

Holistic Leader: Discussing the Emerging Challenges

Lina, A. Stavrou*, and Aikaterini Galanou

Department of Accounting and Finance, University of Ioannina, Psathaki Preveza, Greece

ARTICLE INFO

Keywords:

*leadership theory,
intra-generational differences,
psychological capital,
holistic*

ABSTRACT

In today's environment the leader is already faced with changes in the status quo of the field of work. Changes such as automation and digitization of work, changing forms of employment and the constant demand for further specialization make up an explosive context that could not easily be considered productive and psychologically likable for humans. There has been a great demographic shift, therefore different generations of employees need to be led properly within the organization. On the threshold of the 4.0 industrial revolution, leaders need to balance variables such as technological advances and the generational differences and/or clashes. To properly lead the organization, leaders must have abilities and skills that fall within all four capitals, economic, human, social and positive psychological capital. The ever-evolving theory of leadership highlights the characteristics that leaders must have for the organization to prosper and subordinates/followers as well.

The paper discusses the leadership theory and the emergence of e-leadership. The new mentality and the differences within different generations are analyzed as well. The paper proposes the concept of the 'holistic' leader and discusses the gap regarding the leadership theories and the need for the higher education programs to be modified for the new leaders to be trained more effectively.

1. Introduction

The notorious 4th industrial revolution is here and demands not only good and efficient practices but, mainly, leaders who will implement them and, also demonstrate all those human skills that tend to be considered as substitutes(!) due to radical technological advances. Indeed, the e-future is here, and no one can ignore it or take it for granted.

2. Literature Review

There is a strong literature, also in our country, Greece, on the importance of leadership as well as a large volume of studies at international level on the adoption of characteristics and the mapping of new skills. The imperatives and the established conditions lead to the need for this

* Corresponding author E-mail address: a.stavrou@uoi.gr

Cite this article as:

Stavrou, L. A., & Galanou, A. (2022). Holistic Leader: Discussing the Emerging Challenges. *International Journal of Applied Research in Management and Economics*, 5(1): 51-60. <https://doi.org/10.33422/ijarme.v5i1.760>

© The Author(s). 2022 **Open Access.** This article is distributed under the terms of the [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/), which permits unrestricted use, distribution, and redistribution in any medium, provided that the original author(s) and source are credited.



mapping as changes in the internal and external environment multiply exponentially. In addition, the demands and duties of the leader are growing rapidly as well as the conviction of rendering the traditional leader model obsolete and constructing a modern and constantly up-to-date leadership model.

As a result of this phenomenon, a huge amount of information and definitions as well as models are also emerging. It is extremely difficult to define the concept of leadership with completeness as scientists and authors have different scientific backgrounds and research backgrounds. However, according to Rost (1991) adopting a commonly accepted definition and focusing on the very nature of leadership is very significant.

The first, historically, approach to leadership is referred to as the traits approach which underscored the view that the leader had specific characteristics which led him to carry out the work of leadership effectively. These characteristics were considered to have existed within the nature of the leader. The nature of leadership was treated monolithically. In other words, features such as intelligence, perseverance, creativity, ambition led to successful leadership exercise (Fleenor, 2007).

The contribution of two scientists has been important, Rensis Likert and Douglas McGregor who have also been thoroughly involved in the kind of behavior adopted by leaders. Through the approach of behavior, they came up with four kinds of leadership, the exploitative authoritative type, the benevolent authoritative, the consultative and the participatory. (Likert, 1961 in Pugh & Hickson, 2007, p.136).

Another influential study of leadership style was the Blake & Mouton's managerial grid (1964). The managerial grid consists of two basic behavioral dimensions, the interest in production and the other dimension refers to the interest in humans. Interest in production refers to the product, sales, quality, etc. Interest in humans includes elements such as friendship, dedication to goal etc. (Pugh & Hickson, 2007, p. 225).

Moving, theoretically and chronologically, forward it was realized that an "empty" space was created, and the approach of the contingency was, unavoidably, emerged. The core of this approach discusses, according to Fiedler (1964, p. 158) "[...] whether the environment of the group will make it relatively easy or difficult for the leader to exert his influence [...] whether or not the situation is favorable to the leader." Fiedler captures two kinds of leadership, the orientation of duty and the orientation of human relations.

