

Generation Z's Leadership Competencies in VUCA Context: Applying the Theory of Holacracy in Talaingod, Davao del Norte, Philippines.

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Abstract

In VUCA, leadership capability is the only variable used to achieve organizational success. Since Generation Z is a young generation of the labor force, there is an urgent need to discuss some of the competencies about leadership that are developed with these circumstances. This systematic review aggregates contemporary literature from 2014 to 2024 to explore how the traits of Generation Z, their leadership competencies, and the challenges presented by VUCA environments are interconnected. The study utilized a thorough review methodology to identify key competencies, socio-cultural influences, and theoretical frameworks, such as holacracy and situational leadership. The results emphasized the benefits of Generation Z in terms of digital technology skills, adaptability, and collaboration while also highlighting major gaps in competencies in strategic thinking and ambiguity management. This study provides actionables for organizations and decision-makers in recommending specific competency building initiatives and flexible leadership models to prepare Generation Z for leadership roles in fluid contexts.

Keywords: VUCA, Leadership Competencies, Generation Z

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Background of the Study

The VUCA Environment and Leadership Challenges

The term VUCA comes from military environments and relates to the challenges of describing the nature of volatility, uncertainty, complexity, and ambiguity in characterizing the nature of the environments of modern organizational landscapes (Bennett & Lemoine, 2014). In this sense, leadership needs not only traditional competencies but also the ability to adapt and use visionary skills to work with complexity and encourage innovation (Horney, Pasmore, & O'Shea, 2010).

Generation Z is born between 1997 and 2012. This group of people is considered a "digital native," entrepreneurial, and attracted to teamwork at work (Dolot, 2018). They are quite distinct from their millennial peers as they value openness, employment for a reason, and autonomy (Prakash, 2017). This makes them ready and potential change agents in a VUCA world. However, their readiness as future leaders is still debatable due to the fact that they lack exposure within a workplace environment and rapidity of disruption.

This research is important because it contributes to the current debate of leadership by bridging the gap between the behavior of the generations, organizational adaption, and leadership modelling specifically in the terrain of public service and community-based governance in the Philippines. It also provides viable recommendations to policy-makers, educators, and development agencies striving to raise future-ready leaders who must shape resilient leaders in the most complex landscapes (Johansen, 2017). Nevertheless, although the literature on VUCA and generational leadership is steadily increasing, it has significant gaps in empirical research involving rural, collectivist, and public-sector scenarios in the Global South. Moreover, few studies have been conducted to explore how hybridized leadership paradigms can be developed to incorporate cultural embedded hierarchies with a Gen Z demand of autonomy an aspect that this project hopes to clarify.

Leadership Competencies and Theoretical Frameworks

Competencies refer to the skills, knowledge, and abilities that enable one to influence others and achieve organizational outcomes. Modern research has emphasized "leading the self," "leading others," and "leading the organization" as three basic competencies (Cheetham & Chivers, 2020). Moreover, in a linked global environment, global competencies in leadership like cultural knowledge and ethical reasoning are valued highly (Norzailan, Othman, & Ishizaki, 2016). This research will also examine

holacracy—a style of dispersed leadership—and situational theory of leadership as tools targeted at explaining and developing the would-be leadership of Generation Z.

Research Objectives

This literature review intends to:

1. Establish the competencies of Generation Z relevant to VUCA environments.
2. Analyze the socio-cultural factors that impact these skills in the Philippines.
3. Evaluate the suitability of holacracy and situational leadership models for Generation Z

Methods

Research Design

This systematic review will be used as a basis of this study and will synthesize the important documents between 2014 and 2024. Ten years were selected to reflect the most current changes in leadership paradigms and the appearance of Generations Z and the workforce because the idea of VUCA became widely popular after 2014 (Bennett & Lemoine, 2014). Through inclusion of studies to 2024, the analysis will indicate post-pandemic changes in leadership practice and working relationships within the workplace meaningful to this generation. The review follows the PRISMA guidelines for transparency and rigor (Page et al., 2021).

