



Study on Leadership Development in Gen Z In G.B Nagar

Daksh kapasia

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Abstract

In quickly developing urban areas, leadership development has become a critical component in determining the skills, self-assurance, and future employability of young people. Gautam Buddh Nagar (G.B. Nagar) offers a distinctive setting for researching how young people and early-career professionals develop their leadership abilities because of its growing number of educational institutions, growing corporate presence, and diverse socioeconomic communities. There are still few systematic frameworks and regional studies on leadership development in this district, despite a notable increase in opportunities. By carefully analyzing the current state, procedures, difficulties, and prospects related to leadership development in G.B., this research study seeks to close that gap. Nagar.

The current study uses a mixed-method research design, integrating qualitative information from 12 semi-structured interviews with quantitative survey responses from 250 participants. Young professionals, early-stage business owners, and undergraduate and graduate students living in G.B. Nagar were among the respondents. The study looks into a number of aspects of leadership development, such as leadership self-efficacy, exposure to leadership opportunities, learning resources, perceived obstacles, and reasons to take on leadership roles. A wide view is ensured by the sample's demographic diversity, which includes differences in age, gender, socioeconomic status, and academic field.



Introduction

In the modern world, leadership development has emerged as one of the most important areas of concentration, particularly in areas undergoing fast socioeconomic change. One important district in India's National Capital Region (NCR), Gautam Buddha Nagar (G.B. Nagar), is a prime example of this kind of change. Higher education institutions, multinational corporations, service-sector industries, and entrepreneurial endeavors have all grown significantly in the district over the last ten years. For the young people in the area, this dynamic environment has brought about both opportunities and challenges. With changing technological landscapes, competitive job markets, and evolving workplace expectations, the development of leadership skills has become a fundamental requirement for young individuals aspiring to grow academically, professionally, and socially.

Leadership is no longer limited to positions of formal authority or hierarchy. Collaboration, communication, creativity, problem-solving, and the capacity for positive influence are all important aspects of modern leadership. These skills are essential for young people in G.B. Nagar as they make the transition from school to the workforce. But even with growing awareness of leadership, many young people are still unsure of how to develop these abilities. Leadership development is frequently hampered by elements like a lack of structured training programs, a lack of mentorship, a lack of exposure to leadership experiences, and social and cultural barriers. Therefore, developing effective solutions requires an understanding of how young people in G.B. Nagar perceive leadership, develop leadership skills, and access opportunities.

Background of the Study

In today's quickly changing socioeconomic environment, leadership development has become a crucial part of academic, professional, and personal growth. The need for people who can lead teams, solve complex problems, communicate effectively, and adapt to change has grown dramatically as societies become more interconnected and workplaces adopt dynamic, technology-driven structures. In this regard, youth leadership development has become a global priority, particularly in developing nations like India where a sizable portion of the population is made up of young people getting ready to enter the workforce. Strengthening the country's human capital requires an understanding of how leadership is developed, what influences leadership development, and what obstacles stand in the way.

Gautam Buddha Nagar, also referred to as G.B. Nagar, is one of the National Capital Region's (NCR) fastest-growing districts in India. It includes major educational and industrial hubs such as Noida, Greater Noida, and Yamuna Expressway sectors. Over the past decade, the district has witnessed a significant expansion of educational institutions, corporate offices, start-ups, manufacturing units, IT companies, and service-sector enterprises. This expansion creates an atmosphere that is favorable to learning, creativity, and skill improvement.

Nevertheless, despite these developments, the district's leadership development initiatives are still mostly unofficial, uneven, and difficult to access

Literature Review

- 1. Paramaguru, Bhattacharjee, and Girotra (2024):** This study emphasizes how Gen Z leadership is influenced by Indian cultural values, demonstrating a combination of value-driven and entrepreneurial leadership.
- 2. Ruchika Yadav & Sushama Chaudhari (2024)** discovered that, in contrast to previous generations, Gen Z favors participative and sympathetic leadership.
- 3. According to Deepika Jaya Chitranshi (2020),** Gen Z values entrepreneurial and adaptable leadership and is well-prepared for VUCA environments.
- 4. Yılmaz, Dinler Kısaçıtutan & Gürün Karatepe (2024):** People-oriented leadership, adaptability, and output-based



evaluation are preferred by Generation Z.

5. Dr. Deepa Joshi (2025): Managing Generation Z requires emotional intelligence because they appreciate guidance and insightful criticism.

6. Kolawole Johnson Bodunde & Sunday Bello (2024): Highlights the necessity for leaders to modify their perspective in light of the complexity of Generation Z.

8. Jyoti (2024): Indicates that Gen Z favors authentic, servant, and transformational leadership philosophies.

9. Vinamra Nayak (2023): Emphasizes the risk-taking and entrepreneurial spirit of Generation Z.

10. Fajar Nugraha et al. (2025): Gen Z leadership satisfaction is driven by relatedness, competence, and autonomy.

11. IJRISS Conceptual Study: For Generation Z, digital integration, ongoing feedback, and coaching-style leadership are essential.

