Millennial's Leadership Development: A Systematic Literature Review

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Abstract

Leadership development is crucial to preparing millennial employees as future leaders. However, due to the limitations of the papers, which discuss the topic of leadership development for millennials, this research explores existing research on the millennial leadership development concept. The typology from the literature was taken by implementing the typology agenda regarded on the setting, the approach, the theme of the research, and the antecedent of the millennials' leadership development. Current research implicates a lack of study on millennials' leadership development, especially the precursors of millennial leadership development. The result confirms that there has not been depth research on millennial' leadership development, especially mixed-method research approaches from emerging and developing countries with various learning styles. Besides, leader support, learning environment, and facilities are antecedents of millennials' leadership development.

Keywords: Millennial, leadership development, literature review.

Introduction

Leadership development is concerned with generating a significant connection between leader and employee within a particular organization (Day et al., 2014). This concept discusses the knowledge, vision, and relation successfully of the way persons become leaders and how a team can grow their leadership capability (Day et al., 2021).

This idea highlights the development of the leadership of the workforce of an organization. Although there are various perspectives on leadership development, some propose the description of leadership development that can be alike. The original academic method of learning leadership

development is the philosophy of the great man, in which academics are concerned with discovering the leaders' leadership characteristics. The exploration of those leaders' critical characteristics is to be replicated by the others through a mentoring or simulation program (Mills-Guest & Crippen, 2021; Mostovicz et al., 2009). Through this program, academics identify the detailed roles or difficulties and facilitate leadership classification to be lectured.

Meanwhile, academics' current method concerns the developmental way, which tries to find the process of being a leader. This method aims to define the leadership development process in organizations and the application that can be executed to produce suitable leadership (Day et al., 2014). This method recommends delivering a leader's knowledge and prediction of the forthcoming as the focus of the clarification and process (Mills-Guest & Crippen, 2021; Mostovicz et al., 2009). This technique states that if there is a perfect leader due to leadership development, it continues to progress to perfection. This method claims that the strategic objectives are the independent variables that lead the action. At the same time, the strategic perspective promotes selecting the purpose that fits the person's competencies. Based on this method, learning development comprises planning and considering within and among person transformation characters and bigger working groups over an era.

The other method of leadership development knowledge is the combination of both approaches. This method claims that the value of the developing process of leadership character and the relationship between the leader and the followers are equal. Furthermore, in many organizations, the companies apply mentoring, tutoring, or action learning to the leader's development. (Day et al., 2014) While many other organizations apply reverse mentoring to promote inter-cohort connection (Nolan, 2015).

By all these descriptions, the usage of the "leadership development" term, as stated by those authors, has a similar implication to the term worker's character and capability through interaction program. The research on leadership development was recently analyzed and carried out in the research area since the value of leadership positively impacts a person's quality (Banta et al., 2021; Carroll & Firth, 2021; Gulati et al., 2020) and organization (Archibald, 2013; Garland et al., 2021; Igbaekemen & Odivwri, 2015). On the other hand, there could be program failure (Yahaya et al., 2021).

Leadership development programs, such as for baby boomers and millennials, have been used in the organizational context. The previous research (Karriker & Hartman, 2019) confirms the willingness of the participants to join that program. The concept of leadership development highlights the collaboration of stakeholders of an organization. The current study shows that leadership development involves various entities successfully conducting the program. This cooperation competence facilitates leadership development (Eva et al., 2021; Rune, 2021).

Leadership development acceleration can be an answer method for workforce development. Workforce leadership development can raise an organization's performance (Douglas et al., 2022). The critical problem is that understanding the program's effectiveness is tiny (McDonald, 2014).

As in the emerging movement of workforce development, leadership development can also be implemented by offering the method of leadership development acceleration (Graham & Woodhead, 2021). In the process of teamwork in terms of leadership development, the primary reason is the primary motive for the action of the idea. That clarifies why the research by (Eva et al., 2021; Rune, 2021) stated that workforce leadership development is not about a person. It is also about the team or the organization (Day et al., 2021).

The companies are demanding leadership developments which are a concern to the situation and in line with the company's transformation (Mabey, 2013), and discussion on the older cohorts that are retiring, then the company should prepare the leadership in the organization for the millennials (Hee & Rhung, 2019). Although there has been a literature review of leadership development as analyzed by many researchers (Ahrari et al., 2021; Falaster et al., 2020; Johnson, 2018; Kafetzopoulos, 2022; Lehtonen & Seeck, 2022; Low et al., 2019; Malik & Azmat, 2019).

