

# RELATIONSHIP BETWEEN GENERATIONS OF EMPLOYEES TO SUPERIOR LEADERSHIP OF SOE

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## ABSTRACT

The competency standards for SOE directors are competency requirements that are prepared so that SOE directors can carry out their roles effectively, taking into account the duties, responsibilities, challenges and targets set. The competency standards are divided into two clusters, namely (1) leading business, and (2) leading people and organization. Leading business competencies consist of six competencies, namely (1) digital leadership, (2) global business savvy, (3) customer focus, (4) building strategic partnerships, (5) strategic orientation, and (6) driving execution. Competence leading people & organization consists of four competencies, namely (1) driving innovation, (2) developing organizational capabilities, (3) leading change, and (4) managing diversity. Bank XYZ employees currently have various generations, namely Gen X, Y, and Z, especially the millennial generation (Gen Y), these various generations form the current corporate culture. Each generation has diverse leadership characteristics and competencies, therefore, the differences in the XYZ generation are important to be studied further. The purpose of this study is to analyze superior leadership competencies according to Generation X, Y, and Z. The method used in this study is to test the correlation or relationship between variables using the SPSS application. The profiles of generations X, Y, and Z each have a relationship on various indicators on each variable from superior leadership, key performance indicators, leading business competencies, and leading people & organization.

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## INTRODUCTION

State-Owned Enterprises (SOE) according to Law No. 19 of 2003, are business entities whose entire or most of the capital is owned by the state, through direct investment originating from separated state assets. The existence of SOEs in Indonesia is expected to contribute to the country's economic development, including as a contributor to state revenues in the APBN, namely tax and non-tax revenues.

As a guideline in the process of selecting reliable and accountable directors SOE, as well as to regulate talent management and succession management, a SOE ministerial regulation was issued regarding the requirements, procedures for the appointment, and dismissal of members of the SOE Directors as outlined in the SOE ministerial regulation number PER - 11/MBU/07/2021 as a replacement for the regulation of the Minister of SOEs number PER-03/MBU/02/2015. In the regulation, the implementation of the assessment for prospective SOE directors includes an assessment of competency standards, professional qualifications, and character. The competency standards for SOE directors are competency requirements that are prepared so that SOE directors can carry out their roles effectively, taking into account the duties, responsibilities, challenges and targets set. The competency standards are divided into two clusters, namely (1) business leadership competencies (leading business) and (2) human and organizational leadership competencies (leading people & organization). Competencies leading business consist of six competencies, namely (1) digital leadership (digital leadership); (2) global business capability (global business savvy); (3) focus on customers (customer focus); (4) building strategic business relationships (building strategic partnerships); (5) strategic orientation (strategic orientation); and (6) drive execution. Competence leading people & organization consists of four competencies, namely (1) encouraging innovation (driving innovation); (2) developing organizational capabilities (developing organizational capabilities); (3) leading change (leading change); and (4) managing diversity (managing diversity).

To measure the performance of SOEs, SOE ministerial regulation number PER-11/MBU/11/2020 was issued regarding management contracts and annual management contracts for SOE directors, namely that each SOE must have a key performance indicator (KPI) in the form of a focused measure or indicator. The most dominant aspects of the company's performance are the determinants of the company's success at this time and in the future. There are five perspectives used in the collegial preparation of KPI for SOE directors, namely (1) economic and social values for Indonesia; (2) business model innovation; (3) technology leadership; (4) increased investment; and (5) talent development.

This research was conducted in one of the state-owned banks in Indonesia, namely Bank XYZ. Bank XYZ is a state-owned company with 27,202 employees, consisting of 13,105 (48%) male employees and 14,097 (52%) female employees. Based on the rank of position, they consist of vice president 282 (1.04%), assistant vice president 1,169 (4.30%), manager 3,218 (11.83%), assistant manager 10,476 (38.51%), assistant 12,010 (44, 15%) and basic employees 47 (0.17%). The number of employees of Bank XYZ based on the level of education is 11 people (0.04%) for 3rd strata (0.04%), 2 strata 2,657 people (9.77%), 1st strata of 21,846 people (80.31%), 2,180 academics (8 0.01%, and elementary-high school as many as 508 people (1.87%). The number of employees of Bank XYZ based on employment status consists of permanent employees 25,101 (92.28%), contract employees 1,714 (6.3%), trainee 387 (1.42%). Based on the age range consisting of >50 years as many as 2,657 people (9.77%), age >45-50 years as many as 2,440 people (8.97%), age > 40-45 years as many as 4,331 people (15.92%), age > 35-40 years as many as 2,296 people (8.44%), age > 30-35 years as many as 7,987 people (29.36%), age > 25-30 years as many as 6,185 people (22.74%), age > 25 years 1,306 people (4.8%). The number of employees of Bank XYZ based

on generation consists of the Baby Boomer (born 1946-1964) as many as 1 person, Generation X (birth year 1965-1980) as many as 9,473 people (34.82%), Generation Y (years 1981-1994) as many as 15,450 people (56.8%), and Generation Z (born 1995-2010) as many as 2,278 people (8.37%) (Annual Report Bank XYZ 2020). The number of Bank XYZ employees by generation in 2019-2020 can be seen in Table 1.

