

Ideal Leadership in the Era of the Millennial Generation

Adi Nugroho*, S Martono, Fathur Rokhman, Eko Handoyo, Erni Suharini

Semarang State University, Indonesia

*Corresponding Author: dr_adinugroho@student.unnes.ac.id

Abstract. Leadership is an intriguing topic that is essential for every generation. This implies that effective leadership necessitates a leader with strong character, the ability to lead, and the capacity to comprehend the changes and advancements that occur with time. As times change, new leaders emerge in response to the demands and circumstances of their environment. The leadership of the millennial generation is a critical challenge in contemporary society. As a result, this study aims to describe the ideal leadership traits for the millennial generation. The goal is to examine leadership theories and types, millennial characteristics, and ideal leadership traits for the millennial generation. This research is a literature study that involves gathering data from theoretical sources relevant to ideal leadership characteristics for the millennial generation. Leadership is a crucial component of the management process and is required in all types of organizations. Leaders plan and organize available resources by influencing and directing others to achieve optimal employee performance. Leadership success is influenced by the leadership style employed and employee satisfaction. Becoming a good leader for the millennial generation and beyond is a critical challenge. However, a good leader should also possess integrity, honesty, and loyalty to the interests of the people. Millennial leadership must foster the independence and entrepreneurial spirit of the millennial generation. Nation-building must have independence and entrepreneurship as its core foundations.

Key words: Leadership, Millennials, Management, Integrity.

INTRODUCTION

Each era has its own story, each generation has its own lifestyle, each becoming a natural characteristic. Technology plays an important role in coloring and even changing the perspective of a generation. This change in perspective cannot be avoided because it is inevitable. The easiest example we can see now is online business. Online businesses are mushrooming, from buying and selling goods to even taking taxis online. You just install the online taxi application and then order and the taxi will come to your place. Technology will more or less influence people's perspective on something which ultimately becomes part of a civilization. Technology is an inseparable element for the millennial generation, it feels like without technology, for example a cellphone, life is not ideal.

For this great process of change, the old leadership model will no longer be suitable and therefore must be corrected or developed. With the young generation in Indonesia growing so rapidly, the leadership style that emerges must also adjust its rhythm and pattern. The millennial generation, which currently influences many things, must also be led with a millennial leadership style.

Each generation represents its generation, because each generation has different abilities and

models. This will certainly have a great impact on the development of a person's mindset and leadership. Therefore, a leader must also be able to adapt to the speed that is currently taking place. The development of science and technology which is growing rapidly, plays an important role in coloring and even changing the perspective of a generation. This change is an inevitable inevitability.

The mushrooming of various online businesses such as online buying and selling or online taxis and the use of mobile phones are small examples of how technology has become an inseparable part of the lives of millennials (Mustomi & Reptiningsih, 2020). The phenomenon of pop culture and the rampant global culture influence changes in the lifestyle and mindset of the millennial generation, where technology is the main contributor to the acceleration of these changes. The advancement of mindset supported by social media also has an influence on the millennial generation in determining their leader figure (Wahana, 2015).

The need for any nation and organization is to find the right leader for the present and the future, and this will be a challenge that must be met by our nation Indonesia. Leaders must be able to adapt to the changing times. Developed countries

have leaders who have succeeded in utilizing technological developments that have changed the pattern of human life. In addition, leaders must also have high empathy and a commitment to helping others without discriminating against race, religion or ethnicity.

However, finding the right leader for the present and the future is a challenge that must be met for this nation. Leaders must be able to adapt to the changing times. Developed countries have leaders who have succeeded in utilizing technological developments that have changed the pattern of human life. In addition, leaders must also have high empathy and a commitment to helping others without discriminating against race, religion or ethnicity.

In the midst of the turmoil of public unrest over the increasingly poor service received from government officials, the names of several Regional Heads who have succeeded in realizing the areas they lead with various progress and innovations have begun to emerge to the surface. This raises a new hope for the Indonesian people in the discourse on the success of bureaucratic reform. Various news about the progress of the regions they lead is increasingly being exposed in various mass media. Call it Ridwan Kamil (Mayor of Bandung) and Tri Rismaharini (Mayor of Surabaya) whose names are often mentioned as the figures behind the success of the regions they lead.

