New Era Management of Millennial Leadership Towards Emotional Intelligence Leadership in Higher Education

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This study plans to see millennial leaders participating in responding to changes in the world, especially in the world of education. There is a "Shifting" in people's lives. There has been a big change in the world of technology, where now the internet is an inseparable part of people's lives. The emotionally intelligent leadership concept incorporates relevant emotional intelligence (EI) and leadership models, theories, and studies. Emotionally intelligent leaders make it easier to achieve desired objectives by focusing on context, self, and others. This research synthesizes this literature to provide a more comprehensive understanding of leadership in higher education, as well as a new integrative and process-oriented concept of emotionally intelligent leadership (EIL). Emotional intelligence and leadership are combined in this idea to generate a new construct. This paper will review and organize research and concept in emotional intelligence and leadership in higher education, and propose a consolidative, process-oriented Leadership concept to provide a framework for hypothesizing and practical suggestions for millennial leadership advance in the context of higher education.

Keywords: *management millennial leadership, emotional intelligence leadership, higher education*

Introduction

On March 11, 2020, the World Health Organization officially announced COVID-19 a widespread, emphasizing the abrupt worldwide vulnerability that had dove lives and jobs into a still-unfolding crisis. Just two months afterward, everyday accounts of outbreaks—and waxing and winding down contamination and impermanence rates—continue to increase uneasiness, mix melancholy, and cast into address the forms of our combined social and economic future. Never in advanced the past have nations had to inquire civilians around the world to remain home, reduce travel, and keep up physical separate to protect the wellbeing of families, colleagues, neighbors, and friends. And never have we seen work misfortune spike so quick, nor the danger of financial trouble lingers so expansively (Raju, 2020).

COVID-19 has made an enormous compassionate task load sick and hundreds of thousands of lives misplaced; taking off unemployment rates within the world's most strong economies; nourishment banks extended past capacity; governments endeavoring to deliver critical services. The widespread is additionally a challenge for education—and their leaders—unlike any they have ever confronted, driving a sudden separation of how education work, how student carry on, how class work, and indeed what ultimately constitutes learning execution.

COVID-19 has brought with it a pressured working environment the likes of which few of today's leaders have ever faced. It has required a reevaluation of how much is conceivable and in what time outlines. It has constrained individual revelation at levels previously considered awkward and, in doing so, has expanded awareness of the significance of how pioneers appear up by and by. It has sparked a light on the interconnectivity of partner interests. It has incited a level of substance-based, peer-to-peer leader interface that has raised all included. Eventually, it has "unfrozen" many angles of the leader part, producing conceivable a re-fusing of unused and existing elements that seem to characterize the leader part of the long haul.

2020 was an outstanding year for schools around the world. The COVID-19 widespread imposed shutdowns of schools on a scale never come across sometime recently. Within a matter of days, the traditional approach to tutoring children through a firmly organized timetable of lessons in classrooms was not a choice. Lecturers were inquired to instruct students virtually with exceptionally small time to alter. Concepts like autonomous learning and student engagement were pushed into the spotlight as never sometime recently. The lexicon of pedagogy shifted, and lecturers were before long balancing up the masters and cons of synchronous versus asynchronous learning for their students.

All through 2020, many principals and education leaders did their pleasant to cope amidst the turbulence of the pandemic with a little expert or private aid. Government units and faculty

district or network leaders offered some advice and direction, however frequently guidance changed into unclear, or too past due and didn't deal with the concerns and worries of instructors and college leaders. The research showed that many leaders across sectors were struggling, and many seemed stuck in certain habits that may have served them well in the past but just aren't working anymore. Leaders who adhere to these approaches no longer thrive. In contrast, some leaders thrived and prospered in the mess. Interestingly, these leaders became often seen as "outsiders" in normal times, who were more able to turn around and try a different method. That's the unusual feeling of chaotic leadership. A leader who is willing to acknowledge weakness makes others feel better than one who pretends to be strong. A leader who plans while knowing that she/he cannot forecast the future is successful as a leader. who has a perspective based solely on their experience and past show?

Millennials' leaders are most regularly utilized to depict an era that thrives on moment delight through innovation, spends much time as well on social media, and is apathetic within the working environment. They are depicted as a bold era that prefers to travel instead of sparing for housing, to eat out instead of cooking at domestic, and to spend cash on the most recent smartphone instead of sparing it within the bank. Whereas it may be genuine to a few degrees, it may be a generalization and oversimplification of 1 out of 7 sorts of millennials that we identified, The Adventurer. At the exceptionally center, millennials are effective, hopeful, and not that radically distinctive from other age bunches. They are to a great extent driven by passion and utilize imaginative implies to attain victory and objectives on their terms. The way millennials leader devour news and data is centered on their versatile phones and their ways of revelation are more nuanced and changed than a few may have envisioned. Whereas there are many generalizations and myths almost about millennials out there (Putra & Noormega, 2020).