**Table 1**  
**Number of employees of Bank XYZ by generation 2019-2020**

Generation	2020 (in number of people)			2019 (in number of people)		
	Male	Female	Total	Male	Female	Total
Baby Boomer	1	-	1	7	2	9
Gen X	5.357	4.116	9.473	5.614	4.256	9.870
Gen Y	6.874	8.576	15.450	6.681	8.799	15.680
Gen Z	873	1.405	2.278	640	1.012	1.652
Total	27.202			27.211		

With the issuance of competency standards for SOE directors, it is necessary to review the competency standards possessed by leaders and their development strategies so that they can realize the vision and mission of Bank XYZ. The vision of Bank XYZ is to become a bank that excels in service and performance in a sustainable manner, so standards are needed to develop superior leadership competencies through leadership studies of SOE directors. Because operationally Bank XYZ does not only operate domestically, but also abroad. So in addition to general leadership competencies, a global leadership competency development strategy is also needed. Bank XYZ employees currently have various generations, namely generations X, Y, and Z, especially the millennial generation (generation Y), these various generations form the current corporate culture. Each generation has diverse leadership characteristics and competencies, therefore, the differences in the XYZ generation are important to be studied further. The purpose of this study is to analyze superior leadership competencies according to Generation X, Generation Y, and Generation Z. The novelty of this research is the mapping of superior leadership competencies based on Generation X, Generation Y, and Generation Z.

Leadership comes from the root word pimpin which means to lead or (under circumstances) be guided or guided. Leadership itself is about the leader or how to lead. To lead is to lead or lead (meetings, associations, and so on) and can also be interpreted as guiding and training (educating, teaching, and so on) so that they can work on their own (Indonesian Dictionary, 2019). Meanwhile, according to Goldberg (2017), current leadership cannot be defined or understood as power in a formal position. Leadership is success in embracing roles and responsibilities regardless of the power possessed (Goldberg, 2017). Bennis (2009) states that the success or failure of a leadership depends on masculinity or femininity, but depends on the problems of the organization in which you are located and a certain set of attributes shared by all leaders. Moreover, situational factors can amplify the effects of leadership traits on organizational outcomes (Mai et al., 2022).

Based on the theoretical concept, it is known that the leader has a big responsibility. One of the roles of leaders in improving public services is through motivating subordinates, where the high and low work motivation of an employee can be influenced by several factors including the work environment.

Becoming a leader is a long process that begins with the initial process of giving birth to one's potential. Giving birth to one's potential means being able to become something one hopes for. Every individual is born with the potential to develop all the competencies that exist in him. The important point is that one's main task in life is to give birth to oneself to develop

oneself as a fully functioning person or person. The theoretical basis of competence or managing the business was put forward by [Spencer and Spencer \(2008\)](#), which explained that managerial competence is a special part of impact and influence, expressing the intention to have a certain specific influence. These specific goals (developing others, leading others, improving teamwork, and collaboration) are important in managerial terms. Then it was further developed by [Spencer and Spencer \(2008\)](#), in the generic competency model for managers, where these competencies consist of impact and influence, achievement drive, cooperation, analytical thinking, initiative, developing others, self-confidence, understanding others, direction/assertiveness, information seeking, team leadership, conceptual thinking, organizational awareness and relationship building, and specific knowledge competencies. [Fischer, Dietz, and Antonakis \(2017\)](#) describes the leadership process that is studied primarily by looking at the effect of the leader's nature or behavior on performance-related outcomes through cognitive, affective, or behavioral factors.

Leadership multifactor leadership is divided into three, namely: transformational leadership, transactional leadership, and *laissez faire*. The term transformative leadership comes from two words, namely leadership or leadership and transformative or transformational. The term transformative stems from the word *transform*, which means transforming or changing something into another different form ([Kurniadin et al., 2013](#)). Transformational leaders must also have the ability to match the vision of the future with their subordinates, as well as heighten the needs of subordinates at a higher level than what they need ([Raihan, 2011](#)). Transactional leadership is a relationship between leaders and subordinates based on a series of bargaining activities between the two. The contingent reward can be in the form of an award from the leadership because the task has been carried out, in the form of a bonus or an increase in income or facilities. This is intended to reward and praise subordinates for their efforts. This free leadership model (*laissez faire*) is the opposite of the authoritarian model. This type of leader works without a plan, because he believes that a plan will restrict the freedom of his subordinates. Therefore, no guidance was given to them. Leaders are indifferent to their duties and obligations. The type of leader who has this attitude is actually not a leader because all work without a common goal ([Helmawati, 2014](#)).

Generation Theory proposed by [Codrington and Grant-Marshall \(2013\)](#), five human generations are distinguished based on the year of birth, namely: (1) Baby Boomer Generation, born 1946-1964; (2) Generation X, born 1965-1980; (3) Generation Y, born 1981-1994, often referred to as the millennial generation; (4) Generation Z, born 1995-2010 (also known as iGeneration, Net Generation, Internet Generation) and (5) Generation Alpha, born 2011-2025. The five generations have different personality developments. The results of research from [Bencsik and Machova \(2016\)](#) show differences in behavioral characteristics between generations. Significant differences in characteristics between generations, one of the main distinguishing factors is the mastery of information and technology.

