Personal Growth Initiative of Millenials Woman Leader in Indonesia: a Qualitative Study

Dhini Rama Dhania
Faculty of Psychology,
Airlangga University
Dhini.rama.dhania-
2019@psikologiunair.ac.id

Suryanto
Faculty of Psychology,
Airlangga University
suryanto@psikologi.unair.ac.id

Fendy Suhariadi
Faculty of Psychology,
Airlangga University
fendy.suhariadi@psikologi.unair.ac.id

Fajrianthi
Faculty of Psychology,
Airlangga University
Fajrianthi@psikologiunair.ac.id

Abstract

Today organizations around the world are dominated by millennial employees and are in the career development stage as leaders. Personal growth is an essential aspect of leadership, especially for female leaders who have different experiences with male leaders. When someone is consciously, intensely, and engaged in the process of personal growth, this is called a personal growth initiative that has a positive function on life and the organization. For this reason, this study aims to understand how personal growth initiatives are on millennial women leaders. This research uses a phenomenological qualitative approach. Data were collected using semi-structured interviews with 5 millennial women leaders. The results show three main themes: (1) There are different meanings related to personal growth initiatives in female leaders, (2) There are several obstacles that originate from outside and within millennial women leaders in the process of personal growth initiatives, (3) factors which drives the personal growth initiative of millennial women leaders comes from internal and external factors. The findings in this study are expected to be a meaningful contribution to understanding the personal growth initiative of millennial women leaders.

Keywords: *Personal growth initiative, millenials woman leaders, qualitative study.*

Introduction

The strategic role of leadership in organizational performance is the reason why this topic continues to be examined in research and practical studies. Leadership and management are two different things, but both are important for organizational success. Leaders without managerial skills will have difficulty managing tasks and achieving their vision. Conversely

Journal of Educational, Health and Community Psychology
Vol 10, No 1, 2021 E-ISSN 2460-8467

**Dhania,
Suryanto,
Suhariadi,
Fajrianthi.**

managers without the ability to lead will be hampered in influencing employees in achieving organizational goals (Hejase, Haddad, Hamdar, Massoud & Farha, 2013).

Leadership studies have shown that men and women have the same potential to be effective leaders. This means that there are no gender differences in leadership effectiveness (Paustian-Underdahl, et al., 2014). The results of several surveys both abroad and in Indonesia show an increase in the number of female leaders in organizations. Based on Grant Thornton International Business Report (IBR) in 2017 it is known that globally the percentage of Indonesian women who occupy senior manager positions ranks second highest in the world. This is also supported by data from the Central Statistics Agency (BPS) in 2019, where women who served as managers increased from year to year, for example in 2018 amounting to 28.97% increased to 30.63% in 2019. Research results in various countries as well as in Indonesia show an increasing number of female leaders in organizations, but the data also show that the number of male managers still dominates.

Today organizations around the world are dominated by millennial employees (Twenge & Stacy, 2008; Graen & Grace, 2015). They are a group of individuals who were born between 1980 and 1999 and are in the stage of career development as leaders (Lavelle, 2016). According to Weber (2017) this generation is stated in various literatures to have a different color from the previous generation. Millennials give up more easily in the face of challenges because they were raised in an era of technology that affects their unique character. According to Schaefer (2017) millennials have quick characteristics in making decisions, instant action, want to get results immediately, tend to think in the short term, are easily bored with an activity, tend to pursue comfort and choose to do what they really like. If they feel depressed, they will quickly avoid the situation by leaving the organization and position. This is also done by millennial female leaders, where they have an easy attitude that makes them choose to give up promotions to leadership positions to avoid corporate politics, sexist behavior, and incompatible challenges (Lavelle, 2016).

Based on these problems, researchers conducted interviews with 5 female leaders aged 28, 29, 31, 32 and 34 years at a manufacturing company in Jepara. Interviews were conducted on January 28, 12 and February 14, 2020. The results found that their problems in leading also included issues related to social norms and dual roles as working wives / mothers. Based on the

Journal of Educational, Health and Community Psychology
Vol 10, No 1, 2021 E-ISSN 2460-8467

**Dhania,
Suryanto,
Suhariadi,
Fajrianthi.**

age of the subjects interviewed, they can be classified as millennial generation. Nowadays organizations around the world are dominated by millennial employees (Twenge, Jean & Stacy, 2008; Graen & Grace, 2015). They are a group of individuals born between 1980 and 1999 and are at the stage of career development as leaders (Lavelle, 2016).