The workforce nowadays consists of four cohorts. These are baby boomers, generation X, Y, and Z. The knowledge and demographic form every profile, and external factors, such as conflict, recession, and information (Ahmad & Ibrahim, 2015). Millennials are born between 1980 to 2000 (Rudolph et al., 2018). Generation Y, or millennials now, is the most significant profile of workers worldwide, or about one-fourth of the global population (Hee & Rhung, 2019). Almost half of the whole US Millenials workers will replace the earlier group. In 2025, they will be more than seventy percent of the entire

workers (Kosterlitz & Lewis, 2017). Generation Y lead in all aspect of life. They are Mark Zuckerberg on entrepreneurship, Lady Gaga in Music, and Lionel Messi in sport (Bennett, 2020).

Millennials' percentage in the office demography will surely grow worldwide and replace the baby boomers and generation X. The change in workforce configuration will significantly impact the company and workgroup variety (Stewart et al., 2017). Furthermore, the company leaders should change their management strategy for the workers regarding the various uniqueness of millennials and prior cohorts.

The demographical transformation within an organization needs a new management strategy, specifically in HR. The role of Human Resources in getting and developing the millennials will surely replace the C-suite (Bennett, 2020). This condition makes all organizational management consider shifting the management style toward millennials (Stewart et al., 2017). The millennials are connected to numerous alternative jobs, such as being a Youtuber or endorser besides a worker. Then, the organization should give millennials great benefits of working for an organization. It could be a homey office to work, facilitating the talent to be a friend of the other workers and a transparent career to reach the maximum potential (Wong et al., 2017). Besides, each organization's leaders should know the requirement of the millennials' talents as the dominants. Due to the top management producing numerous decisions affiliated with the reasoning as a role of the benefits and life knowledge they usually share, their involvement and benefits could be linked to the organizational products and their organization presentation (Bolo et al., 2011). Consequently, promising findings of the facilities and support from HR and top management are crucial in preparing millennials as future leaders. Due to their future representation within an organization will affect the various perspectives that will affect the further benefits, such as different perspectives toward competitors due to considerable knowledge (Arioglu, 2020).

However, due to the limitation of the research that constructs the theory and practice of leadership development, primarily which analyzes the millennials' leadership development deeply, the research question is "What is the current state of the art of the millennials' leadership development issue?" "What are the antecedents of millennials' leadership development?". The past study cannot examine the limitation of this issue coverage entirely. This paper will cover the analysis of leadership

development and how the study has been conducted on this issue from the context of millennial leadership development.

Method

This study's main objective is to find out the research gap on millennial leadership development and the antecedent of "millennials' leadership development." So, it is critical to limit the concerned theme of the study to be analyzed. The context of the study literature review is the "millennials' leadership development."

The approach applied is a systematic review. A systematic review is an approach to knowing, asses, and constructing the whole related result of the papers discussing specific questions, certain themes, or research areas. This approach is based on the PRISMA procedures, finding the number of papers, categorizing, and evaluating the suitability and inclusion to study.
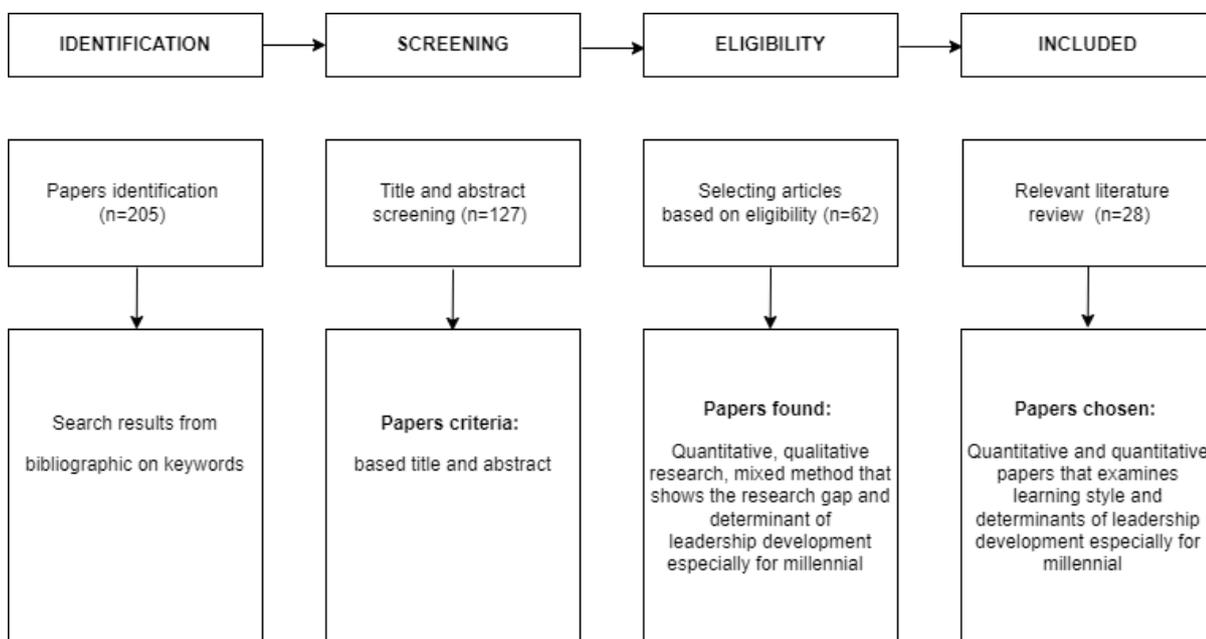