Since the beginning of the millennium, new leadership theories have emerged, such as a neurological perspective on leadership and the continued development of theories related to creativity and innovation in leadership and strategic leadership ([Dinh et al., 2014](#)). The definition of leadership in general uses five components, namely leaders, followers, goals, context, and cultural norms. This definition is then applied to the concept of globalization faced by the millennial generation. There are several research questions that can help readers to understand more about intragenerational leadership. Recent research on the millennial generation shows that this generation has a greater desire to collaborate compared to the previous generation group. Therefore, the strengths of this generation should be built through a leadership program to prepare them to become effective leaders ([Perruci, 2011](#)).

In human resource development, self-concept trait is the most difficult component to develop compared to knowledge modeling ice berg (Sanghi, 2016). Motivation is part of the self-concept trait which is very sensitive for all generations. Motivation is one of the main requirements for a company to be able to compete independently in the era of globalization (Maarif, 2000). Today's world is constantly changing and relations between organizations are no longer independent (independent) but interdependent (mutually dependent). Therefore, the business development strategy must lead to collaboration where the components can complement each other. If there is no collaboration in it, then the results of conflict resolution in business will not achieve optimal and mutually satisfying words (Raharja, 2009). Thus, the study aims to acknowledge superior leadership competencies according to Generation X, Y, and Z.

## **METHOD**

This research was conducted at PT. Bank XYZ (Persero) Tbk head office units, regional offices, branch offices/business centers, and overseas branches in November 2021 – December 2021. Data processing and analysis is carried out in December 2021 to January 2022. The data collected is from primary and secondary data. Primary data was obtained through interviews and filling out questionnaires that can be accessed via google form by employees of Bank XYZ consisting of employees of the head office, regional offices, branch offices, central offices and subsidiaries of Bank XYZ. Secondary data in this study include XYZ Bank annual reports, journals, and other research results obtained through the internet and other reading media.

In this study, an analysis of the relationship between the profiles of generations X, Y, and Z on the variables of SOE competency standards, namely the competency standards of SOE directors, namely the competence of leading business and leading people & organization competencies, superior leadership, and key performance indicators was carried out by using a correlation test. Correlation test is one of the statistical tests used to determine the close relationship between independent and dependent variables. In this study, correlation testing uses the SPSS application. After testing using SPSS, then the results obtained are then interpreted in order to know whether the data in the correlation test has a relationship or not.

## **RESULTS AND DISCUSSION**

### **A. Distribution of Respondents Demographic Data**

The number of respondents is 318 male and female employees of Bank XYZ who come from various units, positions, ranks, educational backgrounds, years of service at Bank XYZ, and generations. The results in Table 2 show that the number of respondents from the division head is the largest respondent, while for the position of division leader/deputy leader is the largest respondent. At the level of ranking manager/assistant vice president is the largest respondent. For the educational background of employees, doctoral/s3 graduates occupy the fewest respondents, while for masters/s2 education the largest respondents. Respondents with a background of working at Bank XYZ for more than 25 years and a work range between 21-25 years are the respondents with the largest number. Generation X respondents with a birth range of 1965-1980 are the largest respondents compared to generations Y and Z with birth years 1981-2012. Anderson, Baur, Griffith, and Buckley (2017) which discusses the ability of a leader by juxtaposing the issue of the characteristics of the millennial generation of human resources. Academics and practitioners alike recognize that younger workers, collectively known as the millennial gene, are different from workers in previous generations. Employees of this generation have different expectations about the centrality of work in their lives and bring different personalities and attitudes to the

workforce. The character of the Millennial Generation has a higher openness and demands higher autonomy (Luntungan et al., 2014).

**Table 2**  
**Bank XYZ employee respondents**

No	Respondents Unit	Total	Percentage
1	Head	225	70.75%
2	Regional	32	10.06%
3	Branch/ central offices	60	18.87%
4	Overseas branch offices	1	0.31%
<b>Position</b>			
1	Division leader/deputy leader	81	25.47%
2	Regional leader/deputy leader	21	6.60%
3	Leader/deputy branch/central leader	28	8, 81%
4	Group leader	58	18.24%
5	Manager	65	20.44%
6	Supervisor	27	8.49%
7	Analyst	27	8.49%
8	Assistant	27	8.49%
<b>Rank</b>			
1	Vice president (VP)/senior vice president (SVP)	104	32.70%
2	Manager (MGR)/assistant vice president (AVP)	152	47.80%
3	Assistant (ASST)/assistant manager (AMGR)	62	19.50%
<b>Educational background</b>			
1	Doctoral/S3	1	0.31%
2	Master/S2	160	50.31%
3	Bachelor/S1	153	48.11%
4	Diploma/D3	4	1.26%
<b>Gender</b>			
1	Male	208	65.41%
2	Female	110	34.59%
<b>Length of service at Bank XYZ</b>			
1	Over 25 years	85	26.73%
2	21-25 years	83	26.10%
3	16-20 years	58	18.24 %
4	11-15 years	31	9.75%
5	6-10 years	42	13.21%
6	0-5 years	19	5.97%
<b>Generations</b>			
1	Generation X (1965-1980)	231	72.64%
2	Generation Y/Millennial (1981-1996)	83	26.10%
3	Generation Z (1997-2012)	4	1.26%