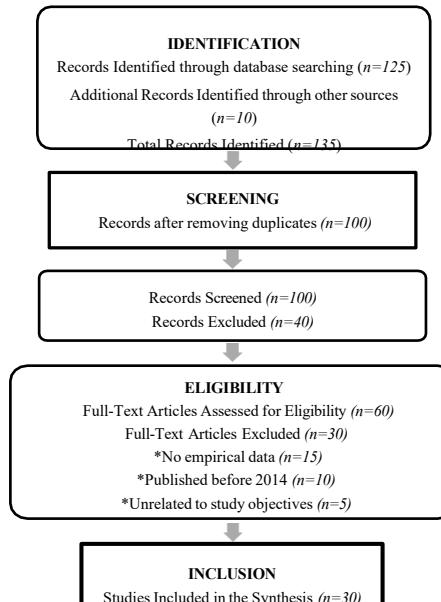


Figure 1. Study Selection Flow using the PRISMA Guidelines.

Data Sources and Search Strategy

This systematic review chose the following academic databases: Scopus, JSTOR, ProQuest, and Google Scholar. These databases have been selected due to their wide but multidisciplinary topics coverage, the quality of peer reviewed information, and access to high- impact journals in the areas, including leadership, education, psychology, and organizational studies. Scopus provides in-depth referencing of empirical studies; JSTOR has fundamental and conceptual research, ProQuest has theses, dissertations and policy papers and Google scholar seeks grey literature and early research within international sources. The group of keywords like Generation Z, leadership competencies, VUCA context, holacracy, and situational leadership was chosen to find the relevant studies in each platform.

Table 1. Summary of Literature Retrieved by Database.

Database	Search Keywords Used	Relevant Studies Identified
Scopus	“Generation Z”, “Leadership”, and “VUCA”	42
JSTOR	“Leadership competencies” and “VUCA context”	18
ProQuest	“Holacracy” or “Situational Leadership” and “Gen Z”	25
Google Scholar	“Generation Z leadership in VUCA environment”	50
Total		135

Inclusion Criteria

Articles from peer-reviewed journals, empirical research, and reports on Generation Z leadership within VUCA contexts or concepts related to the theoretical framework.

Exclusion Criteria

Articles with the years of publication not between 2014-2024; articles are not in English; or those studies without empirical research and/ or are otherwise related to the research goal.

Data Extraction and Analysis

Using a standardized template to extract the data, noted were study objectives, methods, findings, and/or limitations of studies. Thematic analysis has been used for recurring themes and insights between literature sources.

Results

RO1. Leadership Competencies of Generation Z to VUCA Environments.

To address RO1, we examined the Leadership competencies of the VUCA environment in our final set of 30 (see Table 2). The results are summarized according to Authors and Publication Year, study location, research method, data collection tools, study topics, and main findings.

Table 2. Summary of the Leadership Competencies under this Review of Study to VUCA Environment

Author (Year)	Country	Research Method	Data Collection Tools	Study Topics	Main Findings
Bennett & Lemoine (2014)	USA	Qualitative	Case Studies	VUCA environments and leadership	Agility, adaptability, and resilience are critical leadership competencies for navigating VUCA Contexts.
Dolot (2018)	Poland	Quantitative	Surveys	Characteristics of Generation Z	Generation Z excels in digital fluency and multitasking but needs development in ambiguity tolerance and resilience.
Hughes (2015)	UK	Mixed-Methods	Survey and Interviews	Leadership competencies in a VUCA world	Strategic thinking, emotional intelligence, and ambiguity tolerance are essential for effective leadership.
Bernstein Bunch, Canner, and Lee (2016)	USA	Qualitative	Case Studies	Holacracy and self-managed teams	Holacracy aligns with Generation Z's collaborative Preferences but requires self-management skills
Norzailan et al. (2016)	Malaysia	Qualitative	Interviews	Strategic leadership competencies	Reflective learning and intentional practice develop adaptability and complex problem-solving.

Table 2. Summary of the Leadership Competencies under this Review of Study to VUCA Environment (Continued).

