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The Changing Paradigm of Leadership in A 21st Century Global Business Environment

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Abstract
Leadership in the 21st century is characterized by its complexity and dynamism as there is no one best approaches to leading people. The onus therefore lies on a leader's capacity to adapt swiftly to the best style contingent to the leadership challenges and the changing context within their domain or industry, paying more attention to the people, technology, structure, culture, and the need to be strategically and emotionally intelligent. The researcher has juxtaposed that effective leadership approaches are necessary for optimal performance irrespective of the sectors whether private or public, especially dealing with plethora of challenges in this fast changing contemporary environment. This paper explores leadership and its theoretical diversity and paradigm shift in a contemporary business environment. The paper contributed that the key parameters of leadership such as coercive, authoritative, affiliative, democratic, pacesetting, and coaching are fundamentally contingent to the subject matter. The researcher posited that leaders must adopt the right mix of leadership styles and competencies required for the 21st century work environment to succeed in the new global economy.
Keywords: Leadership, Leadership styles, Competencies, Business environmeny, Pacesetting
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1. Introduction

In today's highly competitive environment, organizations are expanding globally and face many challenges in achieving their goals, seeking to be as successful as possible; leaders play a crucial role in achieving these goals (Uhl-Bien et al., 2007; Erickson, 2010). The complexities of today's uncertain business environment make it difficult for businesses to survive and compete. Since an organization's competitive advantage resides in its people, its success, performance, and competitiveness largely depend on its leadership's content and quality (Drucker, 2001). Organizations must adapt to a perpetually changing, uncertain, and complex environment in the twenty-first century. The economy is becoming increasingly global, Generation Z is just entering the workforce, and millennials will soon make up most of the global workforce (O'Connell, 2014; WTO, 2015; Chillakuri, 2020; Maiers, 2017). In addition, more women are entering the workforce and gaining access to leadership positions, and technological advancements are resulting in the increasing digitalization of the economy, making the world more virtual (Jackson et al., 2014; Xu et al., 2018). Organizations are expected to adopt the triple-bottom-line strategy as increasing emphasis is paid to the sustainability agenda, requiring leaders to create new approaches to business (Roome & Louche, 2015). It has also been noted that leaders who can make quick and effective decisions and utilize emerging technologies' capabilities to communicate and coordinate actions effectively and efficiently are essential for developing a business organization for the 21st century (Drucker, 2006; Trilling &Fadel, 2009). Therefore, successful twenty-first century leaders must handle uncertainty and adapt quickly to new technologies (Weatherby, 1999).

An organization's leadership significantly impacts a company's success or failure, and its actions have far-reaching effects that determine whether a company thrives or fails (House et al., 1991). When leaders are respected only for their position in the company's organizational structure and not for their ability to motivate, guide, and encourage employees to follow them, they are not a leader but merely a boss (Gupta et al., 2013). Organizations have invested heavily in leadership development and training programs in recent years due to a growing understanding that effective leadership is a key competitive advantage (Stanca, 2021). The need to constantly develop new young leaders while retaining senior ones is rising in today's dynamic, uncertain business climate (Kets de Vries, 2001). Leadership is not something that can only be found at the very top of a company; rather, it is something that can and should be found at all levels if a business is to thrive in today's rapidly changing world (Hambrick, 2007). Since leadership is not tied to a position, it can occur throughout an organization rather than only at the top.

Moreover, leadership is not the same as having power over others or making important decisions; rather, people follow a leader because of his physical or charismatic power (Rost, 1993; Mintzberg, 1973). Google's culture, which is reflected in the company's recruitment procedures, places less value on hierarchies and more on the contributions of each employee. Rarely do employees take directives from above without question (Garvin, 2013). This further supports the argument that it is advantageous for leaders to exist at all organizational levels. This is especially pertinent today, as organizations become leaner and their hierarchical structures diminish.

Despite the upheaval caused by the digital revolution, leaders must preserve their organization's culture and identity (Schein & Schein, 2017). Specialized training programs, coaching seminars, executive feedback, job rotations, and leadership frameworks are all used to help new leaders establish lateral relationships and leadership skills.

Effective leadership is required more than ever in today's climate of accelerated change and rising expectations. Clearly, new leadership practices are required; however, the specific kinds of leadership practices required to address the complexities and challenges posed by technological progress and globalization remain elusive (Harris, 2013). To thrive in the new global economy, leaders must embrace leadership styles appropriate for the twenty-first century work environment. Therefore, the study investigates the effective leadership approaches required in the contemporary business environment for optimal organizational performance.

