

How Servant Leadership Could Effectively Influence Entrepreneurial Mindset of the Gen-Z?

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Abstract: *Correct leadership style is the key success in leading companies, organizations, corporations, and groups of people within the management system, to accomplish their goals. Many people who have applied incorrect leadership models have suffered tremendous losses or experienced failures. Hardship may occur not only in reaching their goals, but also in misleading people. This phenomenon becomes more crucial when we apply the leadership function to the Z generation (age 11-26). The people of Gen-Z have a tendency toward anxiety disorder (stress), introverted and easy to complain, and fear of missing out (FOMO). Therefore, human capital management, leadership teams, and performance-event management must choose and apply a specific leadership style to lead the generation, such as servant leadership. The purpose of this study is to examine the effect of servant leadership on Gen-Z entrepreneurial mindset management system. By applying experimental research through a randomized controlled design, the results show that, especially during the second period of research, Gen-Z people respond to certain servant leadership categories when they are applied directly shortly after the treatment period. Meanwhile, servant leadership does not bring any significant differences when applied for in a longer period after the treatment session.*

Keywords: *servant leadership; event manager; entrepreneurial mindset; art-sport industry; entertainment industry.*

INTRODUCTION

The leadership skills of each person are crucial in determining the success of their life journey. People with strong leadership skills tend to endure pain and many other forms of distress by being able to heal themselves (Lane, 2005). They could lead themselves to arts, entertainments, sports, or any other healing form that may lead to their choices of healing. Thus, forming leadership ability is a crucial thing to do, especially for Gen-Z people. In addition, people in leadership positions also need to better understand the Gen-Z people and their behaviors to communicate and offer any help to their struggles (Stout, 2020). This effort can be made by applying a servant leadership style to understand the servant leadership model, people may observe the roles and values embedded within servant leadership (Russel, 2001). Therefore, people may have a thorough understanding of this leadership style. Servant leadership value will also help people understand the positive outcomes that could be earned by engaging in this model. In contrast to Gen-Z, who have a weak life perspective tendency toward anxiety disorder (stress), introvert and easy to complain, and fear of missing out (FOMO) servant leadership will help Gen-Z adapt to any different style of leadership and even different cultures (Taleghani et al, 2010). Perhaps, people should realize that this negative tendency is real and becoming a serious problem for Gen-Z. We ought to help them survive facing hardships and overcome their distress. In addition, Eva mentioned the important aspect of the servant leadership that it is a holistic leadership approach that engages followers in multiple dimensions (e.g., relational, ethical, emotional, spiritual), such that they are empowered to grow into what they can become (Eva et al, 2019). The positive aspect of servant leadership may help Gen-Z build positive relational, ethical, emotional, and even spiritual connections toward others. By understanding and observing the servant leadership style, its role, and its value, people may benefit from leading their lives and making positive choices in life (Xie, 2020). Thus, by conducting experimental projects in servant leadership, researchers may help Gen-Z have a positive perspective in leading and making a positive choice for their lives, as well as the lives of the people around them. Moreover, servant leadership may also encourage people's intention [Gen-Z] with extraversion, agreeableness, and neuroticism (Khan et al, 2021). Perhaps, it may impact on the sustainability-oriented entrepreneurial intentions and life survival tendency of Gen-Z.

Servant leadership models in various scientific fields, in relation to the entrepreneurial and sociopreneur aspects of management, are solutions that can be used to provide leadership solutions and leadership models for Gen-Z. It could be applied as a solution for Gen-Z, who tend to need special treatment (emotional recovery, mental and emotional treatment, as well as social problems and other social events that tend to occur). Today, this treatment aims to provide a positive and constructive form of leadership for the younger generation.

By observing and exploring the servant leadership style, researchers may help find an appropriate way to fit the need for Gen-Z to develop their characters and personality. Perhaps, these seven assessment videos of leadership style correlation, as derived from the Patterson assessment, would help find a solution to the Gen-Z phenomenon and help them develop hope and the ability to strive in their lives. In accommodating and solving this phenomenon, all participants elaborated on in this research consisted of Gen-Z.

