organization for a long time and change is not something the group is particularly interested in. The leader takes the time to get to know each employee and the leader gives an ear to issues that have festered. The leader makes eye contact, writes down questions and notes as presented. After each meeting, the leader takes time to reflect on the event that took place and makes addendums to the plan. Once all the voices have been heard, the leader gathers the group and presents the new plan. The plan may have changed from the original blueprint that the leader had envisioned, but the veteran voices added a critical background that was not able to be seen prior. A critical skill needed for change is the concept of a vision. The vision will grow, change and be re-worked several times during the process. In this scenario, employee voice was given to gain valuable insight into the initial vision. The process also let the veteran employee share the lingering issues that have been nagging the group. Critical to the vision is unity in the voice, the plan itself, and the work.

Leadership from the above scenario displayed the second skill needed for change as well; the leader must be a sponge. It is imperative that leadership listens and acts as a sounding board for employees. In part of the scenario, trust and relationships were built, but both are critical to the dynamic. To act as the sounding board, the leader must be viewed as a good listener. Acting as a sponge is much more than listening, though. Leaders do well in scanning

environments. Much like a teacher in school, a leader should try and find where there is dissent and where confusion happens. Quickly, the leader will adapt and instill confidence or clarification. The absorption of group input or the feeling of the room helps the vision to be achieved (Parish & Aujla, 2012).

While listening and monitoring, the leader needs to make decisions. These decisions are made for the betterment of the group and vision. The term flexibility is used frequently with leadership. The challenge to flexibility is that it must also be rigid at times. Leaders cannot just say yes to every idea, nor may every complaint be received with a “no”. Leaders must have a thick skin, admit when flaws in the initial vision show, and communicate the change. Change often provides hard conversations and heated exchanges. A good leader does not shy away from these tests to their vision and their character. A good leader incorporates criticisms and provides guidance in their name of the vision. It is imperative that their vision is seen to completion (Sweet & Meiksins, 2013). Successful change for the long-term cannot come quickly. Much like writing, the process in which the desired outcome is met come from revision and hard-hitting criticisms.

Change is not as horrible as it is made out to be. Today’s leaders are equipped with basic skills that are in place to enable the change to be long-term. Change is never easy, but change is the culmination of a process of revisions that have been carefully paved from the efforts of the group and not just from the leader’s mandate. Using these skills will bring about the excitement and energy needed for successful change. A change in which all members are proud to work and, in some cases, re-work over a process that garners better results. As a new generation of leaders emerges, so do new ideas that span generations and inspire new ideas into the insight of leadership.

### **Millennials as a Force for Societal Change**

The largest population section of the United States is retiring. Mostly a technical generation, the Baby Boomers are leaving the workforce in large quantities (Caplinger, 2016). Leadership to the aged generation is different from the demands of today’s workforce. How will young leaders today lead the future workforce? These questions are at the root of finding the next generation of leaders. A position appointed by generations that are craving for leadership from the millennial generation. Futures are on the line for companies and consumers alike and the decisions that millennials will make as leaders will impact the outcomes of the stakeholders.

Despite most millennial workers believing in their capabilities to lead, a large percentage of millennials lack essential leadership skills required for

organizational success (Nye, 2017). The purpose of the study was to explore beliefs and perceptions of millennials regarding current and desired skills for leadership and beliefs about the leadership skills necessary to become skilled organizational leaders (Nye, 2017). The findings confirmed that while millennials possess many important leadership skills and believe in their overall ability to be leaders, leadership skills necessary to qualify to be effective leaders are not presently possessed (Nye, 2017). The stakeholders in the cultivation of this leadership pool have noticed the change. Fostering an environment with the ability to learn at a comfortable tempo and a hands-on approach are what millennials crave. Direct feedback and the harboring of a safe work environment help to facilitate the most out of this generation.