Very similar to Fiedler's contingency approach is the situation theory of Hersey & Blanchard. In this model and not theory as claimed by the authors, the concept of follower is introduced. The four leadership styles proposed are dependent on subordinates' readiness levels. The styles are telling, selling style, participatory and finally delegating style (Hersey & Blanchard, 1988, pp. 171,176,178-179).

The new approach to leadership was defined as the transformational approach. These approaches have attempted to integrate and clarify the new-emerging aspects of the leadership phenomenon. They were conceptually defined as the new approaches to leadership, including approaches such as, visionary leadership, charismatic leadership, which also formulated the theory of transformative leadership (Northouse, 2014, p. 3).

Regarding the transformational approach to leadership, Burns (1978) was the first to mention a distinction between transactional and transformative leadership. Bass & Riggio (2006) in their book consider transformative leadership to be a prominent point and crucial in all contexts (p. 3). The four main components of transformative leaders are idealized influence, inspirational motivation, intellectual stimulation, and finally individualized consideration. Leaders who demonstrate the element of ideal influence are regarded by employees as people

with special abilities. The leader favors the concept of collegiality, has virtues and morals, and disperses any fear. The second element of inspiration refers to motivating employees and engaging them in important future objectives as well as sharing common goals and visions. The third element of mental motivation is to provide incentives for employees to voice their opinion on past practices or to improve issues without any fear or threat of error. Finally, the individualized consideration refers, in essence, to the individualized active listening of workers' needs by the leader (Bass & Riggio, 2006, pp. 6-8).

In addition to the afore-mentioned approaches, other considerations are scientifically recorded, but the ethical view and the view of the follower-leader model will be briefly discussed. The moral approach to leadership goes back to the realm of morality and the moral aspect of the leader. The moral leader incorporates characteristics such as integrity, honesty, fairness and correct behavior towards his subordinates, a set of characteristics that has a catalytic effect both in the internal and external environment of the company. According to Brown et al. (2005, p. 119), "Leaders are in a unique position to mete out justice because of their legitimate power, control of resources, and responsibility for important decisions about employees." Subsequently, theories of followers and leaders have already been conceptually mentioned in the past, but over time they are specialized and extended further. There is a binary and exchange relationship between leaders and subordinates, and attitudes and ways of understanding each other are a prominent area of research interest (Epitropaki et al., 2016). Especially now where the horizontal organizational structure and the smaller bureaucracy resonate are deemed as 'small miracles' in the Greek context.

The study of leadership, administration and the resulting theories is never-ending as it is a science that combines different cognitive models and backgrounds. A recent review detected twenty-nine different leadership categories with different or overlapping characteristics and implications (Dionne et al., 2014). In his book Bass (1990) maintains strongly that the complexity of the concept of the term 'leadership' is never-ending. The following parable graphically illustrates the essence of leadership.

"Three blind men were asked to lead an elephant and, in the process, to describe what the elephant might be like by touch alone. The first grasped the trunk and declared that an elephant must be like a giant snake; the second felt the rough hide and said that the elephant must be like a giant warthog; and the third grasped the tusk and said that an elephant must be like an enormous walrus." (Stanley, 2017, p. 27).

Thus, concluding that the contemporary leader is a holistic and not 'a fragmentary personality/entity'.

3. New Mentality

Most leaders, perhaps, are attached to the obsolete models/styles of leadership and are unable to join the digital age, either because of a lack of proper skills, or because they expect that the business, they manage, will follow the tide of the era on its own.

It is indisputable that the context that surrounds us is driven by an incredible speed. The era we are experiencing is full of information and misinformation (fake news). The speed of information imposed and the extreme technological automation subject leaders to a frontal collision with the automatic machines, i.e., the robots. Automation is well established in the workplace.

Indeed, information technology and digital applications have challenged all companies and financial institutions and urged them to adopt the latest technological advances. The addition

of e- (Bazbauers, 2015, p. 332) is an increasing phenomenon and this codification helps the academic and scientific community towards the formulation of common concepts, theories, and extensions thereof. Therefore, the phenomenon of digital leadership or better e-leadership arises (Avolio & Kahai, 2003, p. 325).