Weber (2017) stated that this generation in various literatures has different characteristics from the previous generation. Survey from The Business School for the world (2020), more than 50% of women creating millennials in Asian countries are not interested in leadership positions. This is because they are not confident in their abilities, and are also worried about disrupting the work-family balance compared to creating others. Based on the explanation above, it can be seen that currently in preparing leadership, organizations face the challenge of managing millennial generation whose characteristics are different from previous generations. Especially the attitude of those who tend to give up easily, not confident and leave the organization when facing various problems (Ng & Johnson, 2015; Lavelle, 2016.). This challenge becomes even greater when organizations develop women's leadership. Women's competence and performance are known to have no difference with men, but they face classic problems in the form of obstacles from social norms, the division of work and household roles and organizational conditions that are less conducive to their roles (discrimination, glass ceiling). In such conditions, the attitude of the millennial generation who tends to give up easily will make it difficult for them to be developed into leaders.

Millennial generation not only has negative characteristics such as the tendency to give up easily and leave the organization when facing various problems (Ng & Johnson, 2015; Lavelle, 2016.). They also have positive characteristics, including being skilled in sophisticated technology, like working in teams, communicating openly and straightforwardly (Schaefer, 2017). Another characteristic of millennial generation is having high achievement motivation and being optimistic. In their work environment they like flexibility, motivated by work-life balance, training and development, social and environmental responsibility and more respect for diversity (Schaefer, 2017). A positive attitude towards differences makes them assess gender

**Journal of Educational, Health and Community Psychology
Vol 10, No 1, 2021 E-ISSN 2460-8467**

**Dhania,
Suryanto,
Suhariadi,
Fajrianthi.**

equality is very important in achieving career success and to be promoted to become a leader (Flood & Webster, 2015; Lavelle, 2016). Other millennial characteristics are more oriented towards developing potential rather than overcoming weaknesses. This orientation is also in accordance with the Positive Psychology approach, which is an approach that focuses more on developing individual strengths rather than overcoming weaknesses.

The issue of millennial generation in the work environment has become a serious topic of discussion. In 2013, the University of California and the London School of Business, conducted big data research in following up on findings from the Price Waterhouse Coopers survey agency on critical issues in millennial generation. Based on the results of two years of research, it is known that the talent management strategy used in the 20th century is no longer compatible with the values and expectations of professional / millennial employees, so it is recommended to design a different approach to managing employees of millennial generation (Levenson, 2010; Myers & Sadaghiani, 2010).

In managing millennial generation, it is necessary to consider how environmental factors influence the characteristics of the millennial generation. According to Graen & Grace (2015) the characteristics of millennial generation that are different from previous generations are influenced by global environmental conditions that took place in the 1980s. The Positive Psychology Movement developed globally in the 1980s, an important issue at the beginning of its development was regarding positive self-images. This encourages parents to treat their children as special individuals with many giving praise and appreciation (Drew, 2015). Positive Psychology Movement makes parents tend to treat children as peers and protect them from various things that can damage a child's positive self-concept. Positive Psychology also not only affects parenting but also schools, religious institutions, social activities and even universities in treating millennial generation (Graen & Grace, 2015).

Positive Psychology continues to influence the global environment today. The development of self-concept and positive self-assessment becomes more considered than in the past (Bandura

**Journal of Educational, Health and Community Psychology
Vol 10, No 1, 2021 E-ISSN 2460-8467**

**Dhania,
Suryanto,
Suhariadi,
Fajrianthi.**

Barbaranelli, Caprara & Pastorelli, 2001; Henderson et al., 2006). Research shows that millennials have higher levels of self-esteem than previous generations (Ng & Johnson, 2015). Positive Psychology has the main idea that is, the idea of positive feelings and doing something well (doing well). The point is positive reinforcement of the individual's self-concept psychologically will strengthen feelings of happiness and ability (efficacy). The goal is to teach children to respect and treat others based on opportunities for self-development. This concept continues to develop in daily life both at home, school, work, social environment and others. It is hoped that a culture will be built where individuals will be valued and given reinforcement to participate and contribute to the slightest positive thing (Seligman, 2006; Trzesniewski & Donnellan, 2010). On the other hand, the economic conditions of middle class people have experienced growth that supports the development of self-confidence and economic security. Technological development and innovation also make children get various facilities in getting and doing things quickly (Graen & Grace, 2015).

Based on the explanation above, management of millennial generation requires an approach that is more focused on developing strengths rather than overcoming weaknesses. In the case of developing women's leadership, organizations can develop various positive millennial characteristics. In addition to the positive characteristics mentioned earlier, they also have a more positive attitude towards gender equality than the previous generation. The value of respecting differences makes them assume that gender equality is very important in achieving career success and when promoted to become a leader (Flood, 2015).

One concept that is rooted in Positive Psychology is personal growth (Le Cunff, 2019). Personal growth is the main pillar in psychological well-being. This concept is one of the six factors of psychological well-being developed by Ryff & Keyes (1995). Personal growth is a life-long process of developing self-awareness, identity, talents as human capital in achieving quality of life and the best performance at work (LeCunff, 2019).