Millennials born in 1981–1996 and the 24-39 age extend as of 2020 appeared their public acknowledgment inclinations. As youthful adults, millennials favor tall significance on self-respect and being well regarded. At the same time, millennials moreover esteem a sense of having a place and achievement (Helmi et al., 2021, pp. 1–8). Today's millennials desire to use both their minds and their hands to help others. They desire to make a direct contribution to ideas and direction, especially if they are in a leadership position. Young adults seek a more active role in the administration and execution of cause work as individuals or small groups while acknowledging that young professionals' groups provide a great opportunity to informally get to know a cause and each other.

Millennials are more positive about leadership and are more interested in taking on leadership roles. Communication (97.9%), respect (85.4%), vision (79.1%), influence (75%), trust (68.7%), integrity (64.5%), and group/teamwork (62.5%) are the best seven leadership attributes identified by millennials (Graybill, 2014, pp. 10–15). This approach demonstrates millennials' desire to form genuine, personal connections with those they serve and the causes

they support. Part of this is experiencing the emotions that come with seeing the outcomes of their efforts of time, talent, and treasure—the assets individuals must contribute, all of which are valuable.

These discussions drew in extraordinary leaders. Whereas millennial leaders who sought to "keep matters professional" by preventing complex topics may have felt exposed, those who were willing to pay attention even when it was uncomfortable to hear, and who were willing to engage in difficult discussions may have felt more empowered. They reaped the benefits of having talks over which they had no control. a higher level of confidence and closeness with their coworkers They discovered compassion and bravery is best accomplished when a leader has not programmed. To put it another way, methods that revolve around It are necessary to set aside the question of how to urge people to complete a task to concentrate on gaining better knowledge and making a human connection. As a result of the health crisis, millennial leaders who could make up people feel wanted were able to have a significant effect. The situation necessitated millennial leaders to learn to deal with difficult and sensitive concerns with empathy.

For decades, leadership has been viewed as a hierarchical process, with individuals climbing to the top of the "pipeline" to become Executive Leadership. This concept is no longer appropriate in more fluid organizations. What's needed are network leaders who can perform and transform by collaborating across the organization and the ecosystem. The term "executive leadership" must be replaced with "enterprise leadership." Meanwhile, learning agility will become increasingly critical for everyone in the business (not just leaders), and performance management will need to adapt to the more agile nature of people's work by becoming more flexible, project-focused, and "always on." It's also important to make sure that enhanced fluidity doesn't lead to more fragmentation: communication and collaboration are essential.

"For the past decade or two, millennials have been revolutionizing the workplace, appearing on the scene with fresh attitudes and remarkable qualities that spurred excitement..." As a result, employing millennials as study subjects will aid in defining the appropriate levels of management and leadership, as well as how the two systems interact. In the workplace, millennials seek leadership and structure. According to Bawany, "Leadership behaviors have an impact on job happiness, productivity, and organizational commitment. Leaders should be empowered to make crucial decisions and keep operations operating smoothly and successfully, in addition to their actions and personal influence" (Zeitoun, 2018, p. 7).

Leaders who care about and can be trusted are preferred by millennials. Interpersonal interactions, competency, self-management, management of others, and communication are among the fundamental elements depicting millennial leadership preferences (Putriastuti & Stasi, 2019, pp. 96–111; Tanasyah et al., 2020). It's no surprise that the millennial generation

is commonly depicted holding a cellphone; they're the most digitally connected generation to have ever been. Because they are digital natives, millennials have grown accustomed to being connected to information, media, friends, and other peers always. They are also more susceptible to influence from a variety of sources because of their relationships.

Globalization, communication and information technologies, economy, and socialization by very involved bring up are all expected to have a significant effect on millennials leader. They are more likely to have a variety of viewpoints on the global marketplace, supervisor-subordinate interactions, cultural diversity, task performance, and communication and information technology techniques for improving organizational performance and productivity. Businesses should regard many of these Millennial attitudes and habits as opportunities rather than constraints (Myers & Sadaghiani, 2010, pp. 225–238).