Despite the plethora of educational opportunities, according to Deloitte's study (2017, p. 77), "High-performing leaders today need different skills and expertise than in generations past, yet most organizations have not moved rapidly enough to develop digital leaders, promote young leaders, and build new leadership models."

The actual development of specific 'natural' skills and competences will shape the profile of employees in enterprises and prepare them for future challenges. Training programs are now considered obsolete and unfortunately do not consider the business environment and its actions. The alignment of new technologies, new mentality and natural skills with the proper management and organization of companies, is sure to maintain their momentum and the well-coveted competitive advantage (Meffert & Swaminathan, 2018).

In an increasingly changing and demanding world the millennials generation seems to be the 'wired' generation and ready to change the existing balance and take on the lead of organisations. However, a great amount of research has been conducted on the new skills and how the organization can take the different generations and the skills and characteristics arisen into advantage. There is an intra-generational profile of an organization and perhaps a casus belli that, if not normalized, threatens the viability of the organization unless the organizations realize that the existence of different generations constitutes a sui generis benefit.

Table 1.

	Baby Boomers	Generation X	Millennials	Generation Z
Birth years	1946-1964	1965-1980	1981-1997	1998-present
Traits	Team-oriented Optimistic formal	Self-reliant Cynical informal	Feedback-oriented Community-oriented realistic	Globally oriented Extremely tech savvy Pragmatic Socially progressive Technologically adept
Workplace strengths	Team players Willing to put in extra effort	Not bound by structure adaptable	Technologically adept Eager to make an impact on the world	Independent Value long-term professional development
Workplace weaknesses	Difficulty dealing with conflict Trouble thinking outside the box	Less personal investment in jobs Rejection of structure and rules	Need for structure, supervision and validation Unrealistic expectations for interesting work Lack of experience	Short attention spans Lack of experience

Source: (Adapted by Grubb, 2017, pp. 22-23)

Based on the above it is universally understood that differences and characteristics are identified among different generations, but at a second glance these differences should be used for the benefit of management as it is widely known that age differentiation will continue to exist as demographic parameters have changed. For example, baby boomers continue to work and will coexist with younger aged workers who are also potential leaders. There may be a conflict there and, essentially, the parties concerned must come to and "[...] better understand

changes that occur within individuals throughout the lifespan and how these influence attitudes and behaviors regarding work and the tools employees are increasingly being called on to use in their jobs.” (Burlacu et al., 2017, p. 451).

Scientific articles and literature cite a specific skill set that shapes the leader. The identified skills and/or qualities relating to leaders can be communication, dedication, problem solving and conflict management, vision, non-centralization and delegation of activities and tasks, openness, ability to inspire, cognitive and psychological abilities, etc. (Bhugra et al., 2013; Lopez-Ibor et al., 2013). However, as it has already been mentioned due to the different generations of employees within the organization, scientific gaps are identified regarding the mapping of new natural skills resulting from the adoption of different approaches to leadership (Mortensen et al., 2014, p.454).

Today, an effort is being made to create a global set of skills that applies horizontally to all age groups of workers. Anderson et al. (2016) explored the research gaps of various key leadership theories. These gaps were identified based on the different characteristics, skills, and attitudes of each age group individually, which constitutes an interesting challenge and a need not for the degradation of the existing leadership theories. On the contrary, it should be deemed as an opportunity to enrich theories based on further scientific research to integrate and measure the new and emerging trends of leadership theories.

Table 2.