Journal of Educational, Health and Community Psychology
Vol 10, No 1, 2021 E-ISSN 2460-8467

Dhania,
Suryanto,
Suhariadi,
Fajrianthi.

In various leadership development programs, the main concern is personal growth. To be effective in leading others, one must be able to lead himself. Becoming more aware of yourself is the basis for leading yourself and others. Awareness of strengths and weaknesses that are owned will facilitate a person to carry out development programs (Odom, Boyd & Williams, 2012). Leadership development is a process of personal growth (personal growth) that is sustainable. One of the main components of leadership development is personal growth (Odom, Boyd & Williams, 2012).

According to Githens (1996) personal growth is an essential aspect of leadership, especially for female leaders who have different experiences from male leaders. Andajani, Sokang, and Hadiwirawan (2002) stated that women leaders are faced with the task of managing in the company but on the one hand they are also faced with the role of being a good wife and also a mother who is dedicated to her family. For this reason, Ahouari (2003) in his research related to personal growth in female managers stated the importance of personal growth in female managers because personal development can answer the challenges of work and social environment.

In the world of work, most personal growth frameworks are based on models where individual weaknesses are valued as the greatest opportunity for growth (Stander, Mostert & de Beer, 2014). This framework can be used by management in managing personal growth. In the current working conditions where individuals are confronted with various challenges and demands for change, they must continuously improve their knowledge and skills. This condition has traditionally been intervened by organizations gradually. This intervention needs to be changed to a more voluntary and sustainable approach by involving individuals to actively achieve its effectiveness (Hurtz & Williams, 2009). Various research results show that with personal growth individuals will actively use their ability to adjust and manage the situation (Hennessy & Sawchuk, 2003).

Journal of Educational, Health and Community Psychology
Vol 10, No 1, 2021 E-ISSN 2460-8467

Dhania,
Suryanto,
Suhariadi,
Fajrianthi.

Personal growth is a change in the individual that includes aspects of affection, cognitive and behavior that are generally positive and make individuals more complete and fully functioning (fully functioning) (Prochaska & DiClemente, 2005). Personal growth is a context driven phenomenon where individuals can set personal growth goals in achieving selected goals for example completing studies at certain strata, achieving something that is considered important by individuals and changing certain behaviors (Jain et al., 2015). According to DeCarvalho (1990) individuals who are most ready for change throughout their life span are those who have a high degree of intentionality in the growth process. Related to this construct, personal growth initiative is important. Personal growth initiative is a concept that describes the process by which individuals are actively and intensely bound in the process of personal change in a domain of life (Robitschek, 1999). This concept involves cognition, behavior, attitude and motivation (Robitschek et al., 2009). Personal growth initiatives are displayed when individuals actively seek out personal growth experiences and have the intention to involve themselves in the development process (Le Cunff, 2019).

Empirical studies of literature review results prove that personal growth initiatives are associated with several positive functions within individuals and within organizations. For example, several research results show that personal growth initiative influences the meaning of life and also life satisfaction in individuals (Ayub & Iqbal, 2012; Shigemoto, et al., 2017). The discovery of the meaning of life requires a long process where personal growth is needed by individuals in perceiving a positive meaning of life and finding satisfaction in life. Vaksalla & Hashimah (2015) stated that personal growth initiatives are also beneficial in the organizational realm. Personal growth initiative involves openness to change and adapt to the good things in life (Meyers, et al., 2015) so that it allows a person not to give up easily in the learning process which in turn increases engagement with the company.

Various studies above note that personal growth initiatives are associated with various positive functions in life, for that we need an understanding by using qualitative methods to get more in-depth information on how personal growth initiatives in millennial leaders of women. The questions in this study are:

Journal of Educational, Health and Community Psychology
Vol 10, No 1, 2021 E-ISSN 2460-8467

Dhania,
Suryanto,
Suhariadi,
Fajrianthi.

a) How does the understanding of the meaning of millennial generation women leaders relate to the personal growth initiative?

b) What are the difficulties experienced by millennial generation women leaders in Indonesia in the process of personal growth initiative?

c) What factors influence the development of personal growth initiatives of millennial generation women leaders in Indonesia?

Method

Design

This study uses a qualitative method with a phenomenological approach. Phenomenologist are studies that illustrate the general meaning of various life experiences, concepts or phenomena of several individuals (Creswell, 2015). The focus of this study is to answer the question of how millennial generation women leaders interpret personal growth initiatives in their lives.

Participants

The number of participants in this study was five, approached through purposive sampling. Participants are chosen based on the following characteristics namely, first, female leader in a profit company, because leadership opportunities and career growth in profit organizations are different from opportunities in the non-profit sector. Profit organizations often have career ladders that move upward, while nonprofits are characterized by a spiral pattern, moving employees to different positions (Ban, et al., 2003). Second, having a family (minimum spouse).