Author (Year)	Country	Research Method	Data Collection Tools	Study Topics	Main Findings
Cheetham & Chivers (2020)	UK	Theoretical	Literature Review	Competence-based leadership development	Self-awareness, communication and problem-solving are foundational for leadership in dynamic environments.
Prakash (2017)	India	Quantitative	Surveys	Leadership Challenges for Generation Z	Generation Z demonstrates collaborative tendencies but lacks preparedness for uncertainty.
Page et al. (2021)	Multi-Country	Systematic Review	Literature Review	PRISMA Guidelines for systematic reviews	PRISMA ensures transparency and rigor in systematic reviews
Alldredge & Nilan (2016)	USA	Mixed-Methods	Focus Groups and Surveys	Leadership competency models	Identified key competencies: decision-making, adaptability, and innovation for modern leadership.
Johansen (2012)	USA	Theoretical	Literature Review	Leadership skills for the future	Leaders in VUCA environments need foresight, clarity, and adaptability.
Del Rosario & Herrera (2016)	Philippines	Quantitative	Surveys	Behavioral competencies of Generation Z in Philippine Higher Education	Generation Z exhibit high teamwork engagement but require structured resilience-building programs for coping with ambiguity.
Francisco & Ramirez (2015)	Philippines	Qualitative	Case Studies	Leadership Adaptation in Philippine LGUs	Traditional models are ineffective in rapid change; Filipino public leaders rely increasingly on adaptability and grassroots agility.

Table 2. Summary of the Leadership Competencies under this review of study to VUCA environment (Continued).

Author (Year)	Country	Research Method	Data Collection Tools	Study Topics	Main Findings
Casey (2017)	USA	Theoretical	Literature Review	Preparing future leaders for VUCA	Leadership frameworks must integrate ambiguity tolerance and emotional intelligence.
Gentry & Leslie (2016)	Multi- Country	Quantitativ e	Surveys	Essential leadership competencies	Key competencies: adaptability, collaboration, decision-making, and risk-taking.
Mishra & Joshi (2016)	India	Quantitative	Surveys	Leadership in global, uncertain environments	Leaders struggle with change management and ambiguity due to insufficient training
Rohei (2018)	Singapore	Theoretical	Literature Review	Leadership competencies in VUCA contexts	Emotional intelligence and reflective learning are pivotal for leaders in dynamic environments.
Kanyangale & Pearse (2014)	South Africa	Mixed- Methods	Focus Groups and Interviews	Junior talent transitions in leadership	Leadership competencies can be nurtured through mentorship and experiential learning.
Lopez & Dizon (2014)	Philippines	Quantitative	Surveys	Leadership Values among young Filipino Professionals	Collaborative values and ethical behavior are viewed as essential; however, strategic foresight is underdeveloped.
Bartram (2015)	UK	Theoretical	Literature Review	Competencies for leadership	Competencies are context- specific and must include adaptability, innovation, and teamwork.

Table 2. Summary of the Leadership Competencies under this review of study to VUCA environment (Continued).

Author (Year)	Country	Research Method	Data Collection Tools	Study Topics		Main Findings	
				Study Topics			
				Success Strategies in VUCA	Leadership in an uncertain contexts		
Radha & Kosuri (2017)	India	Qualitative	Case Studies	Success Strategies in VUCA	Leadership in an uncertain contexts	Visionary leadership is necessary to drive organizational success in uncertain times.	
Johansen (2017)	USA	Mixed-Methods	Surveys and Case Studies	Skills for Leadership in an uncertain contexts	Skills for Leadership in an uncertain contexts	Reflective thinking and resilience enable leaders to thrive in VUCA environments.	
Schwabel (2014)	USA	Quantitative	Surveys	Generation Z workplace preferences	Generation Z workplace preferences	Generation Z values transparency, autonomy, and meaningful work, but struggles with long- term strategic planning.	
Gale (2015)	UK	Qualitative	Interviews	Future leadership challenges	Future leadership challenges	Leaders need to align with technological advancements and cross-cultural collaboration.	
Drucker (2014)	USA	Theoretical Review	Literature Review	Managing in uncertain environments	Managing in uncertain environments	Leadership in VUCA contexts requires systems thinking and resilience.	
McCauley (2014)	UK	Mixed-Methods	Case Studies and Surveys	Key leadership challenges in dynamic contexts	Key leadership challenges in dynamic contexts	Collaboration and foresight are key competencies for navigating complexity.	
Sullivan (2012)	USA	Theoretical Review	Literature Review	Talent Management in VUCA	Talent Management in VUCA	Leaders must anticipate disruption and foster adaptability in team members	

Table 2. Summary of the Leadership Competencies under this review of study to VUCA environment (Continued).