The gap between current leadership and views of leadership from millennials differ. As the global community shrinks, and far away businesses and people come together, millennials and aged generations have a vastly different view on the current climate in the workforce. This group expects leadership to communicate effectively. Feedback is utilized to accomplish defined purposes and outcomes. They believe that effective leaders demonstrate positive characteristics that garner the ideals of hard work and productivity through a new scope. The generation expects effective leaders to be supportive and understand the work-life balance. They desire the tools to lead but have a vested interest in the way that message is conveyed. As wizards of technology, millennials expect competency with the current technology and its use in the workforce (Seldon, 2014). Designing programs to foster this growth is essential. They will lead whether current leading generations adapt to the world or not. Understanding the wiring of millennials is the beginning of foundational work to understand the changing world in future generations.

Advancements in the global society have been rapid in the past decade. It is easy to lean on the young, up-and-coming, generation to lead change. As asked of the current leadership, millennials will also adapt current views to fit the climate of the workforce. This is where the bridge lies. Through flexibility with past procedures, millennials are the glue to outcomes desired for future success. Aged generations are responsible for guidance. Through the tools needed to make effective leadership in the eyes of the millennials, the latter will step up to the call for leadership and trickle that to later workforces. The global society is not going away. Cultural responsiveness and the work-life balance terms are the new norm. As the workforce itself changes, new leaders emerge to effectively steer generations of employees to reach potential outcomes with the best practices in mind.

## References

- Benson, M. C. (2017). *How and why undergraduates' perception of leadership may affect their work-readiness upon graduation: A qualitative case-study*. ProQuest Dissertations Publishing.
- Calareso, J. (2013). Succession planning: The key to ensuring leadership: The key is that the process of leadership formation is not random and serendipitous, but rather intentional and well planned. *Planning for Higher Education, 41*(3), p. 27.
- Caplinger, J. D. (2016). *Millennial generation's leadership readiness*. ProQuest Dissertations Publishing.
- CareerPlanner.com Inc. (n.d.). *Which generation are mine?* Retrieved from <https://www.careerplanner.com/Career-Articles/Generations.cfm>
- Gruber, A. M. (2015). *Factors relating workforce development management systems of training, mentoring, wellness, and recognition effects on competitive advantage, return on investment, retention, worker productivity, worker perception of organizational leadership, and worker absenteeism*. ProQuest Dissertations Publishing.
- Nye, L. L. (2017). *Millennials and leadership: Beliefs and perceptions of leadership skills*. ProQuest Dissertations Publishing.
- Olsen, B. (2017). "Everyone wants you to do everything": Investigating the professional identity development of teacher educators. *Teacher Education Quarterly, 44*(1), p. 9.
- Parish, B., & Aujla, D. (2012). *Making good: Finding meaning, money, and community in a changing world*. [Emmaus, Pa.]: Rodale.
- Sweet, S. A., & Meiksins, P. (2013). *Changing contours of work: Jobs and opportunities in the new economy* (2nd ed.). Thousand Oaks, Calif.: Sage Publications.
- Seldon, C. M. (2014). *Understanding effective methods for cultivating millennial leadership talent*. ProQuest Dissertations Publishing.



# Chapter 17

Alyssa Clemment

Leadership is a process in which an individual has an impact on a group of individuals to achieve a common goal (Northouse, 2015). Leaders have a vision, they inspire and motivate, they are confident and honest, and most importantly they bring a group together and lead them to achieve a mission. The list can go on because leadership is broad. Definitions for leadership vary by person. Studying leadership is important because leaders are expected to be in charge to direct an organization to succeed. Numerous studies are being done to conclude the perfect definition of leadership and find the common characteristics and traits of a leader to offer a better understanding and practices to become the best leader one can be.