Third, the female leadership limits used in this study range from line management to top management. Fourth, a millennial generation or Generation Y/NetGen, born between 1981-1995 (Oblinger, 2005).

Demographic Overview of Participants

Participants in this study work in profit companies engaged in different fields, (manufacturing, pharmacy, finance), age, position, marital status, and different years of service. Participant 1 (S1) aged 36 years, Bachelor, 11-year tenure, served as Marketing Manager. Participant 2 (S2) aged 27 years, Bachelor, served as a supervisor in a finance company. Participant 3 (S3) aged 35

years, Bachelor, 5-year tenure, served as marketing manager in a pharmaceutical company. Participant 4 (S4), 30 years old, served as head of HRD in a manufacturing company, working for 4 years. Participant 5 (S5) aged 28 years, Bachelor, 8-month work period, served as a production supervisor in a manufacturing company.

Data Collection

All participants were told that the interview was intended for research, and beforehand, participants were asked to be willing to participate in this study. The researcher also explained that participation in this study was voluntary, they could stop the interview at any time and not participate further. Interviews were conducted in different places in accordance with the agreement with the participants, some were at the participant's workplace and participant's home, recorded and transcribed verbatim. The type of interview conducted is a semi-structured interview.

Data analysis

The stages of data analysis are carried out in the following steps: recording, making verbatim transcripts, formulating emerging themes, formulating higher themes, inter-participant cases / interpersonal patterns (La Kahija, 2017). This study uses a review and question and answer procedure with co-workers and participants' families.

Result

After analysis, three themes emerge: (1) Millennial women leaders feel that the process of personal growth is a process that requires a struggle, a long time. For this reason personal growth initiatives are needed to remain engaged in the process of personal growth that is needed in their role as leaders in the company and the environment around them. However, female leaders have different meanings regarding the personal growth initiative (2) there are some difficulties they feel in the personal growth initiative process and (3) there are factors that drive the development of their personal growth initiative. Personal growth initiative is needed

Journal of Educational, Health and Community Psychology
Vol 10, No 1, 2021 E-ISSN 2460-8467

**Dhania,
Suryanto,
Suhariadi,
Fajrianthi.**

by millennial generation women leaders in facing challenges both in their roles as leaders in the company, roles as mothers, wives at home and their role in the social environment.

The interview found a general understanding of the reasons for the personal growth initiatives of millennial generation women leaders, because they realize that their role as leaders is different from male leaders. The need to face this big challenge makes them aware that the role of leader and at the same time the role in the domestic realm requires them to remain aware, active, engaged in their own growth process. Apart from the importance of personal growth, initiatives in the role of millennial generation women leaders, millennial generation women leaders show an understanding of different meanings in their personal growth initiative motivation, some female leaders show different meanings in personal growth initiatives, some millennial generation women leaders feel positive highly motivated spirit to remain engaged in their personal growth processes. As stated by the Subject (S1)

"I feel to be able to grow into a better person, it is not an instant process that needs a long process. I have always been accustomed to living full of challenges, so that to face the challenges I feel next is not difficult for me, and I am optimistic that I can overcome life's challenges as long as we want to stay focused and consistent in the process of personal growth "(S1)

In addition to (S1), positive meanings related to personal growth initiatives were also expressed by two other participants such as feeling challenged in their personal growth processes, feelings of joy and enthusiasm are reflected in the statement below.

"I like a dynamic life, I feel there are challenges if there are tasks, problems that make myself grow better than before ..." (S3); In the current position we cannot just monotone struggling on the same job. Every day we are faced with new problems if we don't want to try to update our abilities, I'm sure we will be left behind ... "(S4).

Several other millennial generation women leaders have a negative understanding of the meaning associated with personal growth initiatives, such as the existence of thinking that is too saturated, tired, pessimistic with the process of personal growth illustrated by the statement by the two millennial women leaders as follows:

**Journal of Educational, Health and Community Psychology
Vol 10, No 1, 2021 E-ISSN 2460-8467**

**Dhania,
Suryanto,
Suhariadi,
Fajrianthi.**

"To be able to focus, be consistent, and be bound in the process of personal growth is a process that is not easy for me, because I am lazy to get out of my comfort zone all this time ..." (S2); "All this time, I have been confronted with tasks that have consumed my mind, which makes my mood fluctuate, sometimes I am excited, sometimes bored, so to focus, staying bound in the process of personal growth is very difficult for me ..." (S5).