People may pay serious attention to the poor conditions of Gen-Z. These specific conditions may cause an imbalance between the challenges and the resilience circumstances that Gen-Z has faced, which may cause an increasing level of depression and the suicide rate, compared to the older generation (Ludwig et al., 2020). Gen-Z is fragile in facing difficulties, problems, and hardships in their lives. As a result, all leadership needs to consider choosing an appropriate way to lead this type of generation, because higher levels of hope are associated with lower levels of suicidal ideation (O'Keefe et al. 2013; Pranoto et al. 2023). Perhaps, the higher hope promoted to Gen-Z will also help promote a healthy life and positive behavior.

Several studies have explored the Gen-Z phenomenon in many ways. Nevertheless, many of those studies explored the phenomenon based on the results and outcomes that have been experienced by the Gen-Z struggles, such as new challenges faced by Gen-Z after covid (Parker & Igielnik, 2020), suicide rates (I-NAMHS, 2022), and many other problematic outcomes that have occurred. People must find solutions and preventive actions to save Gen-Z. People are aware that communication and interaction are necessary and have become the basic nature of all people. By observing interaction as a basic need of people, researchers may observe leadership interaction as a necessary element in finding ways to quench the basic need of Gen-Z. By dividing the right style of leading and interaction, Gen-Z may develop trust, willingness to learn, and perhaps accept change within various circumstances that they may counter. Perhaps, this research study exploring the servant leadership type will help save and give a new perspective to Gen-Z. By observing the many problems and phenomena that Gen-Z has experienced, researchers need to establish a fast response and help to prevent more tragedies experienced by Gen-Z. Observing and judging from the increase in suicide rates alone, people may draw a conclusion to the urgent attention that Gen-Z needs. Therefore, researchers hope that this servant leadership way of leading and interacting with Gen-Z may help develop a solution to this problem.

To enable us to provide proper measurement of the servant leadership function, we need to find the right assessment in providing the proper treatment for this specific research. Through thorough observation, researchers decide to apply the servant leadership construct by Patterson (2003), who mentions that servant leader assessment includes agapao love, acts with humility, altruism, visionary for followers, trusting, serving, and empowering followers (Dennis & Bocarnea, 2022). Furthermore, researchers transformed these seven assessments into video materials for the treatment process to the treatment group, representing the whole assessment: agapao love, acts with humility, altruism, visionary for followers, trusting, serving, and empowering followers. These seven video assessment materials may be used more effectively and practically during the treatment period for a shorter period of treatment than in the first year of research.

1. METHOD

This study applied an experimental research design to produce results using a randomized controlled design. This study was conducted over two periods. The participants were students of the Art and Sport Creative Business Management Classes. The researchers decided to use this class as a medium for this research, because the classes had already been divided into two different classes, randomly selected and placed by the school administration. Therefore, it will be easy for researchers to randomly assign participants and classes to the control and treatment groups. Group A consisted of 23 students, and group B consisted of 28 students. During the first-year research period, participants (groups A and B) underwent both pretest and posttest research testing. Meanwhile, the treatment group (group A) received Servant

Leadership model tools (treatment) during the research period of 16 weeks. Therefore, after the 16 treatment periods ended, both groups A and B completed the post-test at the end of the first-year research period. Both the pre-test and post-test we prepared and delivered in the form of G-form questionnaires. The calculation of the test was applied to the test measurement, using JASP software analysis.

During the second period of testing, researchers will only apply the post-test process to both the control and treatment groups. The post-test will be organized and prepared in the form of questionnaires via the G-form. The t-test was also applied to observe any differences between the control (D) and treatment (C) groups during the second research period. By observing the first-year test, the researchers considered adjusting and applying the same number of participants in each group. Thus, in the second-year test, the researchers applied to 23 students equally divided into groups C and D. The experimental design is illustrated in figure 1.