## **B. Respondents of Gen X**

### **1. Profile Analysis Results of Gen X Respondents**

Based on the profile of work units for respondents of gen X, it is known that the majority of gen X are spread in the head office unit as much as 65%. While the rest are spread in branch/central offices (23%), and regional offices as much as 12%. Based on the job profile of the gen X respondents, it is known that the majority of respondents with the years of birth from 1965-1980 were mostly leaders/deputy leaders of the board of directors (31%). While the rest are spread in the positions of group leaders with 19%, managers (16%), leaders/deputy leaders of branches/centers with 12%, supervisors (10%), analysts with 2%, and assistants (1%). Based on the analysis of the rank profile of gen X respondents, it is known that the majority of Gen X have a rank of Manager (MGR)/assistant vice president (AVP) of 47%, the position of Vice president (VP)/senior vice president (SVP) 41%, and Assistant (ASST) )/assistant manager (AMGR) by 12%. The results of the profile analysis of gen X respondents based on education level showed that the majority of respondents with the years born in 1965-1980 had the latest education level of S2 (60%), while the remaining 40% had an S1 education level. In the gender profile of the gen X respondents, it is known that the majority of respondents are male (69%), while the remaining 31% are female. Based on the profile of respondents who have worked at XYZ Bank, it is known that the majority of Gen X have worked at XYZ Bank for 21-25 years (36%). While the rest have worked for >25 years as much as 35%, 16-20 years (22%), 11-15 years as much as 6%, 6-10 years (1%), and 0-5 years (0%).

### **2. The relationship between the profile of Gen X and Superior Leadership**

Information from the analysis between the profiles of superior leadership is used to determine the possible attitude of the non-millennial generation towards superior leadership using the SPSS analysis tool. Based on the results of the analysis of generation X respondents, the relationship between Gen X profiles and Superior Leadership (unit, position, rank, education, gender, and length of service at Bank XYZ) can be seen in Table 3. Based on the chi-square shown in Table 3 known that the value of asymp. Sig. (2-sided) on several profiles has a value of less than 0.1 (real level 10%) so it can be concluded that these profiles have a relationship with the attribute of superior leadership.

Position related to ideal behavior, inspirational motivation, and intellectual stimulation. These attributes are part of the transformational leadership factor because there are differences in positions based on ideal behavior, inspirational motivation, and intellectual stimulation. The rank of gen X respondents has a relationship with ideal attributes, ideal behavior, inspirational motivation, intellectual stimulation, and *laissez faire*, namely there are differences in rank based on ideal attributes, ideal behavior, inspirational motivation, intellectual stimulation, and *laissez faire*. The education of gen X respondents has a relationship with ideal attributes, inspirational motivation, and intellectual stimulation. This explains that the higher the education possessed by the respondent will affect the ideal attributes, inspirational motivation, and intellectual stimulation in the company. The gender of gen X respondents has a relationship with ideal attributes and inspirational motivation, the unique nature of each gender will affect the differences in ideal attributes and inspirational motivation for superior leadership.

**Table 3**  
**Relationship between Gen X profile and Superior Leadership**  
**Sig. Pearson Chi-Square at alpha 0.1 superior leadership**

<b>Non Millennial Profile</b>	Ideal attributes	Ideal Behaviours	Inspirational Motivation	Intellectual Stimulation	Individual Considerations	Rewards Contingent	Management by exception	<i>Laissez Faire</i>
Unit	0.951	0.253	0.803	0.827	0.675	0.629	0.778	0.766
Position	0.384	0.057	0.09	0.014	0.343	0.899	0.685	0.284
Faire	0.028	0.07	0.008	0.033	0.164	0.526	0.399	0.006
Education	0.061	0.444	0.034	0.078	0.778	0.227	0.413	0.106
Gender	0.07	0.617	0.025	0.366	0.74	0.037	0.416	0.693
Length of work in the Bank XYZ	0.996	0.966	0.924	0.722	0.962	0.892	0.81	0.452

**3. Relationship between Gen X profile and Key Performance Indicator**

Information from the analysis result between Gen X profile and Key Performance Indicator is used to determine the possible attitude of Gen X towards Key Performance Indicator. Based on the results of the analysis of Gen X respondents, the relationship between the profile of Gen X and Superior Leadership (unit, position, rank, education, gender, and length of service at Bank XYZ) can be seen in Table 4. Based on the chi-square shown in Table 4 known that the value of asymp. Sig. (2-sided) in some profiles has a value of less than 0.1 (significant level 10%), these profiles have a relationship with the attributes of Key Performance Indicators. Gen X positions have a relationship with business model innovation, therefore there are different positions based on business model innovation. The rank of gen X has a relationship with economic and social values as well as business model innovation, meaning that the difference in rank in the company is based on economic and social values as well as business model innovation.

The education of gen X respondents has a relationship with economic and social values. This means that the higher the education owned by the respondent will affect the social economic value. The gender of gen X respondents has a relationship with economic and social values as well as increased investment. This means that the unique characteristics possessed by each gender will affect the economic and social value and increase investment in Key Performance Indicators.