Methodology

This study uses a qualitative approach to conduct a descriptive investigation. Qualitative research is defined as a research method that generates descriptive data from people in the form of written or spoken words, as well as observed behavior from occurrences (Creswell & Creswell, 2017; Schensu, 2012; Warfield, Benjamin B.; Brown, William Adams; Smith, 1910). Furthermore, the use of qualitative methodologies causes descriptive research to stress data in the form of words, pictures, and not statistics. Furthermore, everything gathered is likely to be the key to what has been researched. The sample size was decided by a snowball, the data gathering technique was triangulation (combined), the data analysis was qualitative, and the research findings stressed the meaning of generalization.

Management of Millennial Leadership

Early leadership studies stressed and related a leader's performance to his or her characteristics; this was known as the trait approach. Other studies afterward took a behavioral approach to leadership effectiveness, comparing the behaviors of effective and ineffective leaders based on other people's judgments. Millennial's leadership has been defined in a variety of ways, involving "the relationship between those who want to lead and those who choose to follow" and "the interaction between those who strive to lead and those who want to follow" (Issah, 2018; Tanasyah et al., 2020; Yasmine & Nawar, 2016). Millennial leadership, on the other hand, is focusing on a significant perception known as leadership effectiveness. Leadership ought to be seen, felt, and listened to, not fair composed. It is difficult to lead an expansive bureaucracy in the individual; it requires composing administration and authority by case, as one cannot specifically communicate with each worker or constituent. But awesome pioneers make subordinates feel like they are doing fair that (James, 2020). In millennials' leadership one way of communicating that we are not alone, even though we are away, is to use empathy. And, to state the obvious, the

ability to acknowledge and join in the pain of others during a moment of mass mortality reveals that leaders care about each life lost.

Leadership behaviors have an impact on job happiness, productivity, and organizational commitment. Leaders should be empowered to make crucial decisions and keep operations operating smoothly and successfully, in addition to their actions and personal influence." Inspiration, consistency, and integrity are the three pillars of millennial leadership. Managing is simply the procedure, process, and quality that are used to attain organizational goals in a work process. It involves the management of a team's relationships and interactions, as well as motivating the team to achieve a common goal. To achieve maximum organizational effectiveness and efficiency, it is critical to distinguish leadership from management at a time when the effects of leadership are expanding (Zeitoun, 2018, p. 7).

One of the most well-known and commonly used leadership theories is the Hersey-Blanchard Situational Leadership Theory. According to Investopedia, "the Hersey and Blanchard model is a situational leadership idea that states that there is no single optimal leadership style and that successful leaders modify their approaches based on follower maturity." In a two-dimensional context, Hersey and Blanchard's Situational Leadership Model identifies four leadership styles. The model defines four leadership styles: telling style, selling style, participating style, and delegation style. The four leadership styles were chosen for millennials based on the maturity of their followers. Since then, the term "maturity" has been replaced by "readiness," which relates to followers' willingness and ability (Zeitoun, 2018, p. 20).

Table 1: Four Styles of Leadership

Style	Definition
Telling	It's necessary to tell individuals what to do, how to do it, when to do it, and where to do it. This is for inexperienced followers. This entails a high level of task behavior and a low level of relationship conduct.
Selling	The leader gives instructions as a guide to completing a task. This is for followers with a modest level of maturity. It necessitates a high level of task and relational conduct.
Participating	The leader and the follower make decisions together. This is for moderately mature followers. It entails a high level of interpersonal activity and a low level of task behavior.
Delegating	Followers are free to choose how, when, and where they want to do something. This is for followers who have reached a high level of maturity. Low task behavior and low connection behavior characterize this personality type.

Leadership styles and their definitions Adapted from the Hersey-Blanchard Situational Leadership Theory (Hersey, Blanchard, and Natemeyer 1979)

"Millennials have grown up in a world of instant gratification," Stein writes (Lucas & Bruce, 2015). They are eager, ready for new practices, and increase on short-term goals with measurable outcomes. Managers can benefit from understanding the society in which millennials grew up. Millennials want to be able to level up, thus managing must assist them in identifying occasions to learn new abilities by offering fresh and varied initiatives. From the perspective of millennials, leadership is crucial not only in terms of how they lead others but also in terms of how they want to be led. The conclusions of the study reveal certain characteristics of the generation, but they do not suggest a viable approach for leading millennials. Distinct generations have different leadership preferences. Millennials, who grew up in a distinct situation from baby boomers, lead distinct beliefs and expectations of the workplace. Millennials look for three things from the leaders with whom they interact in the workplace to be successful: (1) grasping the big picture, (2) finding the "me" in the team, and (3) receiving career-building advice. When a new generation of employees joins the workforce, older generations immediately label them as "strange" and "difficult to manage." Employees born between 1980 and 2000, known as the Millennial generation, have been no exception. Historical events, cultural shifts, and technological advancements have all influenced what they seek and expect in the job, as well as what they must give their employers (Lucas & Bruce, 2015, p. 5).