Difficulties experienced by millennial generation women leaders in the process of personal growth initiative

Several themes were found on the same factors which were felt to be obstacles or difficulties that hampered the personal growth initiative of millennial generation women leaders. The same factor was revealed by five millennial generation women leaders namely the difficulties of external factors related to challenges from outside themselves, which cannot be avoided. External difficulty factors The female leadership generation comes from a large family who demands that I have free time with my family, a partner who limits my desires and aspirations, and company policies that differentiate it from male leaders related to welfare and also lack confidence and autonomy in carrying out responsible, namely:

"All this time I felt that my extended family, like parents, demanded a lot of free time for my family ..." (S1); The spouse sets limits on the choices or decisions I make ... "(S2, S3); Company policies often make a difference with male leaders, and I also feel deprived of confidence in decision making... "(S4, S5)

Another difficulty felt by millennial generation women leaders comes from internal, namely from the personal side and the ability of the individual himself:

"I feel that all this time my own competency abilities are hampering the process to remain consistent in the process of my personal growth, I'm a person who is easily bored ... (S2); The lack of financial ability makes me less able to develop my abilities, when I want to develop with the ability to be more I'm stuck in financial conditions ... '(S1).

Journal of Educational, Health and Community Psychology
Vol 10, No 1, 2021 E-ISSN 2460-8467

**Dhania,
Suryanto,
Suhariadi,
Fajrianthi.**

Factors driving the personal growth initiative of millennial generation women leaders

Several themes are found on the same factors that drive the process of personal growth initiatives of millennial generation women leaders. The same factor was revealed by five millennial generation women leaders namely the existence of external factors associated with external challenges, which cannot be avoided which eventually can be understood and become the driving force to be attached to personal growth.

Family factors are reflected in the statements of 5 millennial generation women leaders (S1, S2, S3, S4, S5). Family support especially partner support expressed by (S1, S2, S3, S4), extended family support such as parents, relatives expressed by (S4, S5). Other external factors that influence the personal growth initiative of millennial generation women leaders, namely company factors that are reflected in the statements of the five subjects (S1, S2, S3, S4, S5) corporate support such as corporate policy support expressed by (S1, S2, S3, S5), leadership support was also expressed by (S2, S4, S5), the relationship of friends and subordinates is a factor that is felt to have an influence on personal growth initiatives for millennial leaders of women as expressed by (S1, S3).

Support from spouse as expressed by the subject:

"I am very grateful to have a spouse who gives me the freedom to do the work I want ... (S1); "My spouse doesn't demand a lot of work at home, so I don't have much to do with household chores so I can also focus on office work .... (S2); "For work at home, including caring for children, my spouse is very cooperative and can be taken in turns ... (S3); My spouse really encouraged me to work because he felt very helped financially when I was working .... (S4).

Support from extended family as expressed by the subject:

"My parents really support me for my career so that when I have problems at work my parents are often the place to talk to me .... (S4)," One form of family support for me is that my extended family does not require me to spend much. time with them .... (S5).

Support from company policies as expressed by the subject:

"I hope that the company does not differentiate between policies with male leaders, such as providing facilities and welfare .... (S1)", I really feel trusted when I was given the authority to be given the

Journal of Educational, Health and Community Psychology
Vol 10, No 1, 2021 E-ISSN 2460-8467

**Dhania,
Suryanto,
Suhariadi,
Fajrianthi.**

freedom to carry out my duties …. (S2) "," *The company always invites discussions and asks all leaders for opinions when making decisions, this motivates me to take part in providing input for the progress of the company … (S3)* "," *When my work is appreciated, I become excited to be able to develop myself. so that it can work even better … (S5)".*

Support from the leadership as expressed by the subject:

 "I also have superiors who can discuss, provide input or solutions when I have problems both work and family … (S2)", "My leader is very wise so he becomes my role model in carrying out tasks … (S4) "My leadership is very supportive of whatever decisions I make, so I really maintain their beliefs … (S5)".

Support from colleagues and subordinates as expressed by the subjects:

"I am very happy to work together with a solid team that supports each other, provides solutions, is pleasant to discuss, and is cooperative … (S1)". I am fortunate to have subordinates who I can work with, respond to my orders, and don't hesitate to ask questions, because when they ask questions makes me motivated to learn new things again … (S3)".

Internal factors originating from the subject are known to influence the process of developing personal growth initiatives, internal factors are considered important because motivation that comes from within the self is a prime mover of a person which is illustrated as follows:

"I am very motivated to always develop myself in a better direction by updating knowledge to support my ability as a leader … (S1, S3); During this time I keep to focus consistently on self-development by maintaining my mood … (S5).

Based on the component of personal growth initiative according to Robitscheck (2012), millennial generation women leaders (S2, S3, S5) state that in the process of personal growth initiative a round and consistent intention is needed in the process of changing themselves into someone who is better or positive. As a leader, it is considered important to be able to lead and develop himself so that he can set an example to his subordinates so that with a unanimous intention to remain consistent in the process of growth he will have a positive impact on himself and his environment. Careful planning to make decisions is also needed in self-growth, so when you have careful planning someone will be able to focus on the process of personal

Journal of Educational, Health and Community Psychology
Vol 10, No 1, 2021 E-ISSN 2460-8467

**Dhania,
Suryanto,
Suhariadi,
Fajrianthi.**

growth (S1, S4). The use of both personal and external support resources was also felt to be important for the five subjects.