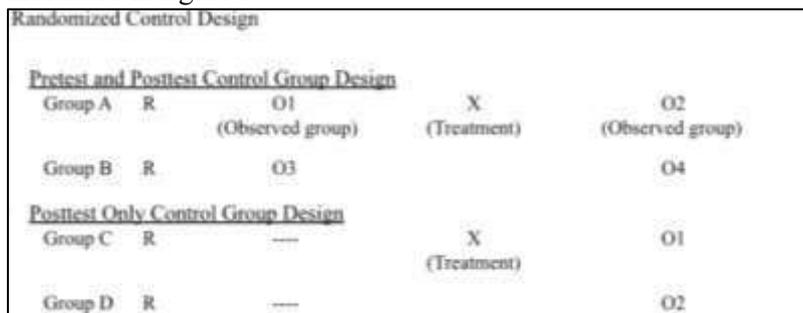


Figure 1. Research Model

Source: data processed by author, 2024

Notes: R = Randomized or random assignment; X = Treatment; O = Observation or measurement

2. FINDINGS AND DISCUSSIONS

The results of the pretest and posttest of the first-year test did not show a significant relationship; therefore, we would only see and observe the results of the second-year experimental test. A total of 23 students participated in this second-year test, labelled as the latter AA to WW. Number 1 indicates the treatment group (group C), and number 2 indicates the control group (group D). The statistical measurement results showed only three questionnaires that indicated significant differences. The sample t-test results of the second-year post-test research are shown in Table 1.

Table 1 Paired Samples T-Test 2nd Post Test C & D Test Result

Measure 1	Measure 2	t	df	p	Cohen's d	SE Cohen's d
AA1	- AA2	2.388	24	0.025	0.478	0.329
BB1	- BB2	1.698	24	0.102	0.340	0.309
CC1	- CC2	1.522	24	0.141	0.304	0.254
DD1	- DD2	1.000	24	0.327	0.200	0.293
EE1	- EE2	1.873	24	0.073	0.375	0.317
FF1	- FF2	1.095	24	0.284	0.219	0.244
GG1	- GG2	1.071	24	0.295	0.214	0.317
HH1	- HH2	0.795	24	0.435	0.159	0.298
II1	- II2	2.487	24	0.020	0.497	0.278
JJ1	- JJ2	-0.157	24	0.877	-0.031	0.298
KK1	- KK2	1.512	24	0.144	0.302	0.338
LL1	- LL2	1.159	24	0.258	0.232	0.312
MM1	- MM2	0.303	24	0.765	0.061	0.303
NN1	- NN2	0.756	24	0.457	0.151	0.326
OO1	- OO2	1.495	24	0.148	0.299	0.276
PP1	- PP2	1.319	24	0.200	0.264	0.245
QQ1	- QQ2	0.768	24	0.450	0.154	0.306

RR1	-	RR2	1.464	24	0.156	0.293	0.293
SS1	-	SS2	0.499	24	0.622	0.100	0.277
TT1	-	TT2	0.582	24	0.566	0.116	0.299
UU1	-	UU2	0.923	24	0.365	0.185	0.293
VV1	-	VV2	2.113	24	0.045	0.423	0.296
WW1	-	WW2	0.182	24	0.857	0.036	0.254

Source: data processed by the author, 2024

The significance differences that have occurred, are shown within the relation of AA1 - AA2 (t-value: 2.388, p-value 0.025), II1 - II2 (t-value: 2.487, p-value 0.020), VV1 VV2 (t-value: 2.113, p-value 0.045), which are being compared to the p-value < .05. The statement of AA1 the-AA2 correlation is regarding "The role of leadership in making a positive difference in the lives of others in classroom learning projects." The statement of II1-II2 correlation is regarding "The implications of handling a situation, show the ability of a wise leader." The statement of VV1-VV2 correlation is regarding "Quality of work with an emphasis on a sense of service to subordinates as the core of leadership, is the main characteristic of a leader." Among the three significant difference occurrences, the correlation of II1-II2, regarding the statement of "The implications of handling a situation, show the ability of a wise leader," denotes a higher result. It shows the practical side of Gen-Z, in which they mainly focus on the result or problem solving in determining and indicating certain characteristics of leadership. According to Gen-Z, the leader handling a situation depicts the characteristics of a wise leader, in this case, a positive depiction of servant leadership.