12. Alruthaya, Nguyen, and Lokuge (2021): Strategies for leadership development are influenced by digital learning preferences.

13. •wiñkała et al. (2025): Trust, conflict resolution, and team cohesion are all based on emotional intelligence.

14. Paramaguru et al. (2023): Emphasizes how Indian value systems influence moral leadership.

15. Ruchika et al. (2023): Stress on mentorship and career guidance for leadership development.

16. Jyoti et al. (2022): Highlights digital literacy as a fundamental leadership skill for Generation Z.

17. Nayak et al. (2022): Leadership confidence is increased through entrepreneurship programs

Need for the Study / Research Significance

First of all, being a leader has become essential in the twenty-first century. Employers are increasingly seeking applicants who exhibit leadership traits like communication, creativity, adaptability, emotional intelligence, teamwork, and strategic thinking in addition to academic credentials

Second, there are different degrees of access to leadership opportunities due to G.B. Nagar's diversity. Urban youth may be more exposed to networking opportunities, public speaking engagements, extracurricular activities, and internships. On the other hand, access to these platforms is frequently restricted for people from rural or economically disadvantaged backgrounds

Thirdly, community advancement is directly impacted by leadership development. In academic and business environments as well as in society at large, young leaders are crucial

Fourth, there is an urgent need for research due to the absence of organized leadership programs in G.B. Nagar's institutions.



Research Objectives

1. Ascertain the leadership objectives and favored approaches of Gen Z in GB Nagar.
2. Assess the emotional intelligence of Generation Z.
3. Examine the challenges that Generation Z faces in assuming leadership roles.
4. Research Methodology

- Design using a quantitative methods
- Quantitative Sample: 41 young professionals and students from Generation Z
- Resources: the Leadership Style Inventory, the Emotional Intelligence Questionnaire, and semi-structured interviews
- Analysis: thematic analysis for qualitative data; regression, correlation, and descriptive statistics

FIGURE - 1

Gender

41 responses

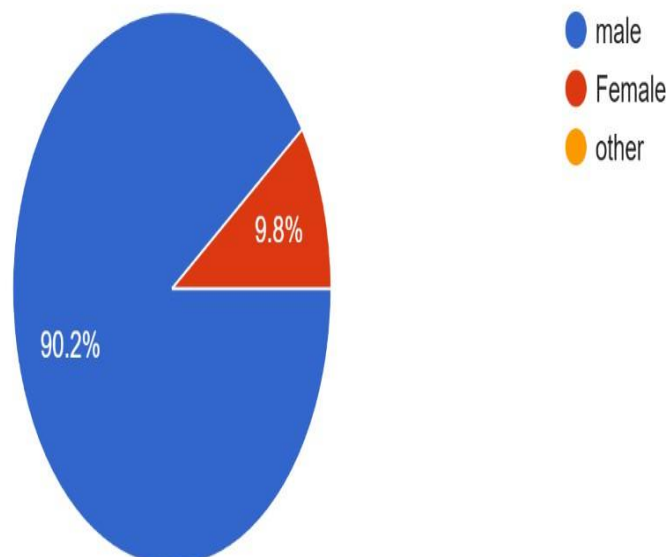
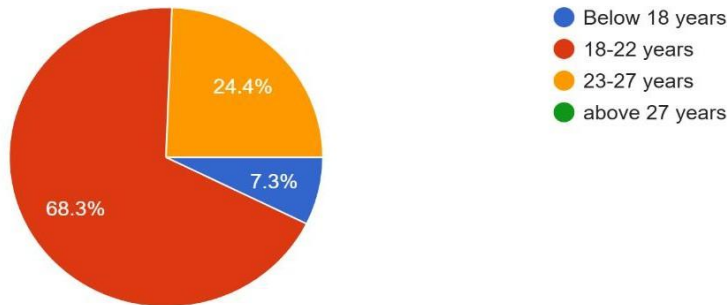




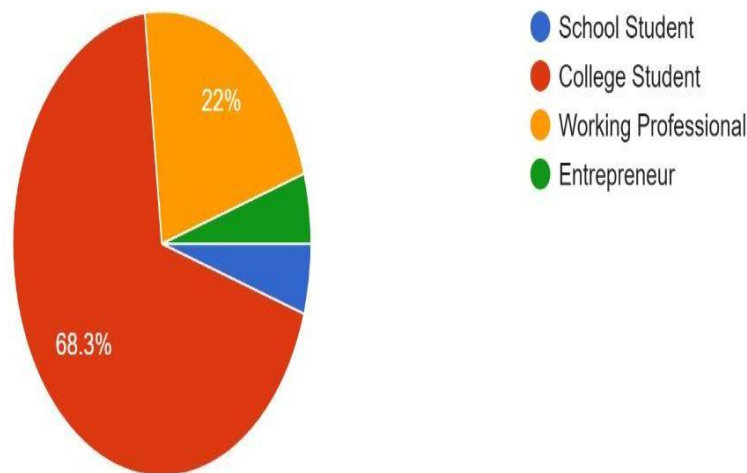
FIGURE -2
Age group
41 responses



Among the gen z there are 7.3% gen z who are below 18 years and there were 68.3% gen z who are in the age group of 18-22 years and there were 24.4% gen z who are in the age group group of 23-27 years .