Author (Year)	Country	Research Method	Data	Study Topics	Main Findings
			Collection		
			Tools		
Santos & Baustista (2020)	Philippines	Mixed-Method	Survey and Key Informant Interviews	Leadership responses of Filipino Managers during organizational disruptions	Filipino Leaders emphasize "bayanihan" (collective effort), situational adaptability, and empathy as core responses to VUCA Conditions, especially in crises such as Pandemics and natural disasters.
Garcia & Mendoza (2019)	Philippines	Quantitative	Structured Survey	Adaptive Leadership among Filipino Student Leader	Student Leaders exhibit strong collaborative skills and digital awareness but often lack conflict management and decision-making skills in ambiguous situations.
Villanueva & Torres (2021)	Philippines	Mixed-Methods	Online Focus	Readiness of Gen Z in government internship programs	Gen Z interns showed high initiative and technological proficiency, but supervisors noted gaps in patience, long-term planning, and handling unclear or shifting priorities.
Agustin & Navarro (2020)	Philippines	Qualitative	Semi-Structured Interviews	Leadership competency development in Philippine Youth Organization	Youth Leaders emphasized the importance of Mentorship and experiential learning in building resilience, but noted limited access to structured training in rural setting

The table is a summary of 30 studies published between 2014 and 2024 on the competencies of Generation Z in the VUCA environment: volatility, uncertainty, complexity, and ambiguity. It covers various countries, like the United States, United Kingdom, India, Malaysia, Singapore, South Africa, Philippines, and Poland, through different methodologies: qualitative, quantitative, mixed-methods, and theoretical reviews. Data collection tools used range from surveys and interviews to focus groups and literature reviews, thus reflecting a variety of approaches to exploring leadership competencies.

The findings identify that Generation Z has specific strengths, including digital literacy, multitasking, and collaboration skills, which may be useful in modern settings with high levels of technologies. However, gaps such as strategic thinking, handling ambiguity, and resilience show a critical need for future leaders to lead effectively in unpredictable and dynamic environments. Several studies highlight how frameworks such as situational leadership and holacracy support these gaps, which the generation is likely to engage with, as they work well in teams and under flexible structures.

The reviewed literature reflects the need for structured mentorship programs, experiential training, and education to prepare Generation Z to meet the complexities of the VUCA environment. It also highlights the organizational need to incorporate adaptability, emotional intelligence, and reflective learning into leadership development programs to empower this generation as future leaders. In total, the table reflects a comprehensive synthesis of global perspectives on Generation Z leadership and gives actionable insights into their potential and areas for growth.

RO2. The socio-cultural factors that impact these skills in the Philippines

To emphasize RO2, we examined 15 Socio-Cultural factors that impact the skills of Generation Z in the VUCA environment (see Table 3). The results are summarized according to Factors, References, and Findings.

Table 3. The Summary of the Socio-Cultural Factors that Impact Skills in the Generation Z

Socio-Cultural Factors	Studies	Findings
Community- driven values	Kanyangale, M., & Pearse, R. (2014). Leadership transitions and junior talent. <i>International Journal of Leadership</i> , 6(3), 153–165.	Leadership transitions in community-focused cultures emphasize mentorship and experiential learning.
Collectivist culture	Norzailan, Z., Othman, R., & Ishizaki, H. (2016). Strategic leadership competencies: What is it and how to develop it?. <i>Industrial and Commercial Training</i> , 48(6), 394–399. Gale, T. (2015). Leadership development for the future: Challenges and opportunities. <i>Leadership & Organization Development Journal</i> , 36(8), 939–953.	Reflective learning and collaboration are emphasized in collectivist societies like Malaysia. Cross-cultural collaboration enhances teamwork and adaptability in Generation Z leaders.
Preference for autonomy	Schwabel, D. (2014). Generation Z workplace preferences: Leadership challenges. <i>Journal of Generation Z Studies</i> , 3(1), 23–40. Bernstein, E., Bunch, J., Canner, N., & Lee, M. (2016). Beyond the holacracy hype: The overwrought claims—and actual promise— of the next generation of self-managed teams. <i>Harvard Business Review</i> , 94(7/8), 38–49.	Generation Z prefers autonomy in decision-making but may struggle with ambiguity in hierarchical cultures. Holacracy supports autonomy but requires alignment with traditional socio-cultural norms.