2. Overview of Leadership

Traditional and contemporary scholars have published numerous journals and books on leadership (Deming, 2000; Drucker, 2006; Northouse, 2016; Stodgill, 1974; Kotter, 2008; Bennis, 2009). This indicates that the issue under discussion is not new. As stated above, this research aims to provide new insights into a practical approach to leadership issues in the twenty-first century work environment. Great leaders build and then maintain successful organizations. Before proceeding with this leadership discussion, a clear definition of a "leader" is necessary. There are numerous definitions of what it means to be a leader, as there are books and essays written about the subject. According to Kolzow (2014), a leader is someone who has gained a group of followers, and these followers have discovered something in the leader that motivates them to "hitch themselves to his or her wagon." McFarland (1969) states that a leader makes things happen that would not otherwise occur. If the leader causes intended changes, they have exercised power; if they cause unintended changes, they have exercised influence. A more all-encompassing definition of a leader is provided by Sorenson & Epps (1996) "A leader is someone who can motivate subordinates and who, by persuasion, compulsion, or example to others, succeeds in convincing others to follow the leader's wishes; an architect and implementer of strategy; a mediator in conflict situations; an integrator who ensures the climate of the organization; and someone who can lead from the front." Drucker (1996) noted that effective leaders must know the right things to do, how to do them, and how to do them efficiently. Warren Bennis (2009) observed that all leaders have four essential competencies: they can engage others by establishing shared meaning, have a vision, and convince others to make that vision their own. Furthermore, leaders often produce tangible results that can be credited to their leadership. In addition to being able to guide and encourage their teams, successful leaders also have high levels of emotional intelligence (Goleman, 2004). The best leaders are the ones who are constantly striving to hone their skills.

Northouse (2016) defines leadership as the "process by which an individual influences a group of individuals to achieve a common goal." Common goals lend an ethical tone to leadership by emphasizing the necessity of collaboration between leaders and followers to achieve designated goals. Yukl (2006) defines leadership as the "process of influencing others to understand and agree on what must be done and how to do it, as well as facilitating individual and collective efforts toward achieving shared goals." Consequently, leadership is essentially an ongoing process of influencing behaviour. Influence can be exercised in various ways, but the most common methods for exercising leadership are communication and ensuring the presence of members' dedication, motivation, and control (Zaccaro, 2007). "Leadership is about developing the ability to adapt to rapid change" (Kotter, 2001, p. 2). Change is the purpose of leadership, which involves establishing direction, aligning with others, and motivating individuals. It produces direction-setting outcomes via visions and comprehensive strategies for attaining them. Leadership is not limited to those who hold the highest positions in an organization; it is required at all organizational levels and can be demonstrated even by those who do not hold a formal position. Robbins (1999) defined leadership as the ability to influence a group toward achieving its goals, with the source of this influence being the organization's formal structure. He added that leadership may be a flexible role. However, this varies from person to person and frequently depends on the situation in which they find themselves. Therefore, effective leadership is a leader's ability to correctly diagnose followers' development requirements in a goal situation and then express the prescribed leadership style that matches the situation (Blanchard, 2008). Consequently, leadership is exercised when an individual influences others to execute tasks voluntarily and efficiently exceed their typical job requirement.

In the leadership process, both leaders and followers are involved. Burns (1978) notes that leaders need followers, and followers need leaders. Leadership is not a one-way event but rather a participatory process. McCauley &Palus (2020) argue that leadership is a collective process, not an isolated act. To achieve an organization's goals through change, leadership is the process by which leaders and followers exert mutual influence on one another. Therefore, effective leadership requires a deeper comprehension of followers' perspectives, expectations, and experiences (Lundin & Lancaster, 1990). Good followers are great team players with good interpersonal skills (Lundin & Lancaster, 1990). Leaders and their followers must work together for change to be successful; hence, a trusting relationship is essential (Mosley & Patrick, 2011). Since exceptional

leadership behaviours are essential for establishing and achieving corporate goals (Parsons, 2015), effective leading and following behaviours complement one another. It has been observed that being a successful follower requires as much effort as being an effective leader. As a result, the roles of leaders and followers are identical in 21st-century organizations.

2.1 Leadership in a New Context

The concept of "work" is constantly evolving due to increased uncertainty in the workplace, globalization, increased digitalization, and the exponential growth of technology. A decade ago, the leadership manifesto did not include topics such as inclusion, social responsibility, work-life balance, comprehending the role of automation, and network leadership (Delloite, 2019). Technological advancement continually modifies the nature of work. As technology evolves, new production methods are adopted, markets expand, and society evolves. This technological revolution is expanding opportunities, altering where and how people work, enabling remote work, and greatly expanding the variety of flexible work arrangements. Work in the twenty-first century is automated by combining artificial intelligence with computer-mediated machine learning and voice recognition. These advancements continue to influence how work is structured and executed (Bughin et al., 2018; Chui et al., 2015; Jacobs, 2017). In other words, there is a growing need for a wider range of skills and more investment in human capital in the workplace. The current workforce desires an alternative to the rigid structures of the traditional office worker (Edmondson et al., 2015). The twenty-first follower is skilled in technology, current with innovations in their field, and actively interested in all facets of their chosen discipline (Allio, 2013; Carter, 2013). Leaders today are expected to do more than just occupy a position of authority; they must also develop employees in the competencies needed to improve their company's performance and cultivate and maintain relationships with customers, team members, and alliances (Allio, 2013; Carter, 2013). These factors present leaders with unique challenges and necessitate reevaluating their leadership skills.