Generational changes viewed through the leadership theory lens

Generational change		Theoretical perspective				
Category	Change	Transformational leadership	Information processing	Leader-member exchange	Authentic leadership	Ethical leadership
Individual differences	Increased individualism	Difficult to encourage collective needs over self-interests	Different dispositions lead to different attributions	Difficult to engage in high-quality LMX	Difficult to achieve value congruence due to desire for individualism	Difficult to reach consensus on ethicality due to individualism
	Decreased work centrality, increased focus on work-life balance	Less interested in the vision provided	Less likely to have leadership cognitions that are tied closely to organizational settings	More interested in work-life balance than in engaging in LMX	May be less interested in leaders with work values and more interested in leaders with leisure values	See morality differently and work situations as less morally intense
Work values and attitudes	More extrinsically motivated	Less motivated by idealized influence and aspirational motivation	More likely to attribute leadership as a function of providing rewards	Too focused on extrinsic rewards to invest the time to cultivate high quality LMX	Less motivated by the intrinsic outcomes that drive followerhip development	More likely to choose rewards over ethicality
	Increased entitlement	Less interested in being led by others	Less interested in being led by others	Less interested in being led by others	Less interested in being led by others	Less interested in being led by others

Source: (Anderson et al. 2017, p. 247)

However, despite the differences and characteristics that arise between the age groups of employees, in terms of leadership and different considerations, other scientific voices are

identified stating that there is a direct conflict among all age groups. More specifically, Mortensen et al. (2014) carried out their research using a sample of individuals of the 12-19 age group who had attended a one-year leadership development program to address the problems of their community. The interesting finding is the cited young people's view of leadership. In particular, "Without guidance, there is not leadership." Rather than describing leadership as a process in which leaders effectively manage their followers, youth emphasize a dedication to supporting others' development." (as cited, p. 454).

4. Holisticm

Thus, what are the necessary skills that the modern holistic leader must possess? The meaning of the term 'competence' becomes difficult as it is either identified as the excellent performance of the individual on the assigned tasks, or as the competence and skill of the organization itself (Soderquist et al., 2010). Competence is understood as an "underlying characteristic of an individual that is causally-related to criterion-referenced effective and/or superior performance in a job or situation" (Spencer & Spencer, 1993, p. 9). Of course, over time and as the needs and demands of our globalised society are specialized in the face of the 4th industrial revolution, it seems that the leader must hold four distinct capitals.

Initially, the economist Drucker (1993) who in his work "Post-capitalist Society" argued that over the centuries the means for economic growth have been transformed. More specifically, in the 18th century industry and knowledge about production played a decisive role, as opposed to the end of the 20th century, when there was a shift in knowledge. In other words, individuals become knowledge workers, possessing specialized knowledge. Today's knowledge workers are contrasting the workers of the past. He proposed restructuring of organizations based on 'skilled workers, teamwork spirit and flexible practices' (Cairney, 2000, p.3). Castels (1996, p. 78) notes the emergence of the new economy and characterizes it as informative as the new economic model is based on the production, processing, and application of knowledge-based information.

The human capital approach is a model implemented in the neoclassical education considerations and first appeared in the 1960s (Zhao, 2008). In general, human capital can be defined as a whole set of skills and competences an individual possesses, that can be interpreted 'financially'. This approach is understood as an investment in knowledge with the aim of reaping the benefits of this investment. So, a cost-effectiveness view is emerging. According to the OECD official announcements. "Human capital is multi-faceted in its nature. Skills and competencies may be general [...], or highly specific and, more or less appropriate, in different contexts. Firm-specific skills and knowledge are acquired through learning on the job and firm-based training." (OECD, 2001, p.18). But people are not just a concrete set of technical knowledge to enter the labour market, they are more complex (Aleandri & Refrigeri, 2013). Individuals are not only a set of knowledge, but also hold social capital or relational capital. In other words, the networks of partners, friends, a capital which also appears to be decisive either for their daily lives or for the sustainability of the organization.

The fourth and final capital of the individual, which emerges as the most crucial, according to the opinion of the author, is the psychological capital. The variables that make it up are four psychological/quality characteristics and altogether create a distinct of construct, the PsyCap (Psychological Capital). Psychological capital is defined as:

"The psychological capital is the positive psychological state of the development of the individual characterized by: (1) having confidence (efficacy) to take on and put in the necessary effort to succeed at challenging tasks; (2) making a positive attribution (optimism) about succeeding now and in the future; (3) persevering

toward goals and when necessary, redirecting paths to goals (hope) in order to succeed; and (4) when beset by problems and adversity, sustaining and bouncing back and even beyond (resilience) to attain success." (Luthans, Youssef & Avolio, 2007, p. 3).