**Table 4**  
**Relationship between Gen X profile and Key Performance Indicator**  
**Sig. Pearson Chi-Square at alpha 0.1 attribute Key Performance Indicator**

<b>Non Millennial Profile</b>	Economic and Social Value	Innovation Business Model	Technology leadership	increased investment	Skills development
Unit	0.298	0.802	0.966	0.539	0.912
Position	0.149	0.069	0.512	0.212	0.474
Faire	0.045	0.053	0.297	0.036	0.122
Education	0.008	0.123	0.44	0.502	0.657
Gender	0.051	0.223	0.308	0.095	0.431
Length of work in the Bank XYZ	0.845	0.871	0.884	0.785	0.936



**4. Relationship between Gen X profile and Leading Business Competencies**

Information from the analysis between Gen X profile and Leading Business Competencies is used to determine the possible attitude of Gen X towards Leading Business Competencies. Based on the results of the analysis of generation X respondents, the relationship between the profile of Gen X and Superior Leadership (unit, position, rank, education, gender, and length of service at Bank XYZ) can be seen in Table 5. Based on the chi-square shown in Table 5 known that the value of asymp. Sig. (2-sided) in some profiles has a value of less than 0.1 (10% significant level), these profiles have a relationship with the Leading Business Competencies. Gen X units have a relationship with digital leadership, therefore the different units in the company are based on digital leadership. Gen X positions have a relationship with digital leadership, there are different positions based on digital leadership. The rank of Gen X has a relationship with digital leadership, global savvy, and building strategic partnerships, this explains that there are differences in rank in companies based on digital leadership, global savvy, and building strategic partnerships.

The education of gen X respondents has a relationship with customer focus. The higher the education possessed by the respondent will affect customer focus in dealing with customers. The length of time a respondent of gen X works at Bank XYZ has a relationship with global savvy, the length of time respondents work at Bank XYZ will affect global savvy in leading business competencies. Global savvy experience is very much needed in realizing or winning competence in the global market of the banking world.

**Table 5**  
**Relationship between Gen X profile and Leading Business Competencies**

<b>Non Millennial Profile</b>	<b>Sig. Pearson Chi-Square at alpha 0.1 attribute Leading Business Competencies</b>					
	Digital leadership	Global savvy	Customer focus	Building strategic partnership	Strategic orientation	Driving execution
Unit	0.02	0.965	0.95	0.964	0.976	0.881
Position	0.005	0.501	0.114	0.526	0.277	0.633
Faire	0.089	0.06	0.045	0.2	0.227	0.171
Education	0.676	0.403	0.094	0.861	0.527	0.342
Gender	0.466	0.903	0.136	0.672	0.773	0.871
Length of work in the Bank XYZ	0.994	0	0.834	0.95	0.929	0.933

**5. Relationship between Gen X Leading& Organization Competencies**

Information on the results of the analysis between Gen X profiles and Leading People & Organization Competencies is used to determine the possible attitude of Gen X towards Leading People & Organization Competencies. Based on the results of the analysis of generation X respondents, the relationship between Gen X profiles and Superior Leadership (unit, position, rank, education, gender, and length of service at Bank XYZ) can be seen in Table 6. Based on the chi-square shown in Table 6 known that the value of asymp. Sig. (2-sided) on some profiles has a value of less than 0.1 (real level 10%), meaning that these profiles have a relationship with the attributes of Leading People & Organization Competencies.

The rank of gen X has a relationship with development organizational capabilities and leading change, the difference in rank in the company is determined based on the

development of organizational capabilities of these individuals, as well as the ability of individuals to make changes in leadership. The length of time gen X respondents worked at Bank XYZ has a relationship with development organizational capabilities and managing diversity. The form of implementing managing diversity at Bank XYZ is indicated by the provision of infrastructure and facilities as well as sports facilities for employees.

**Table 6**  
**Relationship between Gen X profile and Leading People & Organization Competencies**

Non Millennial Profile	Sig. Pearson Chi-Square pada alpha 0.1 Leading Business Competencies attribute			
	Driving Innovation	Dev. Organizational Capabilities	Leading Change	Managing Diversity
Unit	0.969	0.91	0.909	0.933
Position	0.463	0.186	0.262	0.372
Faire	0.263	0.048	0.026	0.187
Education	0.702	0.251	0.313	0.908
Gender	0.642	0.256	0.581	0.493
Length of work in the Bank XYZ	0.973	0	0.896	0

### C. Respondents Gen Y (Millennials)

#### 1. Gen Y Profile Analysis Results

Based on the work unit profile for gen Y respondents, it is known that the majority of gen Y are scattered in the head office unit as much as 87%. While the rest are spread in branch/central offices (7%), and regional offices as much as 6%. Based on the job profile of the gen Y respondents, it is known that the majority of respondents with the years of birth 1981-1996 the majority have managerial positions (35%). While the rest are spread in analyst positions by 25%, group leader (16%), assistant 10%, division leader/deputy leader (10%), supervisor 3%, regional leader/deputy leader (1%), leader/deputy branch/central leader and branch/central leader/deputy leader (0%). Based on the analysis of the rank profile of gen Y respondents, it is known that the majority of gen Y have the rank (MGR)/assistant vice president (AVP) of 52%, the rank of Assistant (ASST)/assistant manager (AMGR) (37%), and Vice president (VP) / senior vice president as much as 11%. The results of the profile analysis of gen Y respondents based on education level showed that the majority of respondents with the years of birth 1981-1996 had the latest education level of master's degree as much as 60%, while the remaining 40% had bachelor's education level. In the gender profile of the Gen Y respondents, it is known that the majority of respondents have male sex as much as 55%, while the rest have female sex (45%). Based on the profile of respondents who have worked at Bank XYZ for a long time, it is known that the majority of Gen Y have worked at Bank XYZ for 6-10 years by 36%. While the rest have worked for 11-15 years (21%), 0-5 years as many as 19%, >25 years (2%), and 21-25 years by 1%.