As a result of the industrial revolution's automation of factories and mechanization of farming, many people left rural areas in search of urban employment. As educational opportunities expanded and discrimination faded, a record number of women entered the workforce in the second half of the twentieth century (Scully-Russ &Torraco, 2020). In the past, women's work outside the home was constrained by their domestic responsibilities, and their employment opportunities were largely limited to similar domestic tasks (Grint, 1998). This patriarchal model is progressively diminishing as women break the glass ceiling and assume more leadership roles (Angier & Axelrod, 2014). To promote equal opportunity in the workplace, organizations are providing extended maternity leaves, comprehensive insurance plans, flexible working hours, work-from-home programs, and wage gap reduction (McManus, 2020). In today's competitive business environment, hierarchical levels are no longer used to structure organizations. More and more organizations are opting for flatter structures with fewer vertical command structures (Xi-Ping et al., 2010). In this era of start-ups and digitization, work is no longer viewed as "something to be endured rather than enjoyed" (Grint, 1998, p. 19); rather, it is characterized by a spirit of innovation and entrepreneurship. The contemporary start-up culture is shifting away from the traditional hierarchical structure in favour of a more collaborative, team-based model with fewer restrictions and a more inclusive climate (Conger & Church, 2018). In addition, whereas the industrial era segregated individuals as masters and slaves, managers and subordinates, separate and parallel identities of leaders and followers, and employers and employees (Clark &Lipset, 2001), the twenty-first century encouraged followers to assume leadership roles and improve leader-follower relationships.

Martin (2006) describes the 21st century as an era in which everything has transformed, including how we communicate and work. Computer, information, communication, and multimedia technologies are central to a technological revolution. (Trilling &Fadel 2009) asserts that leaders must possess specific skills and competencies to function effectively during the technological revolution. In addition, the volume of information exchanged within and outside the organization is so great that a growing number of employees must be involved to deal with the "information avalanche" and completely benefit from its content (Chirimbu, 2014). The leader's role has become more complex as they are expected to act less like a person who holds "absolute truth," adopting decisions to impose them on others, and more like a facilitator, a mediator, allowing for the personality and knowledge of employees to inform the best course of action (Chirimbu, 2014). Even though numerous organizations have developed digital leadership models, updated their frameworks, and invested in new leadership programs, there may be a greater need to develop new skills and apply them in a new context (Deloitte, 2019). This new leadership paradigm results from evolving social and corporate expectations for good leadership conduct and the desired results (Deloitte, 2019). People in today's era of social enterprise look at more than just a company's bottom line when determining whether or not it has been successful. When making this evaluation, they consider the company's effect on the community, its employees, and its customers (Delloitte 2019). Therefore, leaders concerned with keeping an efficient ship and fiercely competing in the market may be seen as excessively myopic and uninterested in the bigger economic and social concerns.

The theory that "workers are rationally motivated, if you pay them more, they will work harder"

(Strangleman& Warren, 2008, p. 27) is losing relevance in today's business environment because it largely disregards other employee motivations and takes a narrow perspective by explaining motivation as an external factor that is solely driven by monetary reward. According to Amabile and Kramer (2007), workers are impacted by workday events and changes in their emotions, perceptions, and work motivations, reflecting their cognitive performance and creativity in their daily work lives. In support of this view, Pink (2009) argued that people are more productive and enthusiastic when they feel a sense of purpose in their work, autonomy over their daily tasks, and progress toward mastery. Because of the importance of human capital to modern businesses, diversity and inclusion efforts have risen to the top of HR departments' lists of priorities. To boost employee engagement, the company's brand, and overall performance, top companies today include diversity and inclusion at every stage of the talent life cycle (Deloitte, 2017). Therefore, leaders must keep these insights in mind when interacting with their employees in order to make optimal use of their resources.