Indeed, there has been a shift regarding the type of capital that the leader must have to maintain the competitive advantage of the organization. Positive psychological capital could now be claimed to be defined as the spearhead of each organization and as the set of 'human', natural skills that cannot be copied and considered as the foundational abilities of each leader.

Bibliographically, several studies have identified the theory of psychological capital (PsyCap) which either validated the findings or extended the view. Firstly, psychological capital could be combined with various theories of leadership such as authentic, moral, organizational climate or employee well-being (Toor & Ufori, 2008, p. 8). Also, in the context of positive organizational behavior, psychological capital can be applied and explored in the light of the propensity for innovation, the constant rotation of work identified among millennials (Maymand et al., 2016, p. 2290). Finally, the most recent research of Rego et al. (2019) sets out the context of this paper as it investigates not only the self-attributed psychological capital of leaders but also how the conveyance of psychological, positive properties and characteristics to the followers/subordinates affects them. Let us not forget that the exercise of leadership is cyclical and depends on the context. In their research they discuss, "[...] how the contextual constraints inhibit the display of leader PsyCap [...] and if psychological capital can be depleting for leaders " (as cited. p. 1707). The study of psychological capital can be conducted using variables such as humility, joy, forgiveness, propensity towards climate change, sustainability, stereotypes, the application of technology on the part of organizations, corporate social responsibility, etc. A set of skills and characteristics that elevates human skills and promotes the social well-being as well as the viability of the organization.

5. Discussion

In conclusion, based on the above-mentioned; leaders and employees, on the threshold of the 4th industrial revolution, will have to overcome and manage any emerging and sometimes 'hard and radical changes in the working and organizational context.' Changes such as replacing human resources with artificial intelligence robotics, the coexistence of different generations of workers within the organization, the replacement of human communication with real-time virtual communication, etc. (Walker & Lloyd-Walker, 2018). They, consequently, set the background and the need to develop strong human/psychological skills and characteristics to address all organizational challenges (Luthans et al., 2004).

Finally, the need to enrich leadership theories and add positive psychological capital as a prominent competence is emerging. It is a fact that education programs do not prepare tomorrow's leaders properly as they remain and insist on the passive transmission of information and perhaps adherence to specific theories, characteristics, and capitals (see human).

It is critical to be taken into consideration that the higher education programs (undergraduate, postgraduate) must provide the necessary opportunities and resources for students to develop meta-cognitive skills, readiness, psychological characteristics, and interpersonal leadership skills (Dopson et al., 2018; Reichard & Walker, 2016). "We must adapt, but most important, prepare our learners for a bold new world that is totally unpredictable. Welcome to the 4th Industrial Revolution." (Sheninger, 2019, p.2).