Figure 1. Literature search with the PRISMA approach (Moher et al., 2009).
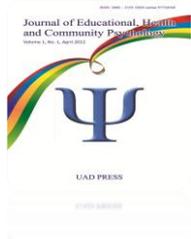
Step1: Identification

Search for papers on online bibliometrics. Searching for articles was conducted online by the keywords "leadership development" and "generation Y," or "millennials," in Google, Google Scholar, Science Direct, Research Gate, Scopus, and Proquest on June 2022. This step of searching with no restriction year finds 205 papers.

Step 2: Screening

Regarding the title and abstract, the papers issued since 2012 that concern millennials learning styles and determinants of leadership development for millennials were selected. Thus the papers were reduced to 127 articles.

Step 3: Eligibility

At the eligibility step, there 62 papers were chosen. Those papers study learning styles and determinants of leadership development for millennials in the perception of sociology, economics, management, and various scientific perspectives.

Step 4: Inclusion

The last step was to choose 28 papers that fit the criteria, namely articles investigating millennials' leadership development determinants from the management perspective.

This research focused the topic of the study on "millennials' leadership development." Therefore, prioritizing the study's topic is "millennials' leadership development." However, there are implications if the millennial leadership development idea could have a comparison regarding generation Y's leadership development. Regarded those terms, this research searched for the keywords millennials' leadership development or generation Y's leadership development.

The issue concerning the urgency of this study is "workforce leadership development." So, the main problem of this research is millennial leadership development. The urgency to concern in the research paper analyzes millennials' leadership development is crucial to explore the research gap other than the selected issue in contrast to an investigation of the extensive problem.
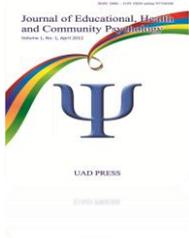
Contemplation of the definite extensive theme: "leadership development implementation in other topics," to make sure this research focus on the research topic, the selected documents also facilitate the papers related to the application of leadership development in other fields. Since leadership development comprehends the workforce, setting articles in other not exclusive to millennials is viewed as needed. Therefore, the assortment of various workforce types is appropriate for this bibliometric analysis. This regulation's application is the possibility of specifically selected articles discussing workforce leadership development.

This study's aim paper selection was made by selecting a specific research bibliography. As exposed in Figure 1, the choices from research catalogs were implemented. This study selects the papers from Google, Google Scholar, Science Direct, Scopus, and Research Gate, as those five search engines have a broad bibliography collection of the documents. The reliable and relevant exploration papers from those search engines are carefully chosen and analyzed. We rely on the paper's citation as an alternate in categorizing the articles. Nevertheless, that method may imply numerous reports and be inefficient in classifying the articles. Therefore, to discover the related papers, it is also probable to organize keywords in advance and determine the bases of the documents, such as a specific source, to limit the papers' results (Pudovkin & Garfield, 2002).

This research examines the chosen studied articles by implementing depth-paper analyses. This research also analyzed every selected report to a specific phase until we knew the core of the research information, objective, and result. Afterward, the researchers categorized the papers by types of context: "advanced and developing countries," methodology being conducted which allied to the objectives of the research, implication, and methodology being implemented by the issue's papers analyzed. Finally, this paper discussed the theme of those papers.

By the stated classification above, it is crucial to boundary the debate of this study, considering the publishers' and papers' editions. This research still requires expert perspectives to confirm the study categorization; and tools like information searching and text examination (Walczak & Kellogg, 2015). That explanation describes why a rigid-based paper categorization scheme fits the need of this research (Denyer et al., 2008).
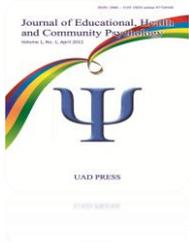
Results

There are 28 papers about management factors that influence the manifestation of leadership development for millennials, as shown in Table 1. The leadership development method for millennials varies from quantitative, qualitative, and mixed-method. Some management factors that lead to leadership development for millennials include leadership support, learning environment, and learning facilities. Most of the papers were conducted in the USA and investigated millennials as the participants.