2.2 Paradigm Shift in Leadership

Leadership is dynamic, and as such, leadership theories are continually evolving. Although leadership was once viewed as a means of influencing others by controlling the behavior of a group or individuals, leadership styles have evolved to include motivation in order to achieve organizational goals (Caldwell & Dixon, 2010; House, Hanges, Javidan, Dorfman, & Gupta, 2004; Rosette &Tost, 2010). To keep up with the demands of today's technology-driven business environment, organizations must develop their leaders in areas such as the ability to work effectively in an uncertain and changing environment, managing growth in both complexity and the number of customers and employees, and embracing diversity and inclusion (Delloite, 2019). Organizations must also develop leaders with the skills necessary to meet the demands of a rapidly changing, technology-driven business environment, such as navigating ambiguity, managing increasing complexity, being tech-savvy, and adapting to shifting customer and talent demographics, as well as fostering inclusion and diversity (Delloite, 2019). In an era that has become more challenging and complex, leadership theories that support rapid change, disruptive technological innovation, and expanding globalization have become essential. This resulted in a departure from traditional approaches of leadership, which define leadership as a unidirectional, top-down influence process and establish a clear distinction between leaders and followers and the beginning of a new era of leadership. Instead, the emphasis shifted to the system-based complexity of leadership theories in the digital age (Uhl-Bien et al., 2007), which offers new methods for followers and non-followers to assume more active and participatory roles in leadership processes in society and organizations. Moreover, models of leadership that are value-based and relational, such as transformational, servant, ethical, collaborative, inclusive, distributed, shared, and adaptive, appear to be more focused on the followers (Northouse, 2016).

Leadership in the twenty-first century is fraught with difficulties as organizations encounter the challenge of doing the right thing no matter how difficult it is (Drucker, 1996; Drucker, 2001). Character, responsibility, decision-making, and the ability to tackle difficult challenges are the fundamentals of leadership. As a result, leaders in today's organizations are expected to have the skills to create and implement effective solutions to challenges (Parsons, 2015). Successful leaders have various behaviors, allowing them to adapt to every circumstance (Leban&Zulauf, 2004). According to Biggerstaff (2012), a leader's style is their "perceived behaviour patterns" when trying to influence the actions of others. However, numerous researchers have recognized that a leader's style varies depending on his or her background, environment, formal education, professional experience, and personal philosophy (Hughes et al., 1999; Clark et al., 2009). The most important aspects of leadership are authenticity, dependability, cognitive intelligence, and emotional intelligence.

According to several studies, effective leadership behaviors will improve performance when organizations encounter new challenges in today's business climate (McGrath & MacMillan, 2000; Teece et al., 1997). Harris et al. (2007) posited that a person's leadership style is their ability to motivate others to collaborate toward a common purpose or vision. Leaders must select from various styles to effectively lead and manage organizations in the twenty-first century, even though the style is not the sole determinant of leadership (Goleman, 2000). In light of this context, this section will analyze some effective leadership styles in today's business climate. According to Goleman (2000), there are six distinct leadership approaches, each resulting from distinct emotional intelligence components. The six identified leadership styles are coercive, authoritative, affiliative, democratic, pacesetting, and coaching. Goleman (2000) noted that leaders with a critical mass of six or more emotional intelligence competencies were significantly more effective than their counterparts without such strengths.

2.2.1 The Coercive style

Coercive leaders are autocratic in their style of leadership. Goleman (2000) states that a coercive leader "follows a top-down decision-making" style without including followers. After issuing a directive, they demand immediate and complete compliance from their employees (Goleman, 2000; Bashir & Khalil, 2017; Hadjithoma-Garstka, 2011). A coercive leader has a clear sense of direction and requires employees to do precisely as instructed (Xie et al. 2011). This style depends heavily on commands, the (often implicit) threat of punishment, and strict control. Even if it is not the most effective method, coercive leaders want a task to be completed in their manner. This is

evidenced by coercive leaders promoting staff members based on their loyalty rather than job performance. Since compliance is the only quality encouraged, this action undermines the quality of the work (Simplicio, 2011). The coercive leadership style undermines one of the leader's most effective tools: motivating individuals by demonstrating how their work contributes to a larger, shared mission (Goleman, 2000). However, when necessary, such as during a crisis or emergency or when a hostile acquisition is imminent, it effectively controls problem employees with whom no one else has been successful. In such situations, the coercive style can dismantle ineffective business practices and awaken employees into adopting new methods of work (Goleman, 2000). To function effectively in these high-pressure situations, leaders must develop the ability to manage crises, think on their feet, and make sound decisions under pressure; however, if the leader uses this approach exclusively or continues to use it after the emergency has passed. In such an instance, his insensitivity to the morale and emotions of those he leads will have catastrophic long-term effects (Goleman, 2000). Innovation and problem-solving are also stifled since only the leader's opinion is valued.