#### 2. Relationship between Gen Y profile and Superior Leadership

Information on the results of the analysis between the profiles of superior leadership is used to determine the possible attitude of the Gen Y (millennials) towards superior leadership. Based on the results of the analysis of generation Y respondents, the relationship between Gen Y profile and Superior Leadership (unit, position, rank, education, gender, and length of service at Bank XYZ) can be seen in Table 7. Based on the chi-square analysis shown in Table 7 note the value of asymp. Sig. (2-sided) on

several profiles has a value of less than 0.1 (real level 10%) so it can be concluded that these profiles have a relationship with superior leadership attributes. Units have a relationship with ideal and laissez faire attributes, meaning that each unit difference in the company is based on ideal and laissez faire attributes. The gender of gen Y respondents has a relationship with contingent rewards. This means that the unique traits possessed by each gender will affect the contingent rewards for superior leadership.

**Table 7**  
**Relationship between Gen Y profile and Superior Leadership**

Millennial Profile	Millennial Profile Sig. Pearson Chi-Square at alpha 0.1 superior leadership attributes							
	(IA) Ideal Attributes	(II) Ideal behaviours	(IM) Inspira-tional Motivation	(IS) Intellectual Stimulation	(IC) Individual Consideration	(CR) Contingent Rewards	(MBE) Management by exception	<i>Laissez Faire</i>
Unit	0.069	0.868	0.252	0.775	0.716	0.891	0.905	0.073
Position	0.538	0.845	0.592	0.692	0.425	0.968	0.593	0.047
Faire	0.287	0.477	0.319	0.154	0.432	0.724	0.273	0.116
Education	0.75	0.95	0.529	0.858	0.889	0.989	0.954	0.398
Gender	0.26	0.192	0.278	0.227	0.401	0.02	0.718	0.447
Length of work in the Bank XYZ	0.493	0.848	0.565	0.381	0.897	0.636	0.51	0.252

**3. Relationship between Gen Y profile and Key Performance Indicator**

Information on the results of the analysis between the profiles of the Key Performance Indicators is used to determine the possible attitude of the Gen Y (millennials) towards the Key Performance Indicators. Based on the results of the analysis of generation Y respondents, the relationship between Gen Y profile and Key Performance Indicators (unit, position, rank, education, gender, and length of service at Bank XYZ) can be seen in Table 8. Based on the chi-square analysis shown in Table 8. 8 is known that the value of asymp. Sig. (2-sided) on several profiles has a value of less than 0.1 (real level 10%) so it can be concluded that these profiles have a relationship with superior leadership attributes. The gender of gen Y respondents has a relationship with technology leadership and talent development. This means that the unique traits possessed by each gender will affect technology leadership and talent development on Key Performance Indicators in the company.

**Table 8**  
**Relationship between Gen Y profile and Key Performance Indicator**

Millennial Profile	Sig. Pearson Chi-Square on alpha 0.1 Key Performance Indicator attribute				
	Economic and Social Value	Innovation Business Model	Technology leadership	increased investment	Skills development
Unit	0.283	0.728	0.867	0.911	0.816
Position	0.428	0.924	0.918	0.874	0.596
Faire	0.114	0.607	0.408	0.612	0.138
Education	0.527	0.976	0.865	0.616	0.834
Gender	0.399	0.562	0.02	0.157	0.019
Length of work in the Bank XYZ	0.659	0.745	0.657	0.548	0.568

**4. Relationship between Gen Y profile and Leading Business Competencies**

Information on the results of the analysis between the profiles of Leading Business Competencies is used to determine the possible attitude of Generation Y (millennials) towards Leading Business Competencies. Based on the results of the analysis of generation Y respondents, the relationship between Gen Y profile and Leading Business Competencies (unit, position, rank, education, gender, and length of service at Bank XYZ) can be seen in Table 9. Based on the chi-square analysis shown in Table 9. 9 is known that the value of asymp. Sig. (2-sided) on several profiles has a value of less than 0.1 (real level 10%) so it can be concluded that these profiles have a relationship with superior leadership attributes. The rank of gen Y respondents has a relationship with digital leadership, meaning that there are differences in rank based on digital leadership.

**Table 9**  
**Relationship between Gen Y profile and Leading Business Competencies**

Millennial Profile	Sig. Pearson Chi-Square on alpha 0.1 Leading Business Competencies attribute					
	Digital leadership	Global savvy	Customer focus	Building strategic partnership	Strategic orientation	Driving execution
Unit	0.449	0.463	0.701	0.736	0.73	0.823
Position	0.199	0.436	0.507	0.781	0.658	0.658
Faire	0.072	0.176	0.13	0.35	0.317	0.197
Education	0.834	0.901	0.742	0.963	0.875	0.923
Gender	0.432	0.801	0.146	0.176	0.356	0.174
Length of work in the Bank XYZ	0.782	0.501	0.882	0.847	0.68	0.868

**5. Relationship between Gen Y profile and Leading People & Organization Competencies**

Information on the results of the analysis between the profiles of Leading People & Organization Competencies is used to determine the possible attitude of generation Y (millennials) towards Leading People & Organization Competencies. Based on the results of the analysis of generation Y respondents, the relationship between Gen Y profile and Leading Business Competencies (unit, position, rank, education, gender, and length of service at Bank XYZ) can be seen in Table 10. Based on the chi-square analysis shown in Table 10. 10 is known as the value of asymp. Sig. (2-sided) on some profiles has a value of less than 0.1 (real level 10%) so it can be concluded that these profiles have a relationship with the attributes of Leading People & Organization Competencies.