Table 1. Reviewed Papers

No	Author (Year)	Industry	Country	Issue	Methodology			Antecedent variable	Learning style		
					Qualitative	Quantitative	Mixed		Experiential	Problem-based	Self-directed
1	Thompson & Gregory (2012)	Mixed industry	UK	Understanding management style for Millennials employees based on their stereotype	√			Leader support: attention, recognition, coaching, mentoring, developing, feedbacking, attracting, motivating, retaining; and incredibly personalized and development-orientation attention			√
2	Smith & Galbraith (2012)	Education	USA	Understanding how to motivate student employees (Millennials) based on their need		√		Leader support: retaining, feedbacking, and communicating		√	
3	Archibald (2013)	Education	USA	Understanding possible of problem-based	√			Leader support: directing, communicating,		√	

No	Author (Year)	Industry	Country	Issue	Methodology			Antecedent variable	Learning style		
					Qualitative	Quantitative	Mixed		Experiential	Problem-based	Self-directed
				pedagogy for teaching the concept of vision							
4	Ferri-Reed (2014)	Mixed Industry	USA	Proposing the concept of "millenializing" the organization's ethos	√			Leader support: train, motivate, retain			√
5	Nolan (2015)	Mixed Industry	USA	Understanding management style for Millennials employees based on their stereotype	√			Leader support: coaching and mentoring		√	√
6	Ahmad & Ibrahim (2015)	Mixed Industry	Malaysia	Knowing the leadership and characteristic of baby boomers, generation X, and Millennials employees	√			Leader support: coordination, support, philosophy, mission, values, recognizing, accepting, and managing	√		√
7	Din et al., (2016)	Education	Malaysia	Reviewing the effect of a self-directed environment on the accountability of the mentors	√			Learning environment: learning environment, teaching environment,		√	√

N o	Author (Year)	Industry	Country	Issue	Methodology			Antecedent variable	Learning style		
					Qualitative	Quantitative	Mixed		Experiential	Problem-based	Self-directed
				and the apprentices				administrative support			
8	Stewart et al. (2017)	Mixed Industry	USA	Examining how to manage Millennials employees based on their characters	√			Leaders support: manage, motivate, and retain	√	√	
9	Scott (2017)	Mixed Industry	USA	Understanding the framework for leadership development based on two designs.	√			Leader support: coaching, communication	√	√	√
10	Anderson et al. (2017)	Mixed Industry	USA	Understanding the limitation of current leadership theory for Millennials	√			Leader support: attracting, motivating, and retaining	√	√	
11	Kosterlitz & Lewis (2017)	Medical	USA	Understanding how to manage the workforce based on their generational cohort	√			Learning environment: positive reinforcement, thriving team environment, work-life balance, and transparent relationship		√	

No	Author (Year)	Industry	Country	Issue	Methodology			Antecedent variable	Learning style		
					Qualitative	Quantitative	Mixed		Experiential	Problem-based	Self-directed
12	Heslin & Keating (2017)	Mixed Industry	Australia	Understanding the effect of the variable of mindset in the learning process	√			Leader support: coaching and mentoring	√		
13	Au-Yong-Oliveira et al., (2018)	Education	Portugal	Understanding the effect of technology on the leadership of Millennials student			√	Learning environment: agile atmosphere. Learning facilities: technology adoption.	√	√	
14	Ferris et al., (2018)	Medical	USA	Understanding the effect of a leadership program on the employees	√			Leadership style of the leader and technology adoption	√	√	
15	Kim (2018)	Mixed Industry	USA	Understanding how to manage the millennials' individual habits of technology within the company	√			Learning facilities: technology adoption	√	√	
16	Rudolph et al., (2018)	Mixed Industry	Germany	Review of workforce's leadership theory, empirical study,	√			Leader support: coaching and mentoring			√

N o	Author (Year)	Industry	Country	Issue	Methodology			Antecedent variable	Learning style		
					Qualitative	Quantitative	Mixed		Experiential	Problem-based	Self-directed
				and practical implementation							
17	Erlam et al. (2018)	Medical	New Zealand	Exploring the impact of intergeneration variety on the practice of leadership development			√	Learning environment: social and environmental responsibility	√	√	
18	(Manson et al., 2019)	Medical	Saudi Arabia	Understanding the variable that affects millennial leadership			√	Learning environment: creative, innovative, and fun			√
19	Xu et al., (2019)	Hospitality	China	Exploring the process of leadership development	√			Leader support: encourage, organize	√	√	
20	Cohen (2019)	Mixed Industry	USA	Exploring the challenges in developing the workforce's leadership	√			Leader support: coaching and mentoring	√		
21	Percy-Smith et al., (2019)	NGO	Germany	Exploring the millennial's participation style in the participation action research program	√			Leader support: directing, facilitating	√	√	√