2.2.2 The Authoritative Style

The authoritative leader is a visionary; he motivates individuals by clarifying how their work contributes to the organization's larger vision (Goleman, 2000). The authoritative leader motivates followers towards a common goal (Bashir & Khalil, 2017, p. 179). This type of leader demonstrates a genuine, contagious passion for their vision. Their followers have a clear understanding of their vision, and they allow for flexibility in attaining and accomplishing it (Hadjithoma-Gartska, 2011). The authoritative leader empowers followers to innovate, experiment, and take calculated risks to discover more efficient means of achieving their objectives (Xie et al., 2011). An authoritative leader is confident and knowledgeable about what must be done to accomplish an objective. This implies that an authoritative leader values the initiative of team members in achieving organizational goals and that the authoritative leader's posture allows for flexibility and provides abundant opportunities for introducing innovative ideas and taking calculated risks. According to Goleman (2000), the authoritative leadership style is the most effective and functions well in nearly all business situations, as the authoritative leader maximizes commitment to the organization's goals and vision. Authoritative leadership proves most effective when an organization requires a new vision or significant new direction, such as during a company restructuring. However, Yukl (2012) noted that an authoritative leadership style generates significant labour-management tensions. Also, it is less likely to be effective when a leader works with a team with more experience than he does, and it can be overbearing if used too frequently, as it can stifle creativity (Goleman, 2000). Leaders must improve their expertise, vision, competence, and empathy to develop an authoritative leadership style.

2.2.3 The Affiliative Style

The affiliative leadership style is centred on people and emphasizes relationships and collaboration between leaders and their teams (Goleman, 2000). This leadership style promotes positivity, prioritizes workplace harmony, and emphasizes team building. Leaders who adopt this style prioritize team harmony over individual achievement, fostering collaboration and supporting team members in pursuing shared goals (Goleman, 2000). Positive reinforcement, encouragement, and an active listening strategy characterize this leadership style. Affiliative leaders often keep their employees fulfilled, promote team trust, and foster harmony (Xie et al., 2011).

Moreover, it promotes open communication and a sense of safety in the workplace. The affiliative leadership style is effective in all situations, but it is especially useful when leaders need to foster group cohesion, boost morale, enhance communication, or restore trust (Goleman, 2000). Affiliative leaders are focused on providing support and understanding to their team, frequently emphasizing team cohesion and collective success more than individual achievements. This leadership style works well when the team is experiencing conflict or tension, broken trust, or in a high-pressure situation and need to be motivated. Despite its advantages, Goleman (2000) asserted that if the affiliative approach is used alone, it might lead to a false perception that mediocrity is tolerated on the team because of its peculiar emphasis on praising. This implies that, even though the essence of leadership is to produce desired outcomes, it is the leader's responsibility to influence employee performance towards collective goal achievement. Therefore, the authoritative leadership style complements the affiliative style (Goleman, 2000) because authoritative leaders state a vision, establish standards, and inform followers of how their efforts contribute to the group's overall objectives, while the affiliative leader takes a more hands-on, nurturing approach.

2.2.4 The Democratic Style

Mgbeze (2014) asserts that democratic leadership is distinguished by decentralizing power and including all subordinates in decision-making. In democratic leadership, the leader incorporates the people into the decision-making process while retaining the final decision (Arikkök, 2017). The democratic leader encourages adaptability and accountability by giving employees a voice in matters that directly influence their work (Goleman, 2000). In a democratic leadership style, leaders facilitate discussion, inspire others to contribute their ideas, and compile everyone's input into a well-informed decision (Ray & Ray, 2012). While this kind of leadership might be effective for an experienced team used to taking the initiative, it can quickly devolve into chaos for a team of inexperienced employees (Arikkök, 2017). Democratic leaders involve their staff in decision-making and problem-solving by

updating them on relevant developments. In their study on the impact of democratic leadership style on organizational performance, Bhargavi and Yaseen (2016) found that democratic leadership enhanced performance by encouraging employees to share and act on innovative ideas and giving them a voice in organizational decision-making. This leadership style is particularly useful when the leader is unsure of the best course of action and could benefit from the input of knowledgeable workers. Even if a leader has a clear vision, the democratic style effectively generates new ideas for realizing that vision (Goleman, 2000). Such a leadership style is essential in today's ever-evolving workplaces, where predicting what will happen next is impossible. Democratic leadership provides significant flexibility for adjusting to new circumstances and adopting more effective strategies (Ray & Ray, 2012). Democratic leadership is related to increased followers' productivity, satisfaction, involvement, and commitment (Hackman & Johnson, 1996). Goleman (2000), however, argued that a frustrating side effect of this approach is the need to hold ever-more-frequent meetings in which no decisions are made and where the only tangible outcome is the scheduling of yet more meetings to continue the same ineffective process. Similarly, Rukmani et al. (2010) noted that the assumption that all participants have an equal say and the same level of expertise is a major shortcoming in democratic leadership.