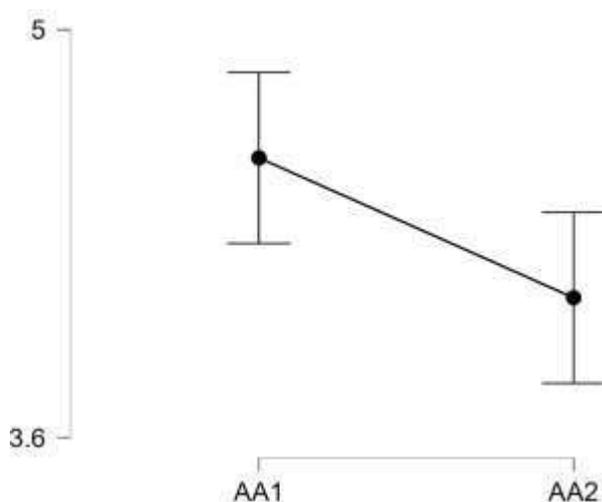


Figure 2. Descriptive plots of AA, AA2: The role of leadership in making a positive difference in the lives of others in classroom learning projects.

Source: data processed by the author, 2024

The descriptive plots of figure 2, during the second-year research period, show that the treatment group (AA1) responded with a higher degree of measurement than the control group (AA2). The respondents responded positively to the statement. They believed that the role of leadership in creating a positive difference in the lives of others in classroom learning projects, as part of the servant leadership characteristic, has been depicted in teaching. This means that the treatment being applied to the group has been properly affected and amplified through their answers. In addition, the significant differences that occur in the second-year research period show that Gen-Z has a short-term view of concern and change in attitude for a short period of time. Notwithstanding, the non-significant difference in the results of the first year of research shows that longer period of treatment did not give significant results toward Gen-Z, if the treatment did not immediately follow up by taking a response survey. The comparison between the first and second-year results throughout this research amplified this finding.

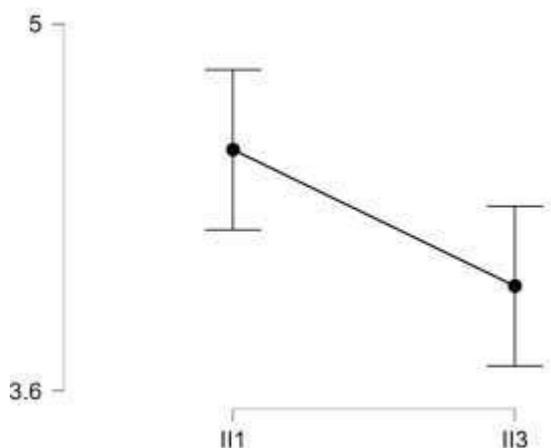


Figure 3. Descriptive Plots of II1-II2: The implications of handling a situation, show the ability of a wise leader.

Source: Data processed by the authors, 2024

The descriptive plots of figure 3, during the second-year research period, show that the treatment group (II1) responded with a higher degree of measurement than the control group (II2). The respondents responded positively to the statement. They believe that the implications of handling a situation show the ability of a wise leader, as part of the servant leadership characteristic, as depicted in the classroom teaching and its activity involved. This means that the treatment being applied to the group has been properly affected and amplified through their answers.

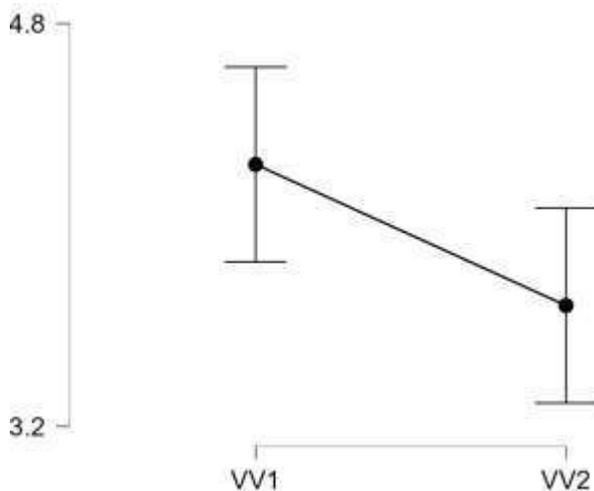


Figure 4. Descriptive Plots of VV1 - VV2: Quality of work with an emphasis on a sense of service to subordinates as the core of leadership, is the main characteristic of a leader.