Over the past decade the number of leadership books has risen but why are people in such a search for the answer to becoming the best leader. Perhaps looking for motivation, the company is on the verge of failing with the leadership is at fault, self-improvement, or even just for entertainment. Through studies, a handful of commonalities can be seen, such as the previously listed characteristics. The study of leadership is important as it will assist in maximizing the efficiency of an organization and satisfaction of the employees who are needed to run a company. Not only is it important for higher management to understand the principles of leadership, but also for the employees that trickle down. In nearly every job, there comes a point where leadership is a necessity. People should always be prepared to take the reins.

There are stories of individuals who love their job and what it stands for, yet companies are losing committed hard-working employees because of issues with the supervisors or managers. Some of this has to do with the manager's leadership style. A lack of education in what is expected as a leader or resistance to changes in their leadership approach can play a factor. Leaders are expected to hire competent employees, place them in a position that best fits them, motivate and inspire employees to buy-in to a company's visions, and make the employees want to be the best they can be. But if the employees do not trust and look up to the person leading them, the end result is unlikely to be successful. A



study done by Nankai Business Review international found the manager's and employee's actions in the workplace are commonly mimicked from the CEO of the company (Fu, Liden, Song, 2016). This is why it is essential that the CEO leads as they would want their employees to lead.

Although the most fitting definition for leadership is not set in stone, it is clear that there are certain qualities in a person that a leader tends to hold as well as proper approaches and styles to take when leading. Confidence, integrity, intelligence, authoritative, and being charismatic are just a few of the common characteristics that are often heard when asking what people believe a leader has. As leadership becomes more important and relative in the workforce, more studies and research can be done to help clarify and solidify what leadership is and the best ways to become an effective leader.

### **Current Leadership Issues of Concern**

It is difficult to pinpoint and specify what leadership styles make one organization successful but not another. There are multiple issues of concern when it comes to leadership whether it stems from the leader themselves or their preferred leadership style. In this section, two researcher's information on different challenges and commonalities in leadership issues are shared. Discussing and acknowledging possible leadership flaws is the start to overcoming them as the leaders can become aware of where they can improve and then anticipate them before the problem becomes too severe.

Mark Moses is an entrepreneur, author, and CEO coach for the company CEO Coaching International. CEO Coaching International focuses on revenue growth, teaching what they believe are the most effective leadership strategies, and overall performance improvement. Through his leadership expertise, Moses explains what he has seen to be the seven most common and significant issues in leadership. They are a failure to communicate, lack of accountability, fear of firing, lack of alignment, lack of clear vision, poor execution, and company culture (Moses). In comparison, researches of the Center for Creative Leadership share their perspective through six leadership issues.

Research done on 736 organizations ranging from middle-executive levels found the six most common leadership issues that the companies faced to include: developing managerial effectiveness, inspiring others, developing employees, leading a team, guiding change, and managing internal stakeholders ("The Top 6 Leadership Challenges around the World"). Along with observing and acknowledging these consistent issues, the Center for Creative Leadership researchers suggested to set goals, delegate more, work on tasks that maximize a

leader's unique value, and gain role-clarity as ways to begin resolving these issues.

Although these are findings from two different sources, there are some common challenges to recognize. Human interaction and communication are noticeable changes. This is an issue simply because a leader can have all the knowledge and competencies needed about a specific organization, but if they are unable to vocally work with and properly delegate their employees it can be ineffective. Along with communicating, it is important to establish a culture that the company desires. Culture starts with the leader and how they guide the teams, by hiring the most fitting employees and maintaining relationships with the members. It is important to have employees who know and represent the vision that the company has set on a daily basis. Although these challenges cannot be fixed in a day's work, they can be recognized and used to see where a company needs to put more focus on its leadership.

### **Critical Skills Needed to Lead Change**

Through many sources, a variety of leadership approaches may be found. In the book "Leadership: Theory and Practice", written by Peter Northouse, there are four different approaches presented at the beginning: traits, skills, behavioral and situational. If in one book there are numerous approaches and theories, how many different skills can there be which individuals believe are needed to lead change? This section offers a handful of different leadership skills that are critical to leading organizational change.