N o	Author (Year)	Industry	Country	Issue	Methodology			Antecedent variable	Learning style		
					Qualitative	Quantitative	Mixed		Experiential	Problem-based	Self-directed
22	(Betz, 2019)	USA	Medical	Exploring the workforce characteristics	√			Learning facilities: technology adoption	√		
23	Geerts et al., (2020)	Medical	UK	Understanding the variable that affects the leadership development	√			Leader support: coaching, mentoring	√		
24	Grotkamp et al., (2020)	Mixed Industry	Germany	Analyzing the Millennials leader's perception of themselves in leadership character	√			Leader support: communicating, evaluating, leading.			√
25	(Bennett, 2020)	Mixed Industry	USA	Proposing the pertinent gaps in millennials leader's preparation	√			Technology adoption. Learning facilities: technology adoption	√		
25	Baum (2020)	Service Sector	UK	Exploring the Millennials and Generation Z characters in the service industry	√			Leaders support: respond Learning facilities:	√		

N o	Author (Year)	Industry	Country	Issue	Methodology			Antecedent variable	Learning style		
					Qualitative	Quantitative	Mixed		Experiential	Problem-based	Self-directed
								technology adoption			
27	Eva et al., (2021)	Mixed Industry	Australia	Proposing multi-perception background of leadership from various entities' contribution	√			Leader support: communicating, coaching. Learning environment: informal and agile. Learning facilities: technology adoption	√	√	
28	Farhan, (2021)	Mixed Industry	United Arab Emirates	Proposing the theoretical framework for leadership implementation to the millennials' employees	√			Leader support: engage, retain, and develop Learning facilities: technology adoption	√		

The Google, Google Scholar, Science Direct, Scopus, and Research Gate search engines led the number with the keyword1: "millennials leadership development," "millennials learning style," and "generation Y leadership development," = 1748 articles. Therefore, the articles were chosen and analyzed due to the correlation of the limitation of the issue. The following phase to narrow the papers was based on the peer-reviewed title, abstract, and duplication. The results were 205 papers. The final step was skimming, scanning, and thoroughly reading the papers that discussed millennials' leadership development. Some studies finding in illustrates based on the keyword being applied are not associated with the boundary or context of the theme of the issue, is too far from the correlation to "millennials' leadership development," or the article does not discuss the theme of leadership millennials development were deleted, such as the papers examining the effect of theory and practice of leadership development (Brand & Walker, 2021) from 2012 to get noticed the novelty of the current research. The final result was that 28 papers discussing millennial leadership development were published between 2012 and 2021.
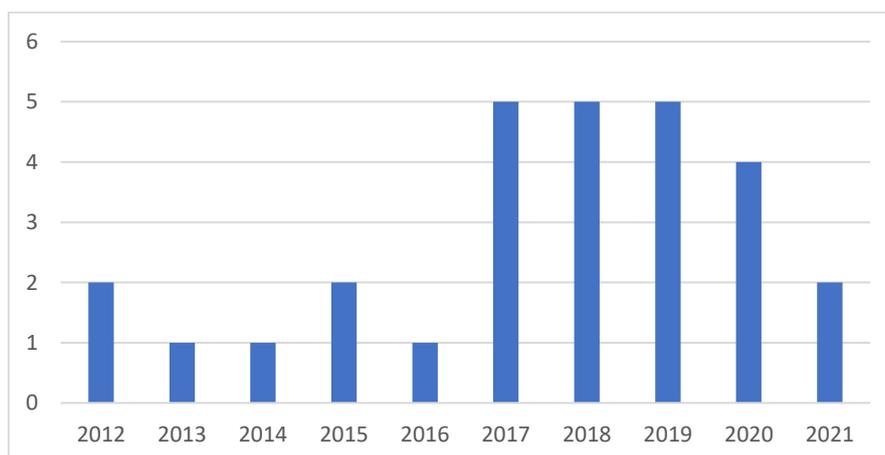

Figure 2. Number of chosen papers yearly

The yearly chosen papers, as in Figure 2, the study papers that have relevancy and connection founded on context to "millennials' leadership development" or alike phenomena and problem concern with the substantial view focuses leadership development will be analyzed in the

categorization of papers in the chapter findings. Regarding the specific literature review, the chosen founded on year was mainly between 2017 to 2019.