Characteristics Millennials

Group-oriented. Millennials favor collaborative, team-based work. They value relationships and interact with a diverse group of people. According to Temkin Group's research, Millennials want to work with somebody who can teach them something new. Knows how to use technology. Millennials have grown up in a "connected" world, and they expect their workplace to stay up and provide them with information and services whenever they need them. Over the last year, millennials have spent more time working online than any other group. They've also spent the most time accessing the Internet or using an app on their phone (Nefl & Strauss, 2007, p. 12).

Intelligent in terms of technology. Millennials have grown up in a "connected" world, and they expect their workplace to stay up and provide them with information and services when they need them. Over the last year, millennials have increased the amount of time they spend online for work more than any other generation. They've also spent the most time on their phone, either surfing the web or using an app. This group is accustomed to juggling many conversations at once, and they prefer shorter messages and smaller dosages of information.

The goal is to make progress. This generation is eager to make an immediate impact at work. Our study reveals that, when compared to other generations of workers, Millennials choose jobs with promotion prospects and prefer to work for a manager that mentors them and helps

them succeed in their careers. 3 Millennials demand clear and defined success criteria, as well as regular feedback confirming that they are on the correct route, to guide their advancement. Graduating from college, millennials are heading to graduate school or the workforce. They are career-driven and demand speedy progress and benefits (Cathy, 2020).

Millennials leader are socially conscious. Millennials are looking for meaningful employment and will choose to work out for businesses whose ideals line with their own. Despite their desire for meaningful work, Temkin Group research indicated that nearly 40% of Millennials are unaware of their company's overall mission, making them the least mission-connected of the three generations currently employed. They've grown up with a plethora of options, and they believe it's their birthright to have so much (Richard, 2006).

Autonomous is a word that describes a person's ability to act independently. Choices are preferred by millennials over requirements. This generation is less bound by traditional office hours and cubicles, preferring the freedom to work when, where, and how they want. Millennials, in comparison to older generations, do not desire leaders who micromanage by giving explicit instructions for getting things done. Millennials, on the other hand, are looking for jobs that allow them to work from home and inspire them to be creative.

Emotional Intelligence in Higher Education

Goleman explains why emotional intelligence is more important than IQ in his best-selling book Emotional Intelligence: Why It Can Matter More Than IQ. proposed the Performance Model of EI for the first time. Individual disparities in skill levels are principally responsible for variances in performance, according to Goleman, who suggests this type of EI as a capability or performing model. Several findings related to the EI performance model demonstrate that persons with higher EI are better performers at work (Allen et al., 2012). EI refers to the ability to access one's feelings in life (intrapersonal intelligence) and the ability to monitor others' emotions and moods (interpersonal intelligence) provided a favorable context for contemplating emotional intelligence as a valid construct (Brackett et al., 2011). A pioneer in the field of mood and emotion research, Peter Salovey, divides emotional intelligence into five domains: knowing one's emotions, which is characterized by self-awareness and self-understanding; managing emotions, which is the ability to handle emotions such as anxiety or gloom; motivating oneself, which is the ability to exercise self-control and delay gratification; recognizing emotions in others, which is characterized by empathy; and recognizing emotions in oneself (Gliebe, 2012, pp. 192–204).

Daniel Goleman, a famous author, researcher, and scholar, developed the emotional intelligence model emotional intelligence, according to Goleman (Salovey & Mayer, 1990), is the ability to effectively manage one's emotions in interactions with others. In his book Emotional Intelligence: Why It Can Matter More Than IQ, Goleman popularized emotional

intelligence. The performance of one's occupational obligations and organizational leadership was central to Goleman's model of emotional intelligence. Goleman embraces that emotional intelligence is a different characteristic of human intelligence that includes recognition of emotions and consuming them to get appropriate decisions in life and the capability to withstand leadership (Kashani et al., 2012, pp. 1270–1275).

Emotional intelligence (EI) is the capacity to recognize, comprehend, and control your own and others' emotions. People with high emotional intelligence are usually aware of what they're experiencing, what it means, and how their feelings affect others. Emotional intelligence is critical for leaders to succeed (Kerr et al., 2006; Muktak, 2017). After all, who is more likely to succeed: a leader who yells at his staff when he's stressed, or a leader who keeps his cool and analyses the issue calmly? There are five essential characteristics of emotional intelligence, according to Daniel Goleman, an American psychologist who helped popularize the concept of EI: 1) Self-awareness, 2) Self-discipline, 3) Determination, 4) Empathy, dan 5) Social abilities (Daniel, 2011, p. 25).