Discussion

Personal growth initiative (PGI) develops based on one dimension of psychological wellbeing (Ryff & Keyes, 1995). Personal growth along with other dimensions, namely self-acceptance, positive relationships with others, autonomy, mastery of the environment, the purpose of life compose psychological wellbeing dimensions. Apart from the psychological wellbeing dimension, Personal growth initiative can be understood as a personal resource that includes a set of skills to contribute to making changes that encourage positive development in humans (Weigold, et al, 2018).

Based on the results of interviews related to the personal growth initiative, millennial generation women leaders have different meanings in viewing personal growth initiatives, these differences can be grouped into two meanings, namely positive meanings and negative meanings. In the positive meaning it is known that personal resources are understood as the skills and positive evaluation of individuals regarding their ability to control the impact of the environment. When individuals see personal growth initiative with negative meaning as a heavy thing, it is difficult because the process of self-growth is a long process that sometimes feels tiring, saturating and difficult to be consistent. This is because a person has a different mindset in interpreting life's challenges (Hammond & Zimmerman, 2012).

In the process of change in a person consists of several kinds, namely the process of change unconsciously and unintentionally, conscious and accidental changes are generally the result of environmental pressures that can also spur someone's personal growth. But from the process of change one has little control over how the process of change occurs (Robitschek & Kashubeck, 1999). The difference between conscious and unconscious processes that are not intentional and personal growth initiatives is important, because the process of unintentional

Journal of Educational, Health and Community Psychology
Vol 10, No 1, 2021 E-ISSN 2460-8467

**Dhania,
Suryanto,
Suhariadi,
Fajrianthi.**

personal growth is negatively related to the human welfare index and their positive development. While the personal growth initiative process positively related to increasing the level of well-being and positive development of individuals (Robitschek, 1998).

From the results of subsequent interviews it was found that the difficulties experienced by millennial women leaders consisted of difficulties originating from within the subject such as self-competence, willingness, and always seeing self-weaknesses, so that they lacked confidence during the process of personal growth. In the framework of personal growth, the absence of formal self-assessment as self-evaluation can lead to self-criticism if it focuses on weakness. In addition to internal factors that hinder the process of personal growth initiative millennial leaders, it is known that factors outside the subject's self also contribute to inhibiting the process of personal growth initiatives such as family demands that are beyond the subject's abilities, restrictions on the partner in realizing the subject's wishes, as well as job factors such as company policies that are not pro personal growth of employees, colleagues, or subordinates are organizational factors that hinder the personal growth initiative of millennial generation women leaders. According to Hammond and Zimmerman (2012) proving that if the self-assessment focuses on weaknesses it can be counterproductive which causes frustration and one cannot place the focus on the next strategy to improve performance.

With a strength-based mindset, a person will have a different mindset in interpreting life's challenges (Hammond & Zimmerman, 2012). The belief that everyone has unique potential and strengths and abilities that will determine their personal growth is not their limitation. In the interview results it is known that to develop a personal growth initiative there are several factors that encourage such as from within the subject such as motivation in themselves, the intention to overcome challenges, planning, realistic goals. This refers to the understanding of personal growth initiatives as personal resources refers to individual skills to promote the development of intentional personal change, which is consciously planned by the people who do it (Weigold, et al, 2018). In addition to internal factors, external support also plays a role in the development of personal growth initiatives for millennial women leaders, namely family support,

Journal of Educational, Health and Community Psychology
Vol 10, No 1, 2021 E-ISSN 2460-8467

Dhania,
Suryanto,
Suhariadi,
Fajrianthi.

partner support, and organizational support, especially in providing autonomy freedom about what they want to achieve. In relationships with other people, one needs to know that there are people who care and will provide unconditional support for them and this is useful for supporting change and capacity building. Someone also needs support and resources that include people, organizations, information, and knowledge in order to increase one's strength.

Acknowledgments

Declaration of interest statement

This research can be used as a source of reference in organizations in relation to the development of the role of women leaders, especially in millennials who are the largest generation who will fill jobs and who will be prepared to be developed into leaders. By understanding how the meaning of personal growth, the difficulties encountered and the factors driving the development of personal growth initiatives for millennial generation women leaders will help organizations,especially in designing appropriate interventions in leadership development programs for women. However, this study has a limited number of participants so that it can be developed in future studies to use more participants so that it gets a much broader picture.

Reference

Ahouari, Z. (2013). The woman manager at work: Between personal growth and professional development. *The European Journal of Social & Behavioural Sciences* (ISSN: 2301-2218).

Andajani, S., Sokang, A., & Hadiwirawan, O. (2016). Women's leaderships in Indonesia: Current discussion, barriers, and existing stigma. https://www.researchgate.net/publication/30154

Alignleadership. (2015). *Woman leaders across generations. Their leadership Journey, differences, and similarites.* https://alignleadership.com/.