Nevertheless, some chosen articles were not planned, which expresses that the current research has been limited. The classification of the paper's topic was founded on the awareness that implementing the leadership development concept concerns the workforce. Workforce form as a typology; matures, baby boomers, millennials, and generation Z was chosen explicitly because those forms are known differently in practice founded on which kind of workforce is being analyzed. The selected papers are shown in Table 1.

This research shows the assortment of papers based on this base. Some documents produced by the exploration activity through the Scopus Preview discuss leadership development in this research. Some were comprised, and some were omitted; due to the nature of the papers. Some papers discussed leadership development as an additional issue and elaborated lightly, some stating the terms of leadership development without elaborating more deeply. Some have no definite approach or research practice that quotes the phenomenon of leadership development. Those types of papers were excluded.

Assortment of papers based on context

There are types of the workforce on which leadership development idea is discussed: baby boomers, millennials, and generation Z. This research contemplate the assortment founded on the workforce type due to the leadership development idea may have a different practice perspective. Realizing the leadership development concept in the workforce type, for example, there is an assortment on the classification from the cohort year range: matures, baby boomers, millennials, and generation Z (Rudolph et al., 2018). Based on this perception, it is concluded that there could be other various classifications of the workforce, not only based on the cohort year range, which could be changed as time goes on regarding the context.

Regarding table 1, this research shows that the leading recent research on leadership development has been carried out in the context of workforce leadership development. This

research analyses numerous methods connected to the context of leadership development assortment. Nevertheless, millennial leadership development research papers based on the context of the country's origin are mainly from the advanced economic country perspectives or "west countries." Primarily the topic of millennials' leadership development papers is written by authors from the West and in the category of advanced economic countries, such as the USA (Anderson et al., 2017; Archibald, 2013; Bennett, 2020; Cohen, 2019; Ferri-Reed, 2014; Ferris et al., 2018a; Kim, 2018; Kosterlitz & Lewis, 2017; Scott, 2017; Stewart et al., 2017) Germany (Grotkamp et al., 2020; Percy-Smith et al., 2019; Rudolph et al., 2018) and other Europe countries: UK (Baum, 2020; Geerts et al., 2020; Thompson & Gregory, 2012), Portugal (Oliveira et al., 2018), New Zealand (Erlam et al., 2017) In contrast, two papers are written by authors from an advanced economic country: Australia (Eva et al., 2021; Heslin & Keating, 2017) Interestingly, there are also papers from emerging and developing economies of Asian countries, such as Malaysia (Ahmad & Ibrahim, 2015; Din et al., 2016), Saudi Arabia (Manson et al., 2019), China (Xu et al., 2019), United Arab Emirates (Farhan, 2021).

Nevertheless, there should be more research on millennial leadership development from developing "West" countries or "advanced non-west economic countries" because these countries have their characteristics. These "other" perspectives will contribute to the theoretical and practical implications. The other context also can be seen from the context of the variety of the industry. The previous research discussed diverse industry, medical, education, and hospitality sectors. A few papers discussed the public NGO (Percy-Smith et al., 2019) or the service sector in the USA (Baum, 2020).

Typology of paper based on the research methodology

The chosen paper's methodology method was studied deeply to know the study's position, the type of method used, and the results and limitations of the current research. The approach analyses concern is sampling procedure, approach, and the suggested solution throughout the study. It is crucial to see this classification to know the concept of leadership development in the organization from the perception of the approach being applied to find the nature of
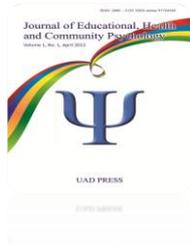
recent academics' state on this issue. Most of the previous research has involved the methodological perspective from a qualitative such as through semi-structured interviews, practical experience of the researcher, and case-study. Previous research has also used quantitative form, a survey methodology, and a mathematical statistic approach, i.e., Regression Analysis. Some others are mixed method approaches that give broader analyses than just one approach: qualitative or quantitative.

Table 1 shows that most papers are analyzed based on qualitative approaches. In contrast, the other articles are analyzed by mixed-method and quantitative methods. Interestingly, most articles explore the leadership development of the workforce, and some discuss specifically just Millennials employees. Few papers discuss leadership development for the student, such as the paper by (Archibald, 2013) or the article on student employees written by Smith & Galbraith (2012).

Typology of papers based on the learning style

The chosen paper's methodology method was studied deeply to know the position of the study and what type of learning style is for millennials' leadership development. The approach through the study is to analyze the procedure, process, and suggested solution for millennials' leadership development. It is crucial to see this classification to know the concept of the learning style of leadership development in the organization from the perception of the approach being applied to find the nature of the recent academic state of this issue. The previous research has involved experiential, problem-based, and self-directed learning styles. Furthermore, the other papers did not analyze the learning style for millennials' leadership development but from all generational employee perspectives (Din et al., 2016; Eva et al., 2021).