2.2.5 The Pacesetting Style

According to Goleman (2000), the leader establishes and exemplifies extremely high-performance standards with the pacesetting leadership style. They only request of others what they are willing to accomplish themselves. The pacesetting leader models exceptional performance for their team (Hadjithoma-Garstka, 2011). Such leaders continually seek more efficient methods of achieving their goals and are adept at identifying areas of weakness in their teams' performance and driving their employees to improve (Hadjithoma-Garstka, 2011, Goleman, 2000). If their employees lack a constant pursuit of excellence, they may replace them with individuals capable of meeting the role's demands. Although (Goleman, 2000) suggested that this type of leadership should be used "sparingly," it is effective when people are self-motivated, highly skilled, and require little guidance or coordination.

Moreover, according to Goleman (2000), the pacesetting style undermines climate, flexibility, and responsibility; work becomes so task-oriented and routine that it becomes monotonous. Many employees' morale declines due to the pacesetter's high expectations. In addition, these guidelines may be crystal clear in the leader's mind, but he or she does not express them explicitly and assumes that everyone will know what to do. The pacesetting leadership style is most effective when a talented and motivated team must produce high-quality results rapidly (Goleman, 2000). It can, however, have a negative impact on the team, resulting in burnout, exhaustion, and high staff turnover.

2.2.6 The Coaching Style

The coaching leadership theory efficiently leads people toward personal growth and development (Berg &Karlsen, 2016). A leader with a coaching style of leadership develops individuals for the future. Effective coaching-style leaders share several characteristics, such as an assisting attitude, empathy, openness to personal growth, and a willingness to receive feedback (Hunt & Weintraub, 2002). Coaching leaders assist their team members in understanding how their skills and experiences relate to their goals and those of the organizations they serve (Goleman, 2000). This style focuses on having in-depth conversations with employees about their long-term life objectives and how they relate to the organization's mission, which may have little to do with their current work.

Further, Goleman (2000) asserts that coaching leaders are adept at delegating; they provide employees with challenging assignments, even if the task is time-consuming. In other words, according to Goleman (2000), these leaders are willing to tolerate short-term failure if it promotes long-term learning. As a result of the leader's dedication to his employees and feedback, commitment and loyalty also increase. Bashir and Khalil (2017) found that a coaching leader connects followers' aspirations and organizational goals. A leader who uses this style is empathetic and motivating and focuses on fostering the future success of others. The coaching style is characterized by its commitment to partnership and collaboration. Leaders with a coaching style communicate effectively, foster creativity, motivate employees, and give them the autonomy to make decisions and take responsibility for their work (Berg &Karlsen, 2016). Long-term strategic reasoning replaces short-term firefighting. Goleman (2000) observed that although being one of the most effective leadership styles, it is also one of the least common in the business world. Maintaining open lines of communication between leaders and followers has a positive impact on organizational climate. Coaching is an effective leadership style when employees are aware of their weaknesses and motivated to improve (Goleman, 2000). However, Cox et al. (2010) suggested that employees must be able to learn, willing to learn, receive appropriate knowledge, and understand why they need to learn. Moreover, Goleman (2000) acknowledged that the positive effect of coaching on organizational performance is paradoxical because coaching is primarily concerned with individual growth rather than urgent job-related tasks.

According to Humphrey and Stokes (2000), organizations expect their leaders to coach and mentor their employees; as a result, the function of a leader as a coach is becoming an integral part of their leadership responsibilities. This leadership style is highly valued in the twenty-first century workplace, which tends to be flatter and less hierarchical. It replaces the "I say, you do" approach, which is not suited to the contemporary work environment, which includes hot desks, work-life balance and remote work (Eden Project, 2018). In addition,

this style will only be successful if the coaching leader has greater experience or expertise than the team they are mentoring.

3. The Right Mix of Leadership Styles

A leader is unlikely to successfully implement their vision and goals with a single leadership style. Hersey et al. (2009) argue that no single optimal leadership style exists. The most effective leaders adapt their leadership style based on the team member's experience and the complexity of the task. Dahri (2015) observed that combining styles was more effective than one. Ukaidi (2016, 25–34) argues that a leader's style of leading ought to adapt based on the nature of the work at hand, the followers, the setting, and the leader's initiative. Leaders must understand group dynamics and adapt to a given situation's requirements and demands (Shouppe&Patte, 2010, p. 89). The most successful leaders know when and where to use these six leadership styles to achieve optimal results. Based on this premise, Goleman (2000) concluded that leaders who have mastered four or more leadership styles, particularly autocratic, democratic, democratic, affiliative, and coaching, have the best organizational climate and efficiency. The business climate of the twenty-first century is dynamic, requiring leaders to adapt rapidly to new challenges. Ancona et al. (2007) assert in "In Praise of the Incomplete Leader" that it is time to end the myth of the complete leader. The most successful leaders hone their strengths and seek out those who can compensate for their weaknesses. Therefore, leaders must broaden their style repertoires by identifying the emotional intelligence competencies that underlie the leadership styles in which they are deficient and working assiduously to improve their emotional intelligence quotient.