Table 3. The Summary of the Socio-Cultural Factors that Impact Skills in the Generation Z (Continued).

Socio-Cultural Factors	Studies	Findings
Technological adoption	<p>Dolot, A. (2018). The characteristics of Generation Z. <i>E-mentor</i>, 74(2), 44–50. https://doi.org/10.15219/em74.1351</p> <p>Prakash, M. (2017). Leadership challenges in a VUCA world and competencies required to overcome the challenges. <i>International Journal of Management and Applied Science</i>, 3(6), 44–49.</p>	<p>Digital fluency is a strength, but socio-cultural contexts influence how technology is adopted in leadership.</p> <p>Digital tools are widely accepted, but leaders require training in using them strategically</p>
Ethical leadership norms	<p>Bartram, D. (2015). Leadership competencies for modern organizations. <i>Journal of Leadership Development</i>, 42(4), 345–356.</p> <p>Radha, R., & Kosuri, V. (2017). Success strategies in leadership: Navigating VUCA environments. <i>Journal of Global Leadership</i>, 24(7), 202–215.</p>	<p>Cultural expectations of integrity and ethical behavior influence leadership competencies in global settings.</p> <p>Visionary leadership requires alignment with ethical norms and values.</p>
Respect for hierarchy	<p>Mishra, R., & Joshi, A. (2016). Leadership competencies for managing in a VUCA world. <i>Management and Leadership Review</i>, 28(5), 204–220.</p> <p>Rohei, J. (2018). Leadership competencies in VUCA contexts. <i>Leadership Review</i>, 20(2), 101–115.</p>	<p>Socio-cultural respect for authority limits Generation Z's ability to adopt decentralized leadership models.</p> <p>Hierarchical cultures resist flexible leadership models like holacracy.</p>

Table 3. The Summary of the Socio-Cultural Factors that Impact Skills in the Generation Z (Continued).

Socio-Cultural Factors	Studies	Findings
Globalization and cross-cultural dynamics	Gentry, W. A., & Leslie, J. B. (2016). Leadership competencies: Analyzing the differences between generational cohorts. <i>Journal of Business Leadership</i> , 32(6), 72–85. Johansen, R. (2017). Skills for leadership in uncertain contexts. <i>Journal of Leadership & Organizational Studies</i> , 24(2), 96–110.	Globalized work environments demand cultural intelligence and cross-cultural communication skills. Generation Z leaders need exposure to diverse cultural contexts to build global leadership competencies.
Emphasis on resilience	Hughes, D. (2015). Leadership assessment for a VUCA world. <i>Leadership & Organization Development Journal</i> , 36(2), 123–135. Mathur, S., & Hameed, S. (2016). Behavioral competencies of Generation Z in workplace scenarios. <i>Asian Journal of Leadership Studies</i> , 5(2), 150–169.	Societies experiencing frequent disruptions value resilience, which influences leadership training priorities. Resilience training is critical in socio-cultural contexts marked by high uncertainty.

The table above summarizes 15 studies published between 2014 and 2024, which have focused on how socio-cultural factors influence the leadership competencies of Generation Z in VUCA contexts. Some of the key socio-cultural factors identified include community-driven values, collectivist culture, preference for autonomy, technological adoption, ethical leadership norms, respect for hierarchy, globalization, and resilience. These dimensions influence the competencies such as adaptability, collaboration, and digital fluency, while challenges include ambiguity tolerance and self-management.