References

- Anderson, H.J., Baur, J.E., Griffith, J.A. & Buckley, M.R. (2017). What works for you may not work for (Gen)Me: Limitations of present leadership theories for the new generation, *The leadership quarterly*, 28(1), 245-260. <https://doi.org/10.1016/j.leaqua.2016.08.001>
- Aleandri, G. & Refrigeri, L. (2013). Lifelong learning, training and education in globalized economic systems: Analysis and perspectives, *Procedia- Social and Behavioral Sciences* 93, 1242-1248. <https://doi.org/10.1016/j.sbspro.2013.10.022>
- Avolio, B.J. & Kahai, S.S. (2003). Adding the “E” to E-Leadership: How it May Impact Your Leadership, *Organizational Dynamics*, 31(4), 325-338. [https://doi.org/10.1016/S0090-2616\(02\)00133-X](https://doi.org/10.1016/S0090-2616(02)00133-X)
- Bazbauers, A. R. (2015) The World Bank online: inclusion and exclusion through digital networks, *Canadian Journal of Development Studies / Revue canadienne d'études du développement*, 36(3), 330-343. <https://doi.org/10.1080/02255189.2015.1044502>
- Bass, B.M. & Riggio, R.E. (2006). *Transformational Leadership* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum Associates. <https://doi.org/10.4324/9781410617095>
- Bass, B.M. (1990). *Bass and Stodgill's handbook of leadership: Theory, research, and managerial applications* (3rd ed.). New York: Free Press.
- Bhugra, D., Gupta, S. & Ruiz, P. (2013). What is leadership? In: D. Bhugra, P. Ruiz, S. Gupta (Eds). *Leadership in Psychiatry* (1st ed.) (pp. 3-12). John Wiley & Sons Ltd. <https://doi.org/10.1002/9781118569948.ch1>
- Brown, M. E., Treviño, L. K., & Harrison, D. A. (2005). Ethical leadership: A social learning perspective for construct development and testing, *Organizational Behavior and Human Decision Processes*, 97(2), 117–134. <https://doi.org/10.1016/j.obhdp.2005.03.002>
- Burlacu, G., Truxillo, D.M. & Bauer, T.N. (2017). Employee age differences in using Internet-Based tools at work. In G., Hertel, D.L., Stone, R.D. Johnson, J. Passmore (Eds), *Wiley Blackwell handbooks in psychology. The Wiley Blackwell handbook of the psychology of the internet at work*. (pp.449-479). Wiley Blackwell. <https://doi.org/10.1002/9781119256151.ch20>
- Cairney, T. (2000). *The Knowledge Based Economy: Implications for Vocational Education and Training: A Review of the Literature*. Australia: Centre for Regional Research & Innovation (CRR), University of Western Sydney and the Centre for Research & Learning in Regional Australia (CRLRA) University of Tasmania.
- Castells, M. (1996). *The Information Age: Economy, Society and Culture. Vol. I: The Rise of the Network Society*. Oxford: Blackwell.
- Deloitte. University Press. (2017). *Rewriting the rules for the digital age. Deloitte Global Human Capital Trends*. Available at: <https://documents.deloitte.com/insights/HCTrends2017>
- Dionne, S.D., Gupta, A., Sotak, K.L., Shirrefs, A.K., Serban, A., Hao, C., Kim, D.H. & Yammarino, F.J. (2014). A 25-year perspective on levels of analysis in leadership research, *The leadership quarterly*, 25(1), 6-35. <https://doi.org/10.1016/j.leaqua.2013.11.002>
- Dopson, S., Ferlie, E., McGivern, G., Fisher, M. D., Mitra, M., Ledger, J., Behrens, S. (2019). Leadership development in Higher Education: A literature review and implications for programme redesign, *Higher education quarterly*, 73(2), 218-234. <https://doi.org/10.1111/hequ.12194>