4. Leadership Competencies for Twenty-First Century Business Environment

The changing nature of leadership in the twenty-first century necessitates a new approach that is more inclusive, collaborative, and responsive to the organization's evolving requirements (Moioli, 2023). As the needs of the business world evolve, so do the competencies and qualities of people in leadership roles. In today's business environment, leaders must place a higher priority on personal development. Leaders must have the ability to recognize and develop their own and their team members' strengths. Leaders must continually be aware of their competency strengths and development requirements to maintain their efficacy, including awareness of how others perceive them (Kolzow, 2014). A leader's adaptability increases with the depth of their core competencies. Learning agility, self-awareness, comfort with ambiguity, strategic thinking, collaboration, network thinking, boundary spanning, and adaptability are some of the key leadership competencies Petrie (2014) outlines for the twenty-first century.

To adapt to the demands of the Fourth Industrial Revolution, organizations must undergo a digital transformation to improve their day-to-day operations (Khan, 2016). The digital transformation includes cloud computing, AI, mobile devices, robotics, blockchain, and the Internet of Things (Guzman et al., 2020). Leaders must develop new digital competencies to effectively integrate people, technology, and innovation in the twenty-first century and navigate the digital world (Prince, 2017; Guzman et al., 2020). Leaders must be familiar with artificial intelligence (AI) and its possibilities, limitations, and ethical concerns. Expertise with digital tools for data analytics, communication, virtual collaboration, task automation, and enhanced operations is also necessary (Petrucci& Rivera, 2018). The leaders of an organization should be able to outline a strategy for promoting the ethical use of digital technology, such as creating policies and standards for data protection and security.

Leadership entails "articulating a compelling vision for the future, rallying others around that vision, and motivating them to work together to achieve it, despite the odds" (Kotter 1996:25). To be successful in the modern business environment; a leader needs to develop the kind of long-term vision that allows him or her to anticipate change and prepare for what is likely to happen. Leaders must create and communicate a clear vision to gain support at all levels of the organization (Farren& Kaye, 1996). This necessitates the ability to analyze and learn from key trends and their potential effects on organizations. In addition to being visionary, it is becoming increasingly essential for leaders to be adaptable and flexible in order to swiftly modify the course of action and remain effective in today's rapidly changing environment (Davies & Davies, 2004; Uhl-Bien et al., 2007; Bird and Mendenhall, 2016).

To foster an environment of trust and mutual respect, today's leaders must recognize and value diverse perspectives and be open to engaging in dialogue with their team members. Spence (2008) believes that communicating clearly to generate understanding between oneself and others is an essential leadership competency. Effective decision-making and problem-solving will be easier to achieve in an organization with open and effective communication. Great leaders are always regarded as excellent communicators, have distinct values, and believe in promoting and instilling these values in others (Luthra, 2015). Leaders must be able to clearly define while communicating the organization's vision, as well as guide and inspire their teams to accomplish their goals. For leaders to maximize the performance of their teams, they need the ability to give constructive feedback and strategic guidance to each member (Moioli, 2023). As a result of the significant increase in the invention of new communication technologies, leaders spend a large proportion of their time communicating, highlighting the

significance of strong communication skills for leaders (Luthra, 2015). Today's leaders need fluency with and knowledge of digital resources and processes.

Traditionally, the role of leadership in most organizations has been one of command and control (Moioli, 2023). The changing nature of business necessitates collaboration at all organizational levels, rendering this leadership style increasingly ineffective. Leaders must involve others at all levels and encourage participation through interaction, exchange, and receptivity to their ideas and perspectives (Higgs, 2003; Hudak et al., 2015). A leader's style and competency in interacting with others can significantly impact cooperation and teamwork in a group or an organization (Kolzow, 2014). While genuine collaboration might be challenging, the rewards are significant. Immediate outcomes include high-functioning teams that work together effectively by taking responsibility for decisions, establishing common objectives, and addressing problems collectively. In addition, leaders must collaborate effectively with other leaders and stakeholders to develop relationships with them.