The last education owned by gen Y respondents has a relationship with development organizational capabilities, meaning that differences in education possessed by employees can affect development organizational capabilities. Gender of respondent Gen Y has a relationship with driving innovation and development organizational capabilities. This means that the unique characteristics possessed by each gender will affect the ability of employees to innovate and the ability of the organization to develop in the company.

**Table 10**  
**Relationship between Gen Y profile, Leading People & Organization Competencies**

Non Millennial Profile	Sig. Pearson Chi-Square on alpha 0.1 Leading Business Competencies attribute			
	Driving Innovation	Dev. Organizational Capabilities	Leading Change	Managing Diversity
Unit	0.901	0.735	0.914	0.739

Non Millennial Profile	Sig. Pearson Chi-Square on alpha 0.1 Leading Business Competencies attribute			
	Driving Innovation	Dev. Organizational Capabilities	Leading Change	Managing Diversity
Position	0.885	0.629	0.918	0.866
Faire	0.719	0.246	0.551	0.689
Education	0.731	0.037	0.507	0.844
Gender	0.067	0.076	0.287	0.23
Length of work in the Bank XYZ	0.628	0.745	0.931	0.318

## D. Gen Z Respondents

### 1. Gen Z Profile Analysis Results

Based on the work unit profile for gen Z respondents, it is known that the majority of Gen Z are spread in the head office unit by 75%. While the rest are spread in branch/central offices (25%), regional offices and overseas branch offices amounting to 0%. Based on the job profile of Gen Z respondents, it is known that the majority of respondents with birth years 1997 and above have the majority of 50% analyst positions. While the rest are spread in the positions of division leader/deputy leader (25%), as well as 25% supervisor. Based on the analysis of the rank profiles of the respondents gen Z, it is known that the majority of Gen Z have the rank of Assistant (ASST)/assistant manager (AMGR) of 75%. While the rest have the rank of Vice president (VP)/senior vice president (25%). The results of the profile analysis of Gen Z respondents based on education level showed that the majority of respondents with a year of birth 1995 and above had a 100% undergraduate education level. In the gender profile of the Gen Z respondents, it is known that the majority of respondents have male sex as much as 75%, while the rest have female sex (25%). Based on the profile of respondents who have worked at Bank XYZ for a long time, it is known that the majority of Gen Z have worked at Bank XYZ for 0-5 years by 50%, while the rest have worked for >25 years (25%), and 25% for 16-20 years.

### 2. Relationship between Gen Z profile and Superior Leadership

Information on the results of the analysis between the profiles of Superior Leadership is used to determine the possible attitudes of the Gen Z towards Superior Leadership. Based on the results of the analysis of generation Z respondents, the relationship between Gen Z profile and Superior Leadership (unit, position, rank, education, gender, and length of service at Bank XYZ) can be seen in Table 11. Based on the chi-square analysis shown in Table 11 known that the value of asymp. Sig. (2-sided) on the sex profile has a value of less than 0.1 (real level 10%) on individual considerations and contingent rewards, so it can be concluded that gender has a relationship with individual considerations and contingent rewards. The gender of gen Z respondents has a relationship with individual considerations and contingent rewards, meaning that the unique characteristics possessed by each gender will affect individual considerations and contingent rewards on superior leadership in the company.

**Table 11**  
**Relationship between Gen Z profile and superior leadership**

Gen Z Profile	Sig. Pearson Chi-Square at alpha 0.1 Superior Leadership attribute						
	(IA) Ideal Attributes	(II) Ideal behave- ours	(IM) Inspirational Motivation	(IS) Intellectual Stimulation	(IC) Individual Considerati on	(CR) Contingent Rewards	<i>Laissez Faire</i>
Unit	0.248	0.505	0.505	0.505	0.505	0.513	0.135
Position	0.135	0.513	0.513	0.513	0.513	0.287	0.287
Faire	0.248	0.505	0.505	0.505	0.505	0.135	0.513
Gender	0.248	0.046	0.046	0.046	0.046	0.135	0.135
Length of work in the Bank XYZ	0.135	0.513	0.513	0.513	0.513	0.287	0.287

**3. Relationship between Gen Z profile and Key Performance Indicator**

Information on the results of the analysis between the profiles of the Key Performance Indicators is used to determine the possible attitude of the Gen Z towards the Key Performance Indicators. Based on the results of the analysis of generation Z respondents, the relationship between Gen Z profile and Key Performance Indicators (unit, position, rank, gender, and length of service at Bank XYZ) can be seen in Table 12. Based on the chi-square analysis shown in Table 12, it is known that that asymp value. Sig. (2-sided) on the gender profile has a value of less than 0.1 (real level 10%) on all Key Performance Indicator attributes, so it can be concluded that gender has a relationship with economic and social values, business model innovation, technological leadership, increased investment, and talent development. The gender of gen Z respondents has a relationship with all Key Performance Indicator attributes, meaning that the unique traits possessed by each gender will affect economic and social values, business model innovation, technological leadership, increased investment, and talent development in the company.

