

## **ANSWERING THE CALL OF 21ST CENTURY LEADERSHIP**

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Modern times call for modern heroes.

21st-century leadership is the way school leaders and managers create or adopt a modern and strong mindset so that leaders are equipped to deal with the unique educational challenges of the contemporary times. This mindset stems upon leadership skills, behavior, and qualities that can only be adopted through a deliberative study and training. As globalization seeks to place upon itself on our educational institutions, school leaders and managers must continuously improve and find ways to answer the challenges set forth by the 21st century. 21<sup>st</sup>-century leadership allows managers and leaders to adopt a style that is essential when facing the leadership challenges of today. In a nutshell, 21<sup>st</sup> century leadership is rooted in ability to create, relate, and instigate change. Some of the most important skills are connected leadership capability, capacity building, data analysis, and self-development.

First, self-development, although one of the most difficult leadership skills, is the ability to shift your focus from your team to yourself. It is natural to focus on the team, but self-development skills are vital for managers whose teams expect them to lead by example. It is a reminder that in today's climate, one needs to prioritize your own development as essential aspect of a team's progress. As leaders, it is essential that we create plans and programs that instill the importance of self-development among members of the institution. As members of the organization, progress can only transcend its goals if every one of the team seeks to improve and adopt.

Second, as leaders transition from hard management to a soft leadership style, studies believe that an ability to track and measure people's metrics is one of the most important skills of 21<sup>st</sup>-century leadership. This is especially true especially at a time when many businesses must achieve more with less workforce. This is even more critical in a post-2020 world than ever before. For teachers leading the workforce of tomorrow, adopting a data-first architecture in the school or

organization means having the skills to collect data, analyze data, and use customer data to optimize performance in real-time.

Third, capacity building in schools should be created to boost the mindset, knowledge, and overall talent of the team. Leaders must celebrate or praise the effort to motivate the result. School leaders should be coaches rather than commanders. They must train the workforce and the school teachers with the tools they need to drive their own performance and commitment.

Capacity building in the 21<sup>st</sup>-century is a transformational approach against traditional views of leadership which focused on the leaders rather than the members. In the 21<sup>st</sup> century, leaders will leverage their team's skills to unleash or uncover the full potential and passion of every individual. Leaders should empower the team and hone the leadership skills of the members of the school.

Many of today's leaders and school managers do not yet possess the skills and knowledge stated in this discussion—but research showed that since in many cases, the organization itself was proving to be one of the obstacles to skill-building. Today, the educational landscape is shifting too rapidly, especially considering the pandemic and globalization. Thus, for 21st century school leaders, we need to adopt our leadership and management so that we can enable our team to grow and to develop.

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