METHODS

This study employs a literature review approach, gathering data through theoretical references relevant to the theme of ideal leadership in the millennial era. According to Sugiyono (2012:291), a literature review involves the study of theoretical and other references related to the values, education, socio-cultural aspects, and norms that prevail in the social situation being studied. Theoretical references are collected from journals, scientific articles, research reports, or books and other scientific publications related to the research topic. The aspects identified from the literature are the characteristics of ideal leadership in the millennial era. After the data is collected, qualitative analysis is conducted through the views and opinions of experts and then described in a narrative form. Through this research, it is hoped to provide an overview of the characteristics of ideal leadership in the millennial era.

RESULTS AND DISCUSSION

1. Definition of Leadership

According to Mulyasa (2004:107), leadership is defined as the activity of influencing people towards achieving organizational goals. Hasibuan (2010:75) describes leadership as the way a leader influences subordinates' behavior to cooperate and work productively to achieve organizational goals. Yukl (1997:7) states that leadership is the process of influencing others to understand and agree on what needs to be done and how to do it effectively and facilitating individual or collective efforts to accomplish shared objectives.

Leadership is the process of influencing others to voluntarily work towards organizational goals (Igbaekemen, 2014). It is also a skill possessed by a leader to inspire and motivate organizational members to achieve organizational goals (Ainur, 2017). Every leader is obligated to sincerely guide, mobilize, and direct all potential employees in their environment to achieve work volume and load directed towards organizational goals (Thoha, 2001 in Sari, Muis, & Hamid, 2012). A leader's obligation to guide subordinates will be heavily influenced by their leadership style. Leaders need to earnestly guide employees to foster satisfaction and organizational commitment, ultimately leading to high performance (Sari et al., 2012). Leaders, as key decision-makers, determine the acquisition, development, and distribution of organizational resources, convert these resources into valuable products and services, and deliver value to organizational stakeholders (Madanchian, Hussein, Noordin, & Taherdoost, 2016).

According to Wahjosumidjo (2002:105), leadership has several implications:

- a. Leadership involves others, namely employees or subordinates (followers), who must be willing to accept direction from the leader. Without employees, there would be no leader.
- b. An effective leader is someone who can inspire followers to achieve satisfactory performance with their power. Leaders can use different forms of power to influence subordinates' behavior in various situations.

- c. Leadership must possess self-integrity, genuine responsibility (compassion), knowledge (cognizance), the courage to act confidently (commitment), self-confidence and trust in others (confidence), and the ability to persuade others (communication) in building the organization.

2. Leadership Styles

According to Siagian (2005:83), leadership styles can be categorized into five types:

- a. Autocratic Style: An autocratic manager makes decisions independently and maintains formal relationships. This style assumes that subordinates are less mature than the leader.
- b. Paternalistic Style: This leadership involves making decisions independently and trying to sell them to subordinates, treating them as immature, and focusing on task completion and good relationships with subordinates.
- c. Charismatic Style: Decision-making can be autocratic and democratic. This style emphasizes relational orientation over power and strives for optimal task execution.
- d. Laissez-faire Style: This style is characterized by a relaxed approach to leading the organization, prioritizing relational orientation in maintaining relationships with subordinates.
- e. Democratic Style: Considered the most ideal, this style emphasizes harmonious relationships with subordinates, treating them as mature individuals, and balancing task completion and relational orientation.

3. Leadership Theories

Since the emergence of the term leadership, many theories have studied it over the years (Bertocci, 2009; Harrison, 2018). The presence of leadership theories is beneficial for understanding the topic, providing a foundation for analyzing and predicting the complexity of leadership behavior (Williams, Ricciardi, & Blackbourn, 2006). Lussier and Achua (2016:110) assert that "A leadership theory is an explanation of some aspects of leadership;

theories have practical value because they are used to improve understanding, predicting, and controlling successful leadership." Additionally, existing theories can support revealing the history, development, and concepts of leadership.