As more young people and women enter the workforce, new leadership issues arise due to the demographic shift. Leaders in today's diversified and multi-generational workforces must utilize various leadership styles and competencies to effectively manage the workforce (Al-Asfour&Lettau, 2014). The veterans and baby boomers of the older demographic are accustomed to more traditional, command-and-control leadership styles. Younger generations, in contrast, would rather work in a flatter, more egalitarian structure with more opportunities for teamwork and contribution (Salahuddin, 2010). Moreover, millennials expect leaders to foster meaningful relationships and employment opportunities (Twenge& Campbell, 2008). Research (Dym& Hutson, 2005) shows that women in leadership roles have similar expectations. Millennials and Gen Zers look to their leaders to create and sustain a positive workplace culture and to make ethical decisions. The literature on women's leadership suggests that working well within established structures is crucial for future leaders (Dym& Hutson, 2005).

The need for leaders who can create business strategies and practices that balance organizational interests with those of social inclusion, economic development, and environmental protection is greater than ever in light of rising concerns about environmental protection, resource scarcity, and social and economic issues (Bocken et al., 2019; Šimanskiene and Župerkiene, 2014). In order to achieve this goal, future leaders should exhibit leadership competencies such as a collaborative leadership style, transformational leadership ability, self-awareness, adaptability, inventiveness, interpersonal skills, vision setting, and profound empathy for others (Mccann& Holt, 2010; Knight & Paterson, 2018). Moreover, new competencies are emerging, such as high social and environmental awareness, creating sustainable business models, and strategic thinking about sustainability (Mccann& Holt, 2010).

In today's rapidly evolving and uncertain environment, crises are anticipated to become becoming increasingly prevalent. To be effective in the twenty-first century, leaders must navigate the full spectrum of a crisis, from early warning to recovery and enhance effectiveness (Bhaduri, 2019). Crisis management calls for leaders with excellent organizational skills and a genuine interest in their followers, as well as high levels of emotional intelligence and the flexibility to switch between different leadership styles as needed (Bartsch et al., 2020; Forster et al., 2020; Boin et al., 2013; Bhaduri, 2019). In addition, they must communicate effectively with others and demonstrate adaptability, self-awareness, transparency, strategic decision-making, and personal accountability (Forster et al., 2020; Dirani et al., 2020).

Leaders must be adept at being a coach or mentor to facilitate learning from experience, a teacher in the workplace during instructional moments, and most importantly, a role model (Kolzow, 2014). Additionally, the changing nature of leadership necessitates a greater emphasis on empathy. Leaders who lack empathy will struggle to comprehend the difficulties faced by their teams and provide effective solutions (Moioli, 2023). Only leaders can develop the next generation of leaders within their organization. Leadership in an organization may create a culture where employees feel safe sharing their mistakes and successes with their peers to foster learning. A productive work atmosphere can be fostered by being open to delegating duties of value, providing input on how others can improve their professional development, and providing direct criticism (Kolzow, 2014). Leaders must also acknowledge and celebrate achievements and provide constructive feedback and direction when necessary (Moioli, 2023). Leaders should not only be able to recognize and reward team members for their efforts but also create conditions in which each individual can thrive to achieve their full potential

5. Conclusion

Leadership in the modern business world is swift, complex, and dynamic, and for a leader to succeed and be agile and nimble, he or she must be able to adapt to his environment and technological advancements, as well as be willing to make sacrifices and collaborate with others in forming organizational networks and platforms. No single competence is sufficient for an effective leader in the business world of the twenty-first century; rather, leaders need to develop a wide array of competencies and know how to use them in different contexts (Delloite, 2019). No single leadership style works effectively in a dynamic business environment; therefore, the ability of a leader to effectively combine different leadership styles to fit a particular business environment in order to achieve organizational goals and missions is what distinguishes effective leaders from those who fail to meet their goals,

thereby destroying their organization. Organizational life in the twenty-first century is often a social environment characterized by confrontations, miscommunication, manipulation, hostility, and conflict. In this swiftly changing business environment, leaders must continually assess their behaviour and competencies concerning their potential to embrace or resist change (Leider, 1996). Therefore, leaders who want to improve their performance should first determine which leadership competencies are most relevant in their current context and then hone the knowledge and skills that will allow them to do so through learning and experience (Kolzow, 2014).

The business world of today places a premium on learning through experience. In order to have leaders who can meet the challenges of the business environment of the twenty-first century, organizations must assess the qualities of their leaders and foster an environment conducive to leadership development (Delloite, 2019). New variables must be established, new leadership skills must be recognized, and the appropriate culture must be implemented for a strategy to succeed. By valuing workers' and leaders' ability to reevaluate, challenge, and develop the organization that they are employed in, promoting people into leadership roles early in their careers, giving leaders with less traditional experience the opportunity to run industries and initiatives, and giving everyone the necessary developmental training, organizations can foster the necessary leadership competencies.

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