Source: Data processed by the authors, 2024

The descriptive plots of figure 4, during the second-year research period, show that the treatment group (VV1) responded with a higher degree of measurement than the control group (VV2). The respondents responded positively to the statement. They believe that quality of work, with an emphasis on a sense of service to subordinates as the core of leadership, is the main characteristic of a leader, as part of the servant leadership characteristic, depicted in classroom activities. This means that the treatment being applied to the group has been properly affected and amplified through their answers.

To further explore this second-year test, especially the significant differences that occurred in the three subjects (AA, II, and VV), researchers applied the Wilcoxon test. The Wilcoxon sample t-test results of the second-year post-test research are shown in Table 2.

Table 2 The Wilcoxon Paired Samples T-Test 2nd Post Test C & D Test Result

Measure 1	Measure 2	Statistic	z	df	p	Effect Size	SE Effect Size
AA1	- AA2	98.000	2.158	24	0.027	0.633	0.285
II1	- II2	109.000	2.120	24	0.028	0.603	0.277
VV1	- VV2	128.000	1.851	24	0.056	0.497	0.262

Source: data processed by the author, 2024

Wilcoxon test results show the effect size of the findings. It can measure the magnitude of the difference between the two measures. Because the effect sizes closer to 0.8 are considered large, around 0.5, medium, and 0.2 small, therefore, the effect size for the correlation between AA1 and AA2 (0.633) and II1 to II2 (0.603), indicates a medium to large effect. The effect size from the correlation between VV1 and VV2 (0.497) is considered a medium effect.

The results in Table 2 show that the scores of AA (2.158) and II (2.120) exceeded the critical value of approximately 1.96 for a two-tailed test. This indicates that there is a significant difference between AA1 and AA2, and between II1 and II2 thus the null hypothesis can be rejected. In contrast, the correlation between VV1 and VV2 had z-score of 1.851, indicating that the difference was not statistically significant. In addition, there was an important change in the p-value of VVI-VV2 from the results of the paired samples t-test (0.045) and the Wilcoxon paired samples t-test (0.056). Even though the z score of VV (1.851) is sufficiently close to the critical value (1.96), it still does not reach the conventional threshold of significance (0.05) therefore, the test results of VV1 and VV2 are not statistically significant.

This study found some significant findings. The findings regarding the short-term impact of servant leadership interventions show that the second-year results indicate that servant leadership interventions had a significant short-term impact on Gen-Z students, particularly in areas related to: Leadership's role in creating positive change (AA1-AA2), Wise leadership, and problem-solving (II1-II2). Meanwhile, the study also found medium-to-large effect sizes, in which the effect sizes for AA1-AA2 and II1-II2 suggest that the interventions had a meaningful impact on students' perceptions and attitudes.

This study also presents other meaningful findings. The long-term impact (first year results) from the first year of research did not show significant differences between the control and treatment groups. This suggests that longer duration between the intervention and the posttest may have diluted the impact of the servant leadership program. Researchers also find, regarding the VV1-VV2 (Quality of work and service), that while the paired samples t-test indicated a marginally significant difference, the Wilcoxon test still showed that the difference was not statistically significant enough. This suggests that the intervention had a weaker impact on students' perceptions of leadership qualities related to services and subordinates.

Based on all the research findings, regarding the implications for Gen-Z leadership development, researchers highlight several important considerations for leadership development programs targeting Gen-Z. First, in terms of the short-term focus of Gen-Z, the significant results from the second-year post-test suggest that Gen-Z students responded better to interventions that we followed by immediate assessments. This aligns with the observation of Chan et al., (2023) that Gen-Z tends to have a short-term perspective and is more responsive to immediate feedback, especially in correlation to AI. Second, regarding practical and situational learning, the significant impact on II1-II2 (wise leadership and problem solving) indicates that Gen-Z values practical and situational leadership skills. Leadership programs should emphasize real-world problem-solving and decision-making scenarios. This finding agrees with the findings of Djati and Series (2022), who stated that soft skills are also essential for Gen Z facing the era of disruption (Ismail, et al., 2023). The first and second findings are related to the findings by Khatri (2023), Haider and Mushtaq (2017), as well as Ji and Yoon (2021), that the people [Gen-Z] tend to transform their creative initiatives into an immediate reality. Third, for creating tailored interventions, the weaker impact on VV1-VV2 suggests that not all aspects of servant leadership resonate equally with Gen-Z. Programs should focus on the aspects of leadership that are most relevant and impactful for this generation, such as creating positive change and demonstrating wisdom in decision -making (Jun, K., & Lee, J., 2023). Fourth, regarding the timing and delivery of interventions, the lack of significant results in the first year underscores the importance of timing (duration of the treatment). Interventions should be designed with shorter treatment periods and immediate follow-up assessments to maximize their impact. This finding agrees with that of Hill, who stated that the process of follow-up data from child or adolescent interventions ought not to be collected more than a year after the trial has ended (Hill et al., 2016).