Based on the references used, leadership theories generally consist of Genetic Theory, The Great Man Theory, Trait Theory, Behavior Theory, Contingency or Situation Theory, Path-Goal Theory, Transformational Theory, and Skill Theory. Each leadership theory is discussed sequentially from the earliest to the latest, along with fundamental leadership concepts.

a. Genetic Theory

Genetic Theory is the first leadership theory explaining the early history of leadership. This theory states that leadership is genetic. The advantage of this genetic approach is that it explains the origin of leadership from the beginning of time. However, the weakness of genetic leadership theory is its non-scientific approach, relying only on cultural or historical traditions (Bertocci, 2009). Yammarino (2013) states that thousands of years ago, there was no systematic scientific research on leadership. At that time, leadership was understood as individuals with power, fame, and prominence, such as kings or queens, politicians, governments, and dictators. Referring to genetic theory, the descendants of such leaders are considered leaders by lineage.

b. The Great Man Theory

The Great Man Theory emerged during a period of disbelief in genetic leadership theory. Traced back to the eighteenth and nineteenth centuries (Harrison, 2018) or during the Industrial Revolution (Rothausen & Christenson, 2015), the origins of leadership can be found in the stories of brave warriors and wise leaders discussed around campfires. One main supporter of this theory was Thomas Carlyle (Bolden et al., 2011; Clark & Harrison, 2018; Harrison, 2018). Carlyle focused on the notion that certain individuals are God's gifts placed on earth to provide the necessary enlightenment for human existence

(Spector, 2016). The Great Man Theory suggests that leadership is inherent, and individuals born into "great" families inherit leadership skills and characteristics, with some achieving great things and changing the course of human history (Stanley, 2017).

c. Behavior Theory

Behavior Theory emerged in the late 1940s or since the 1950s when most leadership researchers shifted their paradigm from trait theory to behavior theory (Lussier & Achua, 2010, 2016; Northouse, 2016). The background for this theory's emergence was the inconsistency of trait theory in providing evidence, leading researchers to focus on what leaders should do instead of what they inherently possess (Harrison, 2018). Therefore, behavior theory focuses on what leaders should do in their work (Lussier & Achua, 2010) and how they behave towards subordinates in various contexts (Harrison, 2018; Northouse, 2016). In other words, behavior theory explains different styles used by effective leaders or the nature of leaders' work (Lussier & Achua, 2010).

d. Contingency Theory

In the late 1960s, Contingency Theory emerged, suggesting that there is no one best leadership style for all situations; the correct answer depends on the situation (Lussier & Achua, 2010, 2016; Stanley, 2017). Additionally, behavior theory was weak in past findings related to leader behavior and effectiveness (Harrison, 2018). Scientists attempted to improve behavior theory by proposing contingency theory, meaning "it depends" (Lussier & Achua, 2016). Fred E. Fiedler and colleagues significantly developed and tested contingency theory (Day & Antonakis, 2013; Harrison, 2018). Contingency theory was the first to establish how situational variables relate to leaders' personalities and behaviors (Lussier & Achua, 2016). Therefore, it is also known as situational leadership theory (Lussier

& Achua, 2016; Stanley, 2017). From this perspective, effective leaders adapt their leadership style to different situational demands (Northouse, 2016). Contingency theory states there is no optimal leadership behavior because the situation is a consideration (Harrison, 2018). Situational factors include the nature of the work, the external environment, and subordinates' characteristics (Lussier & Achua, 2010). Effective leaders use different leadership styles based on situational contingencies. Hence, contingency leadership theory explains leadership styles based on leaders, subordinates, and interconnected situations. A past leadership style may not be applicable today (Harrison, 2018).

This theory has strengths and weaknesses, like others. Northouse (2013) outlines five strengths of contingency theory. First, it is based on research. Second, it contributes to understanding the impact of situations on leaders. Third, its predictive nature provides useful information on the most likely effective leadership in various contexts. Fourth, it does not demand all leaders be effective in every situation. Fifth, it provides information on leadership styles useful for organizations in developing leadership profiles.

4. Skill Leadership Theory

Since the early 1990s, various publications have discussed the effectiveness of leaders depending on their ability to solve complex organizational problems (Northouse, 2013). David McClelland, a Harvard University Professor, is an important figure in competency studies. He proposed that a person's performance should be assessed based on their competencies (Chow et al., 2017). Emphasizing the importance of competence, in the 2000s, some researchers developed a skill-based leadership model, such as Mumford and his colleagues and Yammarino (Northouse, 2013). Although almost similar to trait theory, the skill theory of leadership has its own uniqueness. Harrison (2018) states that the main difference between trait theory and skill theory is that skills or competencies can be developed according to skill theory, whereas in trait theory, a leader's abilities

cannot be developed or are inherent.