**Table 12**  
**Relationship between Gen Z profile and Key Performance Indicator**

Gen Z Profile	Sig. Pearson Chi-Square on alpha 0.1 Key Performance Indicator attribute				
	Economic and Social Value	Innova- tion Business Model	Technology leadership	increased investment	Skills development
Unit	0.505	0.505	0.505	0.505	0.505
Position	0.513	0.513	0.513	0.513	0.513
Faire	0.505	0.505	0.505	0.505	0.505
Gender	0.046	0.046	0.046	0.046	0.046
Length of work in the Bank XYZ	0.513	0.513	0.513	0.513	0.513

**4. Relationship between Gen Z profile and Leading Business Competencies**

Information on the results of the analysis between the profiles of Leading Business Competencies is used to determine the possible attitude of Gen Z towards Leading Business Competencies. Based on the results of the analysis of generation Z respondents,

the relationship between Gen Z profile and Leading Business Competencies (unit, position, rank, gender, and length of service at Bank XYZ) can be seen in Table 13. Based on the chi-square analysis shown in Table 13, it is known that that asymp value. Sig. (2-sided) on the gender profile has a value of less than 0.1 (real level 10%) for all Leading Business Competencies attributes, so it can be concluded that gender has a relationship with digital leadership values, global savvy, customer focus, building strategic partnership, strategic orientation, and driving execution. The gender of gen Z respondents has a relationship with all Leading Business Competencies attributes, meaning that the uniqueness of each gender will affect digital leadership, global savvy, customer focus, building strategic partnerships, strategic orientation, and driving execution in the company.

**Table 13**  
**Relationship between Gen Z profile and Leading Business Competencies**

Gen Z Profile	Sig. Pearson Chi-Square on alpha 0.1 Leading Business Competencies attribute					
	Digital leadership	Global savvy	Customer focus	Building strategic partnership	Strategic orientation	Driving execution
Unit	0.505	0.505	0.505	0.505	0.505	0.505
Position	0.513	0.513	0.513	0.513	0.513	0.513
Faire	0.505	0.505	0.505	0.505	0.505	0.505
Gender	0.046	0.046	0.046	0.046	0.046	0.046
Length of work in the Bank XYZ	0.513	0.513	0.513	0.513	0.513	0.513

**5. Relationship between Gen Z profile, Leading People and Organization Competencies**

Information on the results of the analysis between the profiles of Leading People & Organization Competencies is used to determine the possible attitude of Gen Z towards Leading People & Organization Competencies. Based on the results of the analysis of generation Z respondents, the relationship between Gen Z profile and Leading People & Organization Competencies (unit, position, rank, gender, and length of service at Bank XYZ) can be seen in Table 14. Based on the chi-square analysis shown in Table 14. 14 is known that the value of asymp. Sig. (2-sided) on the gender profile has a value of less than 0.1 (real level 10%) for all Leading People & Organization Competencies attributes, so it can be concluded that gender has a relationship with the value of driving innovation, development organizational capabilities, leading change, and managing diversity.

**Table 14**  
**Relationship between Gen Z profile, Leading People and Organization Competencies**

Non Millennial Profile	Sig. Pearson Chi-Square on alpha 0.1 Leading Business Competencies attribute			
	Driving Innovation	Dev. Organizational Capabilities	Leading Change	Managing Diversity
Unit	0.505	0.505	0.505	0.505
Position	0.513	0.513	0.513	0.513
Faire	0.505	0.505	0.505	0.505
Gender	0.046	0.046	0.046	0.046

Non Millennial Profile	Sig. Pearson Chi-Square on alpha 0.1 Leading Business Competencies attribute			
	Driving Innovation	Dev. Organizational Capabilities	Leading Change	Managing Diversity
Length of work in the Bank XYZ	0.513	0.513	0.513	0.513

## CONCLUSION

The relationship between Gen X profile and superior leadership has a relationship with ideal attributes, ideal behavior, inspirational motivation, intellectual stimulation, and Laissez Faire. The relationship between the Gen X profile and key performance indicators has a relationship with economic and social values, business model innovation, and increased investment. The relationship between Gen X profiles and leading business competencies has a relationship with digital leadership, global savvy, customer focus, and building strategic partnerships. The relationship between Gen X profile and leading people & organization competencies has a relationship with indicators of development organizational capabilities, leading change, and managing diversity. The relationship between Gen Y profile and superior leadership has a relationship with contingent rewards and Laissez Faire. The relationship between the Gen Y profile and key performance indicators has a relationship with technology leadership and talent development. The relationship between Gen Y profiles and leading business competencies has a relationship with digital leadership indicators. The relationship between Gen Y profile and leading people & organization competencies has a relationship with indicators of driving innovation and development organizational capabilities. The relationship between the Gen Z profile and superior leadership has a relationship to individual considerations and contingent rewards. The relationship between the Gen Z profile and key performance indicators has a relationship with all indicators including economic and social values, business model innovation, technological leadership, increased investment, and talent development. The relationship between Gen Z profiles and leading business competencies has a relationship with all indicators including digital leadership, global savvy, customer focus, building strategic partnerships, strategic orientation, and driving execution. The relationship between Gen Y profile and leading people & organization competencies has a relationship with all indicators which include driving innovation, development organizational capabilities, leading change, and managing diversity.

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