The study identified that Gen Z, as a generation, tends to exhibit anxiety and stress, focuses on short-term goals (instant likes), and avoids big decisions (simple thinking). This behavior aligns with the findings of the study, which show that Gen Z individuals demonstrate greater responsiveness to leadership interventions that are immediate and practical, rather than those requiring prolonged effort or delayed outcomes (Chillakuri, 2020). This research highlights that Gen-Z requires immediate follow-up after interventions to maintain engagement and foster meaningful behavioral changes, within the application of the servant leadership program. For the characteristic development of Gen-Z, the findings of this study, regarding the servant leadership function, find a relevant connection with the finding by Morrison (2024), who stated that servant leadership characteristics are critical to Gen Z in creating positive social change, developing a higher level of commitment to leaders, positively impacting organizational performance, and extending to families and communities. This will help Gen-Z people to develop positive characteristics. In addition, the study also emphasizes the findings, as mentioned by Newman, that there is a strong relationship between servant leadership and personal commitment in organizations (Newman et al., 2017). Gen-Z people need to build their life commitment and perseverance, succeed, and overcome their struggles.

3. CONCLUSION

This study concluded that, during the first year of the research period, there were no significant differences between the control and treatment groups. This occurrence happens, perhaps, because of a long periodic implementation from the treatment (assessment) toward servant leadership end survey. Nevertheless, the research observation for the second year shows some significant differences from the three statement categories. These are "the role of leadership in making a positive difference in the lives of others in classroom learning projects," "the implications of handling a situation, show the ability of a wise leader," and "quality of work with an emphasis on a sense of service to subordinates as the core of leadership, is the main characteristic of a leader."

The summary of Wilcoxon results indicates that there are significant differences between measures AA1 and AA2 (regarding "the role of leadership in making a positive difference in the lives of others in classroom learning projects") and II1 vs. II2 (regarding "the implications of handling a situation, show the ability of a wise leader"), with medium to large effect sizes. However, the difference between the VV1 and VV2 (regarding "quality of work with an emphasis on a sense of service to subordinates as the core of leadership, is the main characteristic of a leader") are not statistically significant. This analysis suggests that the interventions or conditions represented by AA and II have a meaningful impact, where VV does not show a significant change. This research study may contribute to distinguishing activities, treatments, assessment materials (verbal or non-verbal; audio and/or video), and the length of the treatment period that might be properly applied to conduct the end survey to optimally depict the effect of the research treatment. The results show that the treatment medium and length of the period between the treatment and the data collection process soon-after the treatment period are crucial for all researchers to consider. The study's findings and the characteristics of Gen-Z reveal a strong connection between simple thinking, avoidance of big decisions, and the effectiveness of servant leadership programs. By addressing their short-term focus, practical mindset, and need for immediate feedback, servant leadership may provide Gen-Z with tools and confidence to engage in meaningful decision-making, which may later be developed as effective leaders. However, the success of such programs depends on tailoring interventions to unique preferences and challenges, ensuring that leadership training is both relevant and impactful. Thus, the study concludes that servant leadership interventions may positively influence Gen-Z students' perceptions of leadership, particularly in areas related to creating positive change and demonstrating wisdom in decision-making. However, the effectiveness of these interventions depends on the timing, delivery, and focus of the program. These findings suggest that leadership development programs for Gen-Z should prioritize short term, practical, and situational learning experiences to achieve optimal results.

Conflict of Interests

Authors have no conflict of interests.

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