Typology of papers based on the antecedent of leadership development for millennials

The search findings found 28 papers about antecedent variables that influence the success of leadership development, as shown in Figure 3. The formulas of leadership development could be grouped into three groups: leader support, learning environment, and learning facilities.
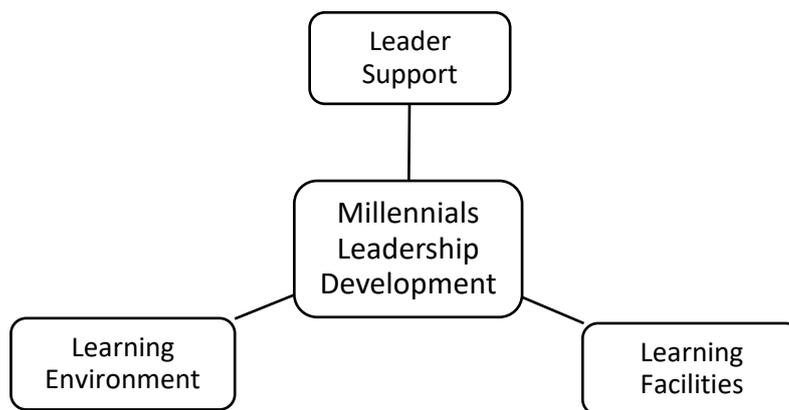

Figure 3. Antecedents of Millennial's Leadership Development

First, leader support (i.e., CEO and line managers) is crucial in leadership development. The leader's role in developing the millennials is significant since the millennials have unique characteristics that need special treatment, such as personal and direct feedback. An informal, agile, and fun learning environment also affects leadership development. Also, learning facilities that concern with technology adoption is vital. This finding is also in line with the research of (Anindita & Tofan, 2020; Safaria et al., 2011), which found the learning environment's effect on the workers. Consequently, those three antecedents should involve the organization in millennial leadership development.

Discussion

The current research on the millennials' leadership development theme shows a crucial need to get a solution for millennials' leadership development. In the rise of organizational issues, the study of millennials' leadership development is very different from that of mature baby
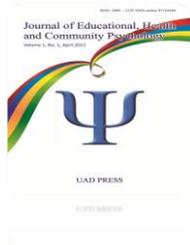
boomers and generation X. The nature of implication for such workforce leadership development involves various actors of an organization. This research is concerned with the central research tendency in workforce leadership development. Thus, this research can discover many researchers analyzing more of the impact of workforce leadership development on the organization.

Compared to the papers that analyze the composition of the theory, this practical study issue is recently much more discussed by scholars. We think those study topics are linked to the successful prediction of the generation of millennials as future leaders. The subject is parallel among the research, such as how to motivate the millennials as the student employee or as the student or the employee based on their characteristics in advanced economic countries, such as the USA (Archibald, 2013; Smith & Galbraith, 2012; Stewart et al., 2017), understanding the framework for leadership development (Scott, 2017), the impact of leadership program (Ferris et al., 2018) Some studies in the chosen papers analyze leadership development from various workforce perspectives. Since millennials have their style, their leadership development should be concluded differently from the other generation, such as mature baby boomers, Millennials, and generation Z (Stewart et al., 2017). While at the same time, the discussion of the millennials' leadership is increased (Bennett, 2020). The organization struggle with the issue of the millennial generation, but the paper's coverage of the topic itself is infrequent and not often analyzed if not only near the human resource division.

The motive for studying millennials' leadership development is much more crucial. These research findings confirm that the context of millennials' leadership development is still quite limited. Many have analyzed from the perspective of advanced economic countries (Anderson et al., 2017; Archibald, 2013; Bennett, 2020; Cohen, 2019; Ferri-Reed, 2014; Ferris et al., 2018a; Kim, 2018; Kosterlitz & Lewis, 2017; Scott, 2017; Stewart et al., 2017) None have been studied to examine how to accelerate millennials' leadership development comprehensively, specifically in the emerging and developing countries in Europe, Asia, and Africa, such as Poland, Romania, Russia, India, Indonesia, and Nigeria; or in the advanced economic country in Asia countries such as Japan, Taiwan, and Singapore. While there has

been stating millennials' leadership development, such as the study by Stewart et al. (2017) or even from various workforce generations (Kosterlitz & Lewis, 2017), those papers just a component of millennials' leadership development or in the part of leadership development within the organization. Thus, the study tendency is still in the initial phase. The development of comprehensive knowledge of the millennials' leadership development has not existed in the recent literature. From a practical viewpoint, this research has discussed most papers that analyzed the millennial's characters aspect. Many academics were trying to discuss the topic from the practical perspective of their previous experience. This tendency is realistic if studied based on the nature of leadership development. Many studies linked to the definition of leadership development impact the development of the leadership concept itself.