When dealing with change in an organization it is important to realize that it starts with upper management and trickles down to subordinates from there. Brent Gleeson, the founder of TalkingPoint Leadership, states that there are three necessary skills needed for change: the ability to lead the change, being able to appropriately respond to feedback, and having a facilitative communication style (Gleeson, 2016). The ability to lead change begins at the top of management by creating a vision and culture that the organization wants to become. Top management must be willing to make a change and represent that change on the daily in order to begin having a domino effect on the other employees at all levels. Responding to feedback is crucial because employees may be able to offer feedback in areas where the company is unaware they are failing. Employee satisfaction can play a large role in the success of a company, so keeping a strong relationship with employees and respecting their feedback may be beneficial. Lastly, Gleeson suggests that facilitative communication is important as change can be extremely difficult and oftentimes rejected at first.

By continuously communicating throughout the process of change, any confusion or concerns among employees can be limited. But what happens when change is rejected by fellow employees? Authors of the book “Creative Leadership: Skills That Drive Change” suggest that taking a creative leadership approach may be the answer. Creative Leadership is essentially being aware of complex issues happening within an organization and recognizing that change is needed (Mance, Murdock, Puccio, 2010 ). The creative leadership approach opens the door for new suggestions from open minds and innovative ideas.

Although only a few skills have been discussed that can assist in leading change, remember that there are many different perspectives and studies that suggest other necessary skills to lead change. The biggest takeaway is that if the higher-level management does not acquire the necessary skills to lead change, then it cannot be expected of those in the lower management levels. Be open to change and research ways that work best for different companies and different work environments as some skills may be more necessary in certain situations than others.

### **Millennials as a Force for Societal Change**

Between 2010 and 2030 nearly 10,000 individuals will have reached the age of 65 (Schneider, 2018). This means more job openings for the upcoming generations and, as a result, societal change. While the workplace is evolving to be more tech-based, having employers that are competent in the changing ways in the workforce is becoming a necessity. How can millennials offer new approaches and differences in behaviors from previous generations that create a positive change in society? Between the baby boomers and millennials, there are several differences and stereotypes.

Both the baby boomers and the millennials have differentiating behaviors in the workplace, each offering a variety of positive influences to their organization. Baby boomers tend to be loyal, hard-working individuals who will do what it takes for the team. They are less tech-savvy and prefer face to face communication. On the other hand, the millennials are described as tech-savvy, open-minded, and craving instant satisfaction (Steinmetz, 2018). Chief executive Allan Steinmetz of Inward Strategic Consulting explains some influences that both the baby boomers and millennials have experienced throughout their lifetime that are contributing factors to their differences.

Baby boomers lived through some of America’s toughest times, such as the Vietnam war and the Civil Rights Act. They have been divorced and remarried more than any other generation thus far and had goals to one day reach the “American dream” that was so often repeated to them. As a result, millennials

then often grew up with divorced parents and at a time where terrorist attacks seemed to happen far too often. This has pushed them to strive to be the generation that starts to make a change and difference in the world (Steinmetz, 2018).

A positive impact that millennials can have on an organization is their open-mindedness to working with a purposeful team and their competence with technology (Morgan, 2018). Millennials want they do to have a purpose because they want to know what they're doing will positively affect others and make a difference. With the drive to make a difference, this is where their tendencies to speak up and challenge existing business operations comes into play. Millennials tend to not sit back and continue to use old ways when there may be a better solution to put into action.

Apart from millennials, generations in the past have rarely needed to be tech-savvy, at least not in the ways that millennials are expected to be today. The technology that is in the workplace today simply did not exist in the past, and there is more of it to come. With new inventions being placed into organizations, older generations may find it frustrating and difficult to adjust and learn these new systems. Millennials hold the advantage as they may be hired to accommodate for the new technology-based ways a company is being run.