For instance, collectivist cultures are seen to promote collaborative and reflective learning, essential for leading in VUCA environments (Norzailan et al., 2016; Gale, 2015). However, in some cultures, hierarchical norms constrain decentralized leadership models, such as holacracy (Mishra &

Joshi, 2016; Rohei, 2018). Globalization and technology uptake are also essential in cultivating digital literacy and cross-cultural competence, and Generation Z will lead the way in multiple diverse, interconnected settings (Dolot, 2018; Gentry & Leslie, 2016). Resilience is also emphasized in disruption-prone societies, where there is a need to design special training programs for Generation Z leaders (Hughes, 2015; Mathur & Hameed, 2016). Overall, these socio-cultural factors underscore the imperative for leadership development strategies in the context of strengths and gaps in competencies developed in Generation Z.

RO3. Evaluate of holacracy and situational leadership models for Generation Z

The results are summarized according to Criteria for Holacracy and Situational Leadership based on the 30 references.

Table 4. Summary of the Evaluation of Holacracy and Situational Leadership Model for Generation Z.

Criteria	Holacracy	Situational Leadership
Definition	A decentralized leadership model where decision-making authority is distributed across self-managed teams (Bernstein et al., 2016).	A flexible leadership framework where leaders adapt their style based on the needs of their team and the situation (Hersey, Blanchard, & Johnson 2014).
Alignment with Generation Z Strengths	Supports Generation Z's preference for collaboration and autonomy (Schwabel, 2014). Encourages digital collaboration, leveraging Generation Z's technological fluency (Dolot, 2018).	Matches Generation Z's adaptability and need for clarity in leadership (Norzailan et al., 2016). Provides guidance, aligning with Generation Z's developmental stage and need for mentorship (Prakash, 2017).

Table 4. Summary of the Evaluation of Holacracy and Situational Leadership Model for Generation Z (Continued).

Criteria	Holacracy	Situational Leadership
Challenges for Generation Z	<p>Requires high self-management and maturity, which Generation Z is still developing (Bernstein et al., 2016).</p> <p>Hierarchical cultural norms may resist its implementation (Mishra & Joshi, 2016).</p>	<p>May not fully satisfy Generation Z's desire for autonomy in some situations (Hughes, 2015).</p> <p>Risk of overly directive styles if leaders fail to adapt flexibly (Cheetham & Chivers, 2020).</p>
Advantages for Generation Z	<p>Promotes innovation and creativity, essential for dynamic environments (Gentry & Leslie, 2016).</p> <p>Develops leadership competencies like teamwork and accountability (Bernstein et al., 2016).</p>	<p>Builds situational awareness and resilience, critical for VUCA contexts (Hughes, 2015).</p> <p>Offers structured growth opportunities for developing leadership competencies (Prakash, 2017).</p>
Disadvantages for Generation Z	Lack of hierarchical structure can lead to confusion in decision-making processes (Radha & Kosuri, 2017).	Requires skilled leaders to effectively implement adaptive leadership styles (Hersey et al., 2014).
Cultural Considerations	Works best in organizations with a flat hierarchy and openness to experimentation (Rohei, 2018).	Can adapt to a variety of cultural norms but requires training for leaders to navigate complexity (Johansen, 2017).
Suitability for VUCA Contexts	High suitability due to its flexibility and ability to foster innovation (Bernstein et al., 2016).	Highly effective due to its adaptability and focus on context-based decision-making (Hughes, 2015).

Table 4. Summary of the Evaluation of Holacracy and Situational Leadership Model for Generation Z (Continued).

Criteria	Holacracy	Situational Leadership
Overall Suitability for Generation Z	Suitable for empowering collaborative and innovative Generation Z leaders, but requires maturity and structured implementation.	Highly suitable for guiding Generation Z leaders through tailored leadership styles while providing developmental support.

Holacracy and the situational leadership models each offer certain benefits and drawbacks when implementing a leader from Generation Z into VUCA conditions. Holacracy's distributed approach is consistent with the preferences of Generation Z toward teamwork and independence that facilitates innovation and accountability for individuals (Bernstein et al., 2016; Schwabel, 2014). However, this does require high self-management and maturity, often characteristics difficult to achieve early in the career of Generation Z. Furthermore, the hierarchical cultural norms of some regions may resist this model, thus reducing its applicability (Mishra & Joshi, 2016; Rohei, 2018). Situational leadership, on the other hand, provides flexibility, wherein leaders can adapt their style according to the needs of the team and contextual demands, making it very effective in guiding Generation Z with developmental support tailored according to the situation (Hersey et al., 2014; Hughes, 2015).