Ayub, N., & Iqbal, S. (2012). The relationship of personal growth initiative, psychological wellbeing, and psychological distress among adoloscent. *Journal of Teaching in Physical Education* 1(6), 101-107.

Badan Pusat Statistik. (2019). *Jabatan manager berdasarkan jenis kelamin.* https://databoks.katadata.co.id/datapublish/2019/12/10/perempuan-mulai-diperhitungkan-menjabat-manajer

Ban, C., Drahnak-Faller, A., & Towers, M. (2003). Human resource challenges in human service and community development organizations: Recruitment and retention of professional staff. *Review of Public Personnel Administration*, 23(2), 133–153. https://doi.org/10.1177/0734371X

Bandura, A., Barbaranelli, C., Caprara, G. V., & Pastorelli, C. (2001). Self-efficacy beliefs as shapers of children's aspirations and career trajectories. *Child Development, 72*(1), 187–206. https://doi.org/10.1111/1467-8624.00273

Creswell, John W. (2014). *Research design, qualitatives, quantitative, and mixed methods approcahes* (Fourth Edition). United State of America: Sage Publications.

DeCarvalho, R. J. (1990). The growth hypothesis and self-actualization: An existential alternative. *The Humanistic Psychologist,* 18(3), 252–258. https://doi.org/10.1080/08873267.1

Drew, A. (2015). Talkin' about your generation. *Observer, 28,* 1. Retrived from https://www.psychologicalscience.org/observer/talkin-about-your-generation

Flood, M., & Webster, K. 2015. Framework foundations 1: A review of the evidence on correlates of violence against women and what works to prevent it. https://www.researchgate.net/publication/285143693

Githens, S. (1996). *Listening to women's voices; exploring the connection between leadership.* Personal Growth and Mountaineering. Seattle University

Journal of Educational, Health and Community Psychology
Vol 10, No 1, 2021 E-ISSN 2460-8467

**Dhania,
Suryanto,
Suhariadi,
Fajrianthi.**

Graen, G., & Grace, M. (2015). Positive industrial and organizational psychology: Designing for tech-savvy, optimistic, and purposeful millennial professionals' company cultures. *Industrial and Organizational Psychology, 8*(3), 395-408. doi:10.1017/iop.2015.57.

Grant Thornton International Business Report. (2017). Woman in business. New perspectives on risk and reward. https://www.grantthornton.global/en/insights/articles/women-in-business-2017/

Hammond, W., & Zimmerman, R. (2012). *A Strengths-based perspective.* Resiliency Initiative Institute.

Hejase, H., Haddad, Z., Hamdar, B., Massoud, R., & Farha, G. (2013). *Female leadership: An exploratory research from Lebanon.* Available online: Researchgate.net (accessed on 12 September 2018).

Henderson, C. E., Dakof, G. A., Schwartz, S. J., & Liddle, H. A. (2006). Family functioning, self-concept, and severity of adolescent externalizing problems. *Journal of Child and Family Studies, 15*(6), 719–729. https://doi.org/10.1007/s10826-006-9045-x

Hennessy, T. and Sawchuk, P.H. (2003). Worker responses to technological change in the Canadian public sector: issues of learning and labour process. *Journal of Workplace Learning*, Vol. 15 No. 7/8, pp. 319-325. https://doi.org/10.1108/13665620310504792

Hurtz, G. M., & Williams, K. J. (2009). Attitudinal and motivational antecedents of participation in voluntary employee development activities. *Journal of Applied Psychology, 94*(3), 635–653. https://doi.org/10.1037/a0014580

La Kahija, Y. F. (2017). *Penelitian fenomenologis: Jalan memahami pengalaman hidup*. Jogjakarta: Kanisius.

Lavelle, L. (2016*). Millennial women in leadership: a new generation of women still facing gender inequalities in business leadership*. Unpubished disertation. Pepperdine University.

Le Cunff, A. (2019). Mindframing: A proposed framework for personal growth. https://www.researchgate.net/publication/335771617

Levenson, A. R. (2010). Millennials and the world of work: An economist's perspective. *Journal of Business and Psychology*, 25(2), 257–264. https://doi.org/10.1007/s10869-010-9170-9

Myers, K. K., & Sadaghiani, K. (2010). Millennials in the Workplace: A communication perspective on millennials' organizational relationships and performance. *Journal of Business and Psychology, 25*(2), 225–238. https://doi.org/10.1007/s10869-010-91727.