Although saying one generation is better than the other is a stretch, it is important to remember that times are changing and businesses are evolving, which means the employers will as well. Change is one constant in the world, so business operations and their hiring processes may need to adjust to assure more fitting members are hired on.

## References

- Gleeson, Brent. (August 16, 2016). 3 Leadership Skills Critical For Driving Change. *Forbes*. Retrieved from <https://www.forbes.com/sites/brentgleeson/2016/08/16/3-leadership-skills-critical-for-driving-change/#43b6c9e64fde>
- Morgan, C. (2018, March 29th). *A Force for Change: Millennials*. Retrieved from <https://www.mastercontrol.com/gxp-lifeline/a-force-for-change-millennials>
- Northouse, P. G. (2015). *Leadership: Theory and practice*. Los Angeles: SAGE Publications, Inc.

- Puccio, G. J., Murdock, M., & Mance, M. (2007). *Creative leadership: Skills that drive change*. Thousand Oaks, CA: SAGE Publications.
- Robert Liden, Pingping Fu, Jun Liu, Lynda Song, (2016). The influence of CEO values and leadership on middle manager exchange behaviors: A longitudinal multilevel examination. *Nankai Business Review International*, 7 (1), pp.2-20.
- Schneider, L. (2018, January, 22nd). *How Retiring Baby Boomers Affect the Job Market*. Retrieved from <https://www.thebalancecareers.com/retiring-boomers-affect-job-market-2071932>
- Steinmetz, A. (2018, January 30th). *Millennials VS Baby Boomers in the Workplace*. Retrieved from <http://www.inwardconsulting.com/how-we-think/blog/millennial-vs-baby-boomers-in-the-workplace/>
- The Seven Biggest Problems with Leadership Today. (n.d.). *CEO Coaching International*. Retrieved from <http://ceocoachinginternational.com/problems-with-leadership>
- The Top 6 Leadership Challenges Around the World. (n.d.). Center for Creative Leadership. Retrieved from <https://www.ccl.org/articles/leading-effectively-articles/top-6-leadership-challenges/>

## Acknowledgments

This book has been made possible through the funding of the Winona State University (WSU) Darrell W. Krueger Library, the support of the Dean of the Library Dr. Ken Janz, and the inspiration and support of Dr. Barbara Holmes.

Thank you to Anastasia Grabinger and Tracy Hale. Anastasia and Tracy, both WSU graduate students in the Change Leadership course, provided leadership and coordination for communication and file sharing between all of those involved in this project.

Thank you to Dr. Liberty Kohn and the students of his *English 440/540: Professional Editing course* (fall 2018). This book is the first Change Leadership book to be edited by a group of student editors. Dr. Kohn integrated an assignment into his *English 440/540* course, which involved the editing of each chapter. The *English 440/540* students provided editorial recommendations for the Change Leadership student chapters.

And lastly, thank you to Sarah Schramek. As Digital Collections Assistant and editor, she reviewed and edited the final book copy. Her attention to detail and support were essential to the completion of this book.













Winona State University's Change Leadership graduate course is comprised of seventeen individuals from different generations, with a broad range of skills, backgrounds, and professional expertise. Despite differences, all share a common goal; the desire to become more effective leaders in today's evolving world. These 21st Century Leaders study, apply basic theory, and develop skills for management and leadership within organizations. Emerging leaders hope to impact the growth, sustainability, and integrity within those organizations. These New Leaders have studied problems and issues influencing individuals and group behavior within organizations to develop collaborative practices, strategies and to empower and advocate for others. *New Leaders, New Thoughts* is a collection of theory and perspectives on leadership.

"There are many issues facing leadership that make studying leadership a must. For example, being able to relay a task, a process, a vision, a mission, or simply transfer daily events all require what many leaders have a difficult time achieving: effective communication." -Alex Howell



\$9.99

Leadership Education Department  
Winona State University  
ISBN 978-1-948397-02-5