Nevertheless, the causality of the trend is more linked if analyzed from a practical perspective, such as the reason for the workforce to adopt leadership development or the benefit of leadership development. As this research stated in the introduction of this paper, one of this research objectives is to assess the studies that have analyzed the incentive in the leadership development context. Regarding the chosen article comprehensively, this research assumes that most papers are not highly concerned with this topic. This research expects that there should be analyses and studies such as how to operate the networking among the organization to manage workforce leadership development. Even though there has been research about millennials' leadership, this research has not seen any indication about the study analyzing incentive policy in millennials' leadership development participation to the organization's entities. From the viewpoint of methodology, the scholars have considered the application of case studies, survey tools, structured or semi-structured interviews, focus group discussions, and a quantitative methodology such as regression analyses. This research also assesses the application of learning styles such as experiential, problem-based, and self-directed problem-solving learning.

However, there has not been integrative research that applies the best learning or comparative learning style for Millennials as the solution approach for the millennials' leadership development, which primarily correlated to the acceleration of leadership development. Since the acceleration model is related to organizational implications for

developing an innovative concept of practice, a new model can be applied as an answer. This model for millennial leadership development could be valuable for evaluating the acceleration model. Nevertheless, the result concludes that such a research relay to that method from modeling has not been deeply contemplated. This research found that there has not been a comprehensive research link to millennials' leadership development through problem-solving learning or self-directed. The development model of acceleration model of leadership development for millennials is critical. The opportunity to get a value by application acceleration model exists as the research gap result.

Since scheming and distributing leadership development is one of the primary roles of the HR Department. Doing those roles means HRD should determine the factors that imply an effective millennial leadership development program (Day et al., 2014). Thus, it is suggested that HRD prepare millennials for leadership development based on the literature, which concerns support from the leader, learning environment, and learning facilities.

Regarding Figure 3, three factors affect the effectiveness of the millennials' leadership development. Most of them discuss leadership development programs from the micro perspective. Interestingly, there is a paper published in 2021 that discusses leadership development from the perspective of a collective of millennials as a team, not as an individual (Eva et al., 2021)

Conclusion

This research has analyzed scholarly research on millennials' leadership development. Furthermore, there has not been a study on accelerating leadership development for millennials in the emerging and developing countries in Europe, Asia, and Africa or the advanced economic country in Asia. The initial hypothesis based on the literature review accepts that the research proposal value in applying an accelerating model is feasible as another answer approach and should be conducted to fill the current research gap. It uses problem-solving learning or self-directed to construct the model for accelerating leadership development. The literature review suggests gaps in the study of leadership development
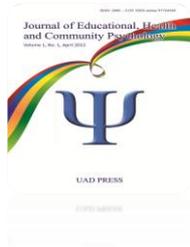
related to millennials. Besides, considering aspects, dynamics, and dealing with the context of organizational changes could be another future research. It is possible to explore the complexity.

Nevertheless, the analyses of a fit learning style could expose novel understanding from the limited source of insight through applying a learning style. In the current literature, the leadership development of millennials could be examined by a learning style due to its benefits. Since there has not been exclusive research about millennials' leadership development, future research will discuss the acceleration of millennials' leadership development. Besides, it makes it even more exciting to construct the knowledge by a learning style concept due to the consequence, which could expressively support the field.

This research also suggests the limitation of this paper as the following research opportunity. The current research strategy facilitates the literature review in an organization's leadership development. Therefore, due to the research limitation, many components linked to leadership development might be ignored. This research inspires scholars to see this opportunity for the following literature review context in leadership development from a collective leadership viewpoint. These findings would contribute to future organizations' construction and handling of problems related to workforce leadership development through the knowledge of the current study and the feasibility of millennial leadership development within an organization. As a vital organizational aspect, leadership of the workforce from the millennial generation could support the development of the organization itself. The millennial generation's current workforce phenomenon has led to more significant opportunities for organizations to apply the model of acceleration of leadership development. However, with such an acceleration model available and application, it needs support from all stakeholders of an organization. They should join the acceleration concept as it is not easy to adopt, as the model functions as an only tool. This research has recognized the apparent gap in the study of the leadership development of millennials. This research sees it crucial for academics to analyze this issue in the following research deeply. Such research findings will contribute from practical and theoretical sides.

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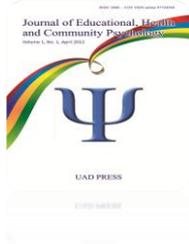
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