- Zhao, S. (2008). Application of human capital theory in China in the context of the knowledge economy, *The International Journal of Human Resource Management*, 19 (5), 802–817. <https://doi.org/10.1080/09585190801991145>
- Epitropaki, O., Kark, R., Mainemelis, C., & Lord, R.G. (2017). Followership and identity processes: A multilevel review, *The leadership quarterly*, 28, 104-129. <https://doi.org/10.1016/j.leaqua.2016.10.003>
- Fiedler, F.E.A. (1964). A contingency model of leadership effectiveness. In L. Berkowitz (ed.), *Advances in experimental social psychology*. Vol. 2, New York: Academic Press. [https://doi.org/10.1016/S0065-2601\(08\)60051-9](https://doi.org/10.1016/S0065-2601(08)60051-9)
- Fleenor, J. (2007). Trait approach to leadership. In S. Rogelberg (Ed.), *Encyclopedia of industrial and organizational psychology*. Thousand Oaks, CA: SAGE Publications.
- Grubb, V.M. (2017). Defining the generations. In V.M. Grubb Clash of the generations. *Managing the new workplace reality*. Chapter 2. (pp. 13-24). Hoboken, New Jersey: John Wiley & Sons Inc. <https://doi.org/10.1002/9781119220640.ch2>
- Hersey, P. & Blanchard, K.H. (1988). *Management of organizational behavior* (5th ed.). Englewood Cliffs, NJ: Prentice Hall.
- Lopez-Ibor, J.J., Reneses, B. & Lopez-Ibor, M.I. (2013). What makes a leader? Skills and competencies. In: D. Bhugra, P. Ruiz, S. Gupta (Eds). *Leadership in Psychiatry* (1st ed.) (pp. 13-33). John Wiley & Sons Ltd. <https://doi.org/10.1002/9781118569948.ch2>
- Luthans, F., Luthans, K.W. and Luthans, B.C. (2004). Positive Psychological Capital: Beyond Human and Social Capital, *Business Horizons*, 47(1), 45–50. <https://doi.org/10.1016/j.bushor.2003.11.007>
- Luthans, F., Youssef, C.M. and Avolio, B.J. (2007). *Psychological capital: Developing the Human Competitive Edge*. Oxford: Oxford University Press. <https://doi.org/10.1093/acprof:oso/9780195187526.001.0001>
- Maymand M.M, Moghadam N.S, Farangi A, Rouholamini, M. (2016). Investigating the effects of positive organisational behaviour on innovation, *International Business Management*; 10(11), 2284–2292.
- Meffert, J. & Swaminathan, A. (2018). Leadership and the urgency for digital transformation, *Leader to Leader*, 88, 44-49. <https://doi.org/10.1002/ltl.20357>
- Mortensen, J. Lichty, L., Foster-Fishman, P., Harfst, S., Hockin, S., Warsinke, K. & Abdullah, K. (2014). Leadership through a youth lens: understanding youth conceptualizations of leadership, *Journal of community psychology*, 42(4), 447-462. <https://doi.org/10.1002/jcop.21620>
- Northouse, P.G. (2013). *Leadership: theory and practice* (6th ed). Thousand Oaks, CA: SAGE Publications.
- OECD. (2001). *The well-being of nations. The role of human and social capital*. Paris: OECD. <https://doi.org/10.1787/9789264189515-en>
- Reichard, R.J. & Walker, D.O. (2016). In pursuit: Mastering leadership through leader developmental readiness. In Reichard, R. J., Thompson, S. E. (Eds.), *Leader developmental readiness: Pursuit of leadership excellence* (New Directions in Leadership Series, Vol. 149. (pp. 15-26). San Francisco, CA: Jossey-Bass. <https://doi.org/10.1002/yl.20158>
- Pugh, D.S. & Hickson, D.J. (2007). *Writers on organizations* (6th ed.). UK: Penguin books. <https://doi.org/10.4135/9781483329628>

- Rego, A., Chi Yam, K., Owens, B.P., Story, J.S.P., Bluhm, D. & Lopes, M. P. (2019). Conveyed leader PsyCap predicting leader effectiveness through positive energizing, *Journal of Management*, 45(4), 1689-1712. <https://doi.org/10.1177/0149206317733510>
- Rost, J.C. (1991). *Leadership for the 21st century*. Westport, CT: Praeger.
- Sheninger, E. (2019). *Digital leadership: Changing paradigms for changing times* (7th ed.). Thousand Oaks, CA: Corwin, A Sage Company. <https://doi.org/10.21125/inted.2019.2528>
- Soderquist, K. E., Papalexandris, A., Ioannou, G., & Prastacos, G. (2010). From task-based to competency- based: A typology and process supporting a critical HRM transition, *Personnel Review*, 39(3), 325- 346. <https://doi.org/10.1108/00483481011030520>
- Spencer, L.M and Spencer, S.G (1993). *Competence at work: Models for superior performance*. New York: Wiley
- Stanley, D. (2017). Leadership theories and styles. In: D. Stanley (Ed) *Clinical leadership in Nursing and Healthcare: Values into action* (2nd ed.). (pp.25-46). John Wiley & Sons, Ltd. <https://doi.org/10.1002/9781119253785.ch2>
- Toor, S. R., and Ofori, G. (2008). *Role of psychological capital (PsyCap) in leadership effectiveness*. W055 - Building Economics/W065 - Organisation and Management of Construction: 13th International Symposium "Transformation Through Construction", Dubai, UAE, 15-17 November 2008.
- Walker, D. & Lloyd-Walker, B. (2018). The future of the management of projects in the 2030s, *International journal of managing projects in business*, 12(2), 2019, 242-266. <https://doi.org/10.1108/IJMPB-02-2018-0034>