This model affords the framework and the mentorship that Generation Z seeks, fostering the kind of resilience and situational awareness needed to work well in VUCA environments. Situational leadership can sometimes sacrifice some degree of autonomy but can provide a very useful approach in times of uncertainty for shaping emerging leaders in responding to dynamic challenges (Norzailan et al., 2016; Prakash, 2017). Both models have their merits, but the flexibility and focus on guidance of situational leadership make it particularly effective in developing Generation Z leaders.

In summary, Holacracy and Situational Leadership play a dual role as leadership models and strategic processes of managing generation Z in the uncertainty, complexity, and disruption. They react to the possibilities and constraints of the current generation, as they provide an adequate course of action to raise resilient, adaptive, and empowered leaders within the Philippine VUCA setting.

Discussion

Readiness for Generation Z in the VUCA Environments for Leadership

This simply means that Generation Z is prepared for and disposed as pragmatic innovative, adaptive leader. His chance of producing the leadership, however, depends on the competency development through the proper target area. For example, in Strategy Management, Scenario-based training as well as simulations could actually be used to develop a kind of strategic planning and decision-making capability; and Building Resilience, Mindfulness and stress management training could enhance ambivalence tolerance.

The Future of Holacracy Leadership Development

Holacracy's decentralized structure resonates with the emerging Generation Z, but cultural adaptation needs to be done. Hybrids, which are cross-breeds between hierarchical models and decentralized models, are being adopted by organizations from Talaingod.

Policy and Practice Implication

For Community-Based Youth Organizations: *Training in Situational Leadership and Digital Collaboration*

Local youth organizations are ideal hubs for developing young leaders, meaning they are great places for training in situational leadership and digital collaboration. Situational leadership is a leadership style approach that changes styles according to follower readiness and task complexities. It makes Generation Z leaders ready to handle complexity in diverse ways (Hersey et al., 2014). Training about situational leadership can bring flexibility and contextual decision making in young leaders, as this is essential for any VUCA environment.

Digital collaboration training, on the other hand, leverages the inherent digital literacy of Generation Z. As digital natives, they are accustomed to using collaborative tools; however, they might lack strategic skills required to leverage those tools for sophisticated problem-solving and team leadership (Dolot, 2018). Training programs focusing on virtual team management, inclusive practices in digital spaces, and optimal use of project management software can fill this gap.

Local youth councils can mandate digital leadership training as a prerequisite for officer positions, hence fostering both technological literacy and flexibility in leadership roles.

For Local Authorities: *Enhanced Mentorship Programs*

Mentorship is identified as one of the best ways to share leadership knowledge and foster professional growth. Local authorities can enhance mentorship programs by intentionally pairing Generation Z leaders with experienced mentors who embody leadership excellence in VUCA contexts.

The effective provision of mentorship enables Generation Z leaders to have a clear understanding of the complex decision-making processes and emotional intelligence needed to manage uncertainty (Hughes, 2015). In addition, structured mentoring can help young leaders apply theoretical models, such as holacracy and adaptive leadership, to real-world governance problems (Bernstein et al., 2016).

For effective results, mentoring programs should: a. Promote mutual learning. Mentors can share knowledge and experience, while mentees can share new perspectives and cyber expertise. b. Establish goal-setting frameworks. Clearly articulate what mentors and mentees need to achieve to track tangible progress. Governments can institutionalize leadership mentoring programs within municipal youth boards, encouraging experienced leaders to mentor Generation Z successors to ensure sustainability in governance.

Educational Institutions: *Incorporating VUCA readiness into curricula.*

Educational institutions are at the forefront in the leadership development of Generation Z. In equipping them with VUCA contexts, educational programs go beyond pure theoretical frameworks into hands-on learning approaches. These would include case study methods, simulation, and problem-oriented learning, for instance; these effectively imitate real-world dilemmas' errant characteristics (Horney et al., 2010).