Meyers, M. C., van Woerkom, M., de Reuver, R. S. M., Bakk, Z., & Oberski, D. L. (2015). Enhancing psychological capital and personal growth initiative: Working on strengths or deficiencies. *Journal of Counseling Psychology*, *62*(1), 50–62. https://doi.org/10.1037/cou0000

Ng, E. S. W., & Johnson, J. M. (2015). Millennials: Who are they, how are they different, and why should we care? In R. Burke, C. Cooper, & A.-S. Antoniou. *The Multi-generational and Aging Workforce* (pp. 121–137). Edward Elgar Publishing. https://doi.org/10.4337/978178347

Oblinger, D. & Oblinger, J. (Ed.). (2005). *Educating the net generation.* Retrieved from EDUCAUSE Resource Center website: http://www.educause.edu/ir/library/pdf/pub7101.pdf.

Odom, S. F., Boyd, B. L., & Williams, J. (2012). Impact of personal growth projects on leadership identity development. *Journal of Leadership Education, 11*(1), 49–63. https://doi.org/10.12806/V11/I1/RF3

Ohlott, P. J., Ruderman, M. N. & McCauley, C. D. (1994). Gender differences in managers' developmental job experiences. *Academy of Management Journal, 37*(1), 46-67.

Paustian-Underdahl, S. C., Walker, L. S., & Woehr, D. J. (2014). Gender and perceptions of leadership effectiveness: A meta-analysis of contextual moderators. *Journal of Applied Psychology, 99(6)*, 1129–1145. https://doi.org/10.1037/a0036751

Prochaska, J. O., & DiClemente, C. C. (2005). *The transtheoretical approach.* In J. C. Norcross & M. R. Goldfried (Eds.), *Oxford series in clinical psychology. Handbook of psychotherapy integration* (p. 147–171). Oxford University Press. https://doi.org/10.1093/med:psych/9780195

Robitschek, C. (1998). Personal growth initiative: The construct and its measure. *Measurement and Evaluation in Counseling and Development*, *30*(4), 183–198. https://doi.org/10.1080/07481

Robitschek, C., & Kashubeck, S. (1999). A structural model of parental alcoholism, family functioning, and psychological health: The mediating effects of hardiness and personal growth orientation. *Journal of Counseling Psychology, 46*(2), 159–172. https://doi.org/10.1037/0022-0167.46.2.159

Robitschek, C., & Keyes, C. L. M. (2009). Keyes's model of mental health with personal growth initiative as a parsimonious predictor. *Journal of Counseling Psychology*, *56*(2), 321–329. https://doi.org/10.1037/a0013954.

Ryff, C. D., & Keyes, C. L. M. (1995). The structure of psychological well-being revisited. *Journal of Personality and Social Psychology, 69*(4), 719–727. https://doi.org/10.1037/0022-3514.69.4.719.

Schaefer, C. D. (n.d.). *Factors contributing to millennial turnover rates in department of defense (DOD) organizations.* Unpublished dissertation. Florida Institute of Technology.

Journal of Educational, Health and Community Psychology
Vol 10, No 1, 2021 E-ISSN 2460-8467

Dhania,
Suryanto,
Suhariadi,
Fajrianthi.

Seligman, Martin & Rashid, Tayyab & Parks, Acacia. (2006). Positive psychotherapy. *American Psychologist, 61.* 774-784.

Shigemoto, Y., Low, B., Borowa, D., & Robitschek, C. (2017). Function of personal growth initiative on posttraumatic growth, posttraumatic stress, and depression over and above adaptive and maladaptive rumination: Function of PGI. *Journal of Clinical Psychology, 73*(9), 1126–1145. https://doi.org/10.1002/jclp.22423.

Stander, F. W., Mostert, K., & de Beer, L. T. (2014). Organisational and individual strengths use as predictors of engagement and productivity. *Journal of Psychology in Africa, 24*(5), 403–409. https://doi.org/10.1080/14330237.2014.997007

Trzesniewski, K. H., & Donnellan, M. B. (2010). Rethinking "generation me": A study of cohort effects from 1976-2006. *Perspectives on Psychological Science, 5*(1), 58–75. https://doi.org/10.1177/1745691609356789.

Twenge, Jean M., and Stacy M. Campbell. (2008). Generational differences in psychological traits and their impacton the workplace. *Journal of Managerial Psychology, 23,* 862–77.

Vaksalla, A., & Hashimah, I. (2015). How hope, personal growth initiative and meaning in life predict work engagement among nurse in Malaysia private hospital. *International Journal of Arts & Sciences, 8*(2)321–378.

Weigold, I. K., Boyle, R. A., Weigold, A., Antonucci, S. Z., Mitchell, H. B., & Martin-Wagar, C. A. (2018). Personal growth initiative in the therapeutic process: An exploratory study. *The Counseling Psychologist, 46*(4), 481–504. https://doi.org/10.1177/0011000018774541

Weber, J. (2017). Discovering the millennials' personal values orientation: A comparison to two managerial populations. *Journal of Business Ethics, 143,* 517–529 https://doi.org/10.1007/s10