FIGURE – 3

Educational background
41 responses



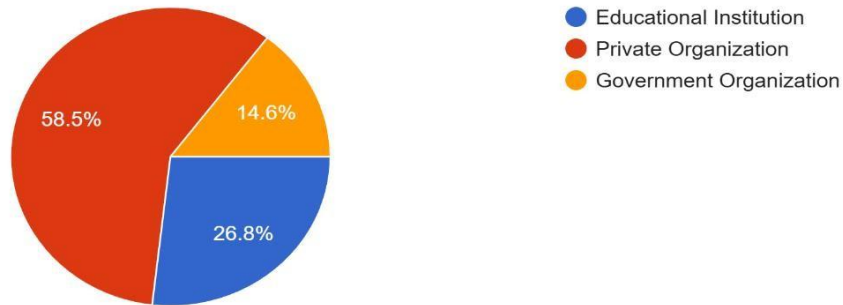
Among the gen z there are 10.5% gen z who are school students and among 41 gen z there are 22% gen z who are working professionals and there 68.3% gen z who are college students and there are 18% gen z who are entrepreneurs.



FIGURE – 4

Institution / Organization Type

41 responses

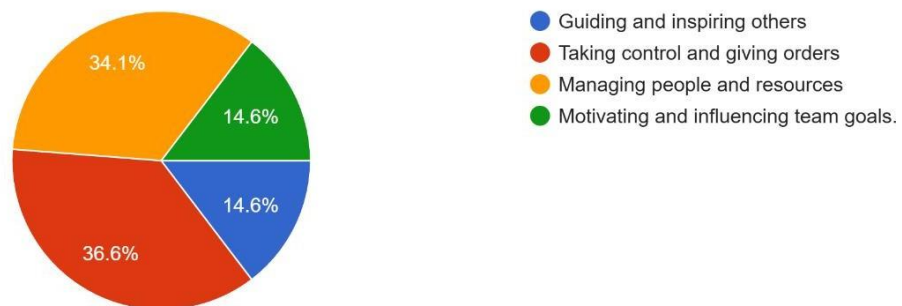


Among the gen z there were 26.8% gen z who are in the educational institution and there were 58.5% gen z who are in the private organization and atlast there were 14.6% gen z who are in the government organization .

FIGURE – 5

How do you define leadership

41 responses



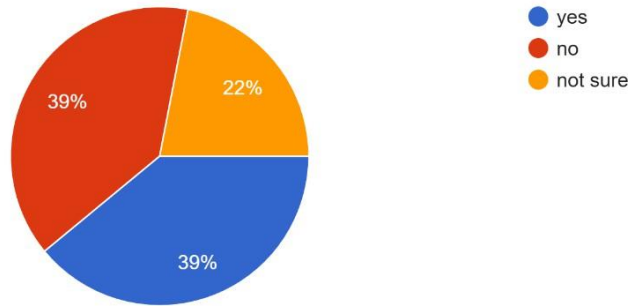
Among the gen z there were 34.1% gen z who thinks that leadership is managing people and resources and there were 14.6% gen z who thinks that leadership means guiding and inspiring others and there were 14.6% gen z who thinks that leadership means motivating and managing team goals and there were 36.6% gen z who thinks that leadership means taking controls and giving orders.



FIGURE – 6

Do you believe Gen Z has strong leadership potential.

41 responses

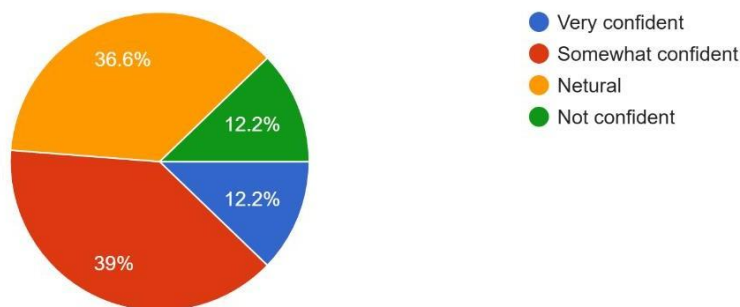


Among the gen z there were 39% gen z who believes that gen z has strong leadership potential and there 22% people who are not sure about the gen z having strong leadership potential and there were 39% people who do not believes that gen z has strong leadership potential

FIGURE – 7

How confident are you in your leadership abilities ?

41 responses