In skill leadership theory, knowledge, ability (Northouse, 2013), and expertise (Chow et al., 2017) are necessary to become an effective leader. According to skill theory, there are three skills needed by leaders: technical, human, and conceptual (Harrison, 2018; Northouse, 2013). Technical skills are knowledge and expertise in a specific type of work, such as the correct knowledge about the organization, including its products and services. Human skills are the knowledge and ability to work with others, such as understanding human behavior, group processes, and the ability to understand the feelings, attitudes, and motives of others. Conceptual skills are knowledge and ability involving ideas and concepts, such as making good decisions, having a forward vision, creativity, and being able to understand uncertain and confusing situations. Additionally, three other main competencies are problem-solving skills, social judgment skills, and knowledge (Harrison, 2018; Northouse, 2013).

Leadership skills are a key factor in work in the twenty-first century (Chow et al., 2017). This is related to the important contribution of skill theory for any organization in terms of leadership skill development, recognizing that everyone has the potential to be a leader, there are various components in leadership, and helping in the formulation of leadership development programs (Northouse, 2013). Therefore, this theory is increasingly favored by researchers in efforts to develop effective leadership. For example, Mumford et al. (2007) found four leadership skills: cognitive, personal, business, and strategic. Their study results have received positive responses from various researchers up to the twenty-first century. However, like other leadership theories, skill theory also has its weaknesses, including its broad scope that goes beyond the boundaries of leadership, the lack of explanation of how skills result in effective leadership performance, its similarity to trait theory regarding individual aspects, and its inapplicability in various other leadership contexts (Northouse, 2013).

5. Characteristics of the Millennial Generation

The millennial generation is characterized by their technical expertise in technology use

and their tendency to extensively use online tools in their daily lives (Harrison, 2017). Many millennials desire to work for companies that foster innovative or creative thinking so they can develop their competencies and contribute positively to the organization (Harrison, 2017). Many innovation scholars recognize millennials as tech-savvy and competent individuals with strong confidence both inside and outside the workplace (Harrison, 2017).

a. Tech-Savvy

Being tech-savvy is one of the most evident traits of millennials. They were born when technology was already advancing. Their growth and development have been in tandem with technological progress. Whenever there is a new change in technology, this generation is the first to know about it (Arviana, 2021).

b. Better Access to Information Technology

Millennials have better access to information technology than previous generations. They are the ones who teach their parents to use the latest technology. Social media is a part of their daily lives, and the internet is their source of information and knowledge. Most of the information they need is obtained from the internet and social media. It is no surprise that Wijayanti (2021) identifies the millennial lifestyle with 'No Gadget No Life,' indicating that technology and the internet are deeply ingrained in their lives. The ease offered by unlimited internet access keeps millennials engaged with their gadgets.

c. Bravery in Innovation

Millennials are brave in innovation. They are motivated to create new things, such as startups or new ventures and businesses. This is part of the challenge that gets their adrenaline flowing (Peramesti & Kusmana, 2018:78). According to Kane (2019) in *The Balance Careers*, millennials are an achievement-oriented generation. They are raised by their parents to be better than them and previous generations. Therefore, millennials grow up with

characteristics of confidence, ambition, and a desire to outperform others. They want all their efforts to yield maximum results, both at work and in their personal lives. Millennials are bold and have clear achievement targets in their jobs.

d. Preference for Speed and Instant Gratification

The advancement of technology has influenced millennials to obtain what they want without waiting long. Their busy mobility makes them prefer instant and hassle-free solutions (Wijayanti, 2021). Millennials are seen as a generation that easily adapts to many things. They see everything as easy or quickly changing, especially in terms of technology. Their ability to adapt quickly to changes has shaped them into a generation that values speed and instant results (Arviana, 2021). This trait can be perceived positively, but on the flip side, millennials have lower endurance against pressure and stress because they are used to doing things quickly and instantly, resulting in impatience when results do not appear immediately (Peramesti & Kusmana, 2018:78).

6. Realizing Ideal Leadership in the Millennial Era

Leadership practices evolve with the times. Leadership in the millennial era has a distinctive approach because digitalization in the workplace no longer allows leaders to act conventionally. Additionally, leadership characteristics are needed that can reduce various negative attitudes and bring out all the positive potential of millennials, such as tech-savviness, speed, a thirst for knowledge, and publicity.