Experiential learning enhances critical competencies such as strategic thinking, collaboration, and decision making under stress. For example, through case studies based on crisis history or organization disruption, students learn to navigate the complexity and ambiguity of these situations. Again, the role-playing helps students learn adaptive leadership through real-time decisions based on

limited information or even contradictions.

In addition, educational institutions should focus on interdisciplinary approaches. The combination of management, technology, and behavioral science can give students a holistic understanding of the interlinked factors that lead to volatility and uncertainty (Page et al., 2021).

Higher education institutions can consider "Leadership in a VUCA World" as a core course, which includes components such as collaborative challenges, ethical decision-making activities, and practical internships.

Research Gaps and Future Directions

Although there is increasing interest in leadership development and generational research, there are quite a number of remaining gaps that should be more researched. First, it lacks longitudinal studies that study long-term impacts on leadership training programs on Generation Z. The majority of existing researches provide a short-term assessment, but there is an urgent necessity to know about the ways in which competencies like resilience, tolerance to ambiguity, and making strategic decisions increase with time. This research implies that future studies need to conduct multi-year, cohort-based tests in order to determine the effectiveness of the leadership interventions, especially in the context of dynamic or high-stress climate.

Second, although holacracy has been theoretically compatible with the collaborative and autonomy-oriented attributes of Generation Z, its implementation in rural and resource-scarce environments, including the Philippine public sphere, has not been studied to the greatest extent. Future studies ought to test pilot and evaluate hybrid leadership models of combining holacratic values with customary hierarchical forms of leadership. The strategies of implementation science may be used to assess the potential of scalability, feasibility, and context-specific barriers, particularly in the local governance, non-profits, and youth-led organizations across the Global South.

Third, the literature tends to regard the Generation Z as homogenous, but there is a lack of insight on differences in cross-cultural values, behavior, and expectations regarding leadership. Cross-national studies in Southeast Asia, the West, and indigenous societies could assist in revealing the role that cultural dimensions, like power distance, collectivism, or socio-economic background play in shaping the expression of leadership qualities and preparedness. Future research needs to combine ethnographic approaches or

multimethod languages- across designs so as to comprehensively capture such nuances and provide a framework that guides culturally responsive leadership development program.

Finally, more interdisciplinary studies done by researchers in the fields of education, psychology, development studies and public administration will be needed to contribute to the body of knowledge in these fields. It has also required development of evidence-based, context-sensitive leadership model that does not simply echo the values of the Generation Z, but one that is capable of fulfilling the needs of the more volatile and complex societal systems.

Conclusion

This systematic review highlights the fact that Generation Z has good transformative potential as emerging leaders in VUCA environments with simultaneously pointed-out critical competency gaps toward their improvement. The available findings suggest that Generation Z possesses inherent strengths, mainly in terms of digital literacies, adaptability to situations, and a predisposition toward collaboration, which become useful in dealing with and managing the complexities of current leadership. However, these strengths will be insufficient without deliberate work at developing strategic vision, ambiguity tolerance, and resilience.

Situational leadership and holacracy promise the greatest deal of adaptive competence for making bespoke competencies that reflect the unique needs in a VUCA world. While situational leadership is quite adaptive towards situations, the approach reflected in holacracy gives a reflection to Generation Z's desire to have as much autonomy as decentralization when it comes to decision-making processes. For regions operating under hierarchical norms, however, this might require an added layer of cultural and contextual sensitivity.

The implications are enormous for policymakers, educators, and organizations. It is through the emphasis of policymakers to create leadership programs based on competencies that are practical-based and interdisciplinary that will guide the way. Educators have a huge role to play in embedding experiential learning and case-based methodologies into education programs aimed at preparing Generation Z to take up leadership roles in future. Simultaneously, municipal authorities and youth organizations should make mentorship programs and digital trainings that can connect with theoretical knowledge to real practices.

The gradual shift in the global workforce is going to be integral to leadership in most sectors. Targeted development programs along with embracing adaptive models of leadership can empower the generation to change VUCA challenges into opportunities for sustainable growth and innovation. Such integration forms not only the imperative of leadership development but also a significant step toward making resilient and future-ready organizations and societies.

Reference

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