Emotional intelligence was found to have an increasingly essential role at the top levels of the organization, while distinctions in technical skills were minor (Daniel, 2011, p. 27). Furthermore, achieving Emotional Intelligence is a noble goal for any teacher or school, but it is difficult to achieve. The instructor must be a positive role model for the students, with a well-balanced emotional development. Being emotionally literate — the ability to speak eloquently about emotions – is not the same as being emotionally sensitive and proficient in one's everyday life. While assisting young people in developing their emotional language is a good endeavor, it may not have a significant impact on their overall Emotional Intelligence (Ayuk, 2022; Behera, 2016).

Figure 1: Components of Goleman's Model of Emotional Intelligence *(2015)*

Self-awareness is important because it is necessary to first bring out the best in yourself to bring out the best in others. Full feedback, in which you analyze your performance and compare it to the perspectives of your employer, peers, and direct reports, is a simple method for assessing your self-awareness. As a result of this procedure, you will gain insight into your behavior and learn how you are perceived in the organization. Empathy, decision making, the ability to convey and decipher messages (verbal and nonverbal), conflict resolution skills, self-awareness in coping with a variety of emotions in real-time, the ability to analyze emotional functioning by identifying the emotion involved, defining and expressing it, and understanding the actions and behaviors that result from it, expertise in processing the incoming information, and expertise in processing the incoming information are all components found within the "container" of emotional intelligence (Keidar, 2015, pp. 327–348).

Empathy is an important aspect of effective leadership. Having and expressing empathy is a vital part of leadership, according to numerous leadership theories. Transformational leaders must be empathetic to show their followers that they care about their needs and aspirations. To be aware of others, authentic leaders must also exhibit empathy. Another essential characteristic of emotional intelligence that many academics believe is required for excellent leadership is empathy (Gentry et al., 2016; Zebua, 2021). The millennial leader should begin with a word of praise for the positive attributes of his student's perspective. By no means should he speak sarcastically of the student as a student, of his potential, of his emotional kit, or his academic achievements (Gentry et al., 2016, p. 342; Tanasyah et al., 2020)?

Because these characteristics only account for a small percentage of the variance in academic success, researchers have begun to investigate other predictors, such as personality and conative factors. Emotional and social competence have received more attention in recent years as a factor in academic performance. Goleman, who suggested that emotional intelligence (EI) was more essential than IQ in predicting life success, including academic performance, drew general attention to the link between educational success and emotional and social competency. Along with the idea that EI accounts for a considerable segment of the diversity in academic success, the perception that EI can be lectured and so should be a component of education is also a popular one (Parker et al., 2009).

EIL theory is based on the junction of two key constructs: emotional intelligence (EI) and leadership. EIL, a new construct, is created when these two structures unite. Leadership, according to the theory, is dynamic and dependent on three key components that interact in significant ways: context, self, and others. It is process-oriented and integrative. EIL is viewed as a set of cognitive processes, personality traits, behaviors, and talents that interact and predict critical outcomes in leadership situations, according to the EIL hypothesis. The authors suggest that focusing on just one of these is overly limited; demonstrating one's EIL

can include any, or even all, of these qualities, depending on the situation. Individuals, after all, carry with them a foundation level of emotional knowledge as well as inherent performance levels and skills (Allen et al., 2012; Kerr et al., 2006). Higher education institutions that recognize the importance of emotional intelligence in their millennial leader lives include ascertaining that faculty members are concerned about the significance of emotional intelligence abilities. Faculty who are emotionally intelligent will create situations that are emotionally intelligent for their students (Ayuk, 2022; Gliebe, 2012, p. 202).

Conclusion

Emotional intelligence has an impact on millennial leadership potential. Coworkers appear to regard managers' capacity to control their impulses and anger, cope with adversity and stressful situations, be content with their lives, and collaborate with others. Leaders who are participative, self-aware, composed, and balanced are more likely to be perceived as such. According to research, emotional and social skills are linked to leader performance and can be increased through training interventions. Emotional leadership fosters a climate of trust and transparency.

A higher level of millennial leadership necessitates interpersonal influence that is more inclusive and allows the leader to be more flexible. Educating and examining where leaders work out increases self-awareness and deliver extra instruments for success. This same line of study might be used in the formation of millennial leadership identities. The association between emotional intelligence and perceived EI millennial leadership was crucially studied in this study. Furthermore, a better understanding of the relationship between emotional intelligence and millennial leadership results might help numerous educational institutions and leadership development approaches. As a result of the research findings, firms may be able to increase internal productivity, employee job satisfaction, and financial bottom lines, allowing them to remain relevant and competitive in the post-COVID-19 era.

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