Below are six leadership characteristics needed in the millennial era:

a. Digital Mindset

With more people using smartphones, communication access between individuals is no longer limited. Physical meeting spaces have shifted to digital meeting spaces. Leaders in the millennial era must utilize technological advancements to create efficient and effective work processes in their environments. For example, holding

meetings via WhatsApp or Anywhere Pad, replacing written invitations with email or Telegram invitations, and sharing product knowledge via WhatsApp.

b. Observer and Active Listener

Leaders in the millennial era must be good observers and active listeners for their team members, especially if the majority are millennials. This is because millennials grow up alongside social media, making them crave attention. They will greatly appreciate and be motivated if given the opportunity to speak, express themselves, and have their ideas accommodated. They are eager for knowledge, self-development, and enjoy sharing experiences.

c. Agile

Agile leaders can be described as those who are quick to see opportunities, adapt swiftly, and facilitate change effectively. As motivational speaker Jamil Azzaini stated, agile leaders are open-minded and possess ambiguity acceptance, meaning they are willing to accept uncertainties. Agile leaders can quickly guide their organizations to accommodate changes.

d. Inclusive

In English, "inclusive" means "including within." Conceptually, it means understanding others' perspectives on issues. Inclusive leaders are needed in the millennial era due to the increasingly complex differences in individuals' viewpoints. This is caused by the vast amount of information readily accessible by anyone, anywhere, and anytime, creating diverse thought patterns. Inclusive leaders are expected to respect all existing thoughts and use them to achieve organizational goals. They must also comprehensively convey the importance of the organization's values, culture, and vision to their team members, as millennials will act enthusiastically if their actions have meaning.

e. Brave to be Different

Today, many people hesitate to take

crucial steps or make important decisions to achieve their goals because these actions contradict the norms of those around them. If left unchecked, this will become a barrier for individuals or organizations to advance. Often, organizational traditions make people prefer to justify the usual rather than make the right usual. This is a challenge for millennial leaders to change this condition and instill the value that being different is acceptable as long as it is well-planned and purpose-driven.

f. Unbeatable (Persistent)

A persistent mindset is essential for all leaders, especially when leading millennials, who are often perceived as lazy, spoiled, and self-righteous. Millennial leaders must have a positive attitude and high enthusiasm in pursuing their goals. Obstacles such as lack of respect from senior or junior employees must be overcome with perseverance and self-quality. The competitive work environment in the globalization era should drive leaders to enhance their soft skills, such as negotiation, inspiration, and critical thinking, and their hard skills. Therefore, leaders must be unbeatable, able to quickly recover from failures, and persistent in achieving their goals.

CONCLUSION

The rapid pace of contemporary advancements has influenced all aspects, including leadership. In the current millennial era, the upheaval and challenges in finding leaders suited to this era are substantial. This is because the leadership style of millennials differs from the old leadership patterns of previous generations. The leadership style that is built must adapt to the mindset and lifestyle of the existing millennial generation, as this generation drives the workforce, creativity, innovation, and influences the current global market and industry, which is actively competing in the fields of work, creativity, and innovation. Leadership in the millennial era requires a unique approach due to the digitalization that pervades the workplace, making conventional leadership methods no longer viable. In terms of leadership patterns, millennial leadership must understand

and utilize the communication style of the millennials they lead. Additionally, millennial leadership needs to encourage innovation, creativity, and the entrepreneurial spirit of this new generation. All channels for innovation, creativity, and entrepreneurship must be well-designed and concrete. It should not only consist of discourse but also include processes that millennials can truly engage with to develop themselves. In this regard, both Ridwan Kamil and Tri Rismaharini are categorized as leaders with transformational leadership styles, which are closely related to millennial leadership, each with their distinctive behaviors.

Leadership must adapt to the demands and developments of the times. In the current millennial era, a leader with a visionary spirit and mindset is needed. The leadership of Ridwan Kamil as the Mayor of Bandung and Tri Rismaharini as the Mayor of Surabaya should serve as lessons for other regions to bring about positive changes in their areas.

REFERENCES

- Arviana, G. N. (2021). Pahami 7 karakteristik generasi milenial yang unik. 25 Juli 2021. Retrieved from <https://glints.com/id/lowongan/karakteristik-generasi-milenial/#.YwBjv3ZBw2w>
- Bertocci, D. I. (2009). *Leadership in organization: There is a difference between leaders and managers*. United States of America: University Press of America.
- Chow, T. W., Salleh, M. L., & Ismail, I. A. (2017). Lessons from the major leadership theories in comparison to the competency theory for leadership practice. *Journal of Business and Social Review in Emerging Economies*, 3(2), 147–156.
- Day, D. V., & Antonakis, J. (2013). The future of leadership. In *The Wiley-Blackwell handbook of the psychology of leadership, change, and organizational development* (pp. 221–236). <https://doi.org/10.1002/9781118326404>
- Harrison, A. E. (2017). Exploring millennial leadership development: An evidence assessment of information communication technology and reverse mentoring competencies. *Case Studies in Business and Management*, 4(1), 25. <https://doi.org/10.5296/csbn.v4i1.10615>
- Harrison, C. (2018). *Leadership theory and*

- research: A critical approach to new and existing paradigms. Switzerland: Palgrave Macmillan.
- Hasibuan, N. (2010). *Kepemimpinan dalam organisasi*. Jakarta: Prenhallindo.
- Igbaekemen, G. O. (2014). Impact of leadership style on organisation performance: A strategic literature review. *Public Policy and Administration Research*, 4(9), 126–136. <https://doi.org/10.1080/00223980.1948.9917362>
- Kane, S. (2019). Karakteristik umum profesional milenial. 28 Mei 2019. Retrieved from <https://www.thebalancecareers.com/karakteristik-umum-profesional-milenial>
- Lussier, R. N., & Achua, C. F. (2010). *Leadership theory, application, and skill development* (4th ed.). Mason, USA: South-Western Cengage Learning.
- Lussier, R. N., & Achua, C. F. (2016). *Leadership theory, application, & skill development* (6th ed.). Boston, USA: Cengage Learning.
- Madanchian, M., Hussein, N., Noordin, F., & Taherdoost, H. (2016). Impact of leadership on organizational performance. *Economics and Education*, III(1), 115–119. <https://doi.org/10.1177/0266242614558315>
- Mulyasa, E. (2004). *Manajemen berbasis sekolah: Konsep, strategi dan implementasi*. Bandung: PT. Remaja Rosdakarya.
- Mumford, T. V., Campion, M. A., & Morgeson, F. P. (2007). The leadership skills strataplex: Leadership skill requirements across organizational levels. *Leadership Quarterly*, 18(2), 154–166.
- Mustomi, D., & Reptiningsih, E. (2020). Gaya kepemimpinan dalam perspektif generasi milenial. *Jurnal Ilmiah MEA (Manajemen, Ekonomi, & Akuntansi)*, 4(1), 189-199. <https://doi.org/10.31955/mea.v4i1.225>
- Peramesti, N., & Kusmana, D. (2018). Kepemimpinan ideal pada era generasi milenial. *Transformasi: Jurnal Manajemen Pemerintahan*, 10(1), 73-84. <https://doi.org/10.33701/jt.v10i1.413>
- Sari, R., Muis, M., & Hamid, N. (2012). Pengaruh kepemimpinan, motivasi, dan stres kerja terhadap kinerja karyawan pada Bank Syariah Mandiri Kantor Cabang Makassar. *Jurnal Analisis*, 1(1), 87–93. Retrieved from <http://pasca.unhas.ac.id/jurnal/files/4869b786de43116c182e7dfbed1fd5fb.pdf>
- Sharma, D. L. J. K., & Singh, D. S. K. (2013). A study on the democratic style of leadership. *International Journal of Management & Information Technology*, 3(2), 54–57. <https://doi.org/10.24297/ijmit.v3i2.1367>
- Wahana, H. D. (2015). Pengaruh nilai-nilai budaya generasi millennial dan budaya sekolah terhadap ketahanan individu (Studi di SMA Negeri 39 Cijantung, Jakarta). *Jurnal Ketahanan Nasional*, 21(1), 14–22. <https://doi.org/10.22146/jkn.6890>
- Wahjosumidjo. (2002). *Kepemimpinan: Tinjauan teoritik dan permasalahannya*. Jakarta: Raja Grafindo Persada.
- Wijayanti, S. (2021). 10 ciri dasar generasi millennial, kamu termasuk gak nih?. Retrieved from <https://www.idntimes.com/life/inspiration/sinta-wijayanti-d/10-ciri-dasar-generasi-millennialc1c2?page=all>
- Williams, F. K., Ricciardi, D., & Blackburn, R. (2006). *Leadership, theory of*. In F. W. English (Ed.), *Encyclopedia of educational leadership and administration* (pp. 586–591). United States of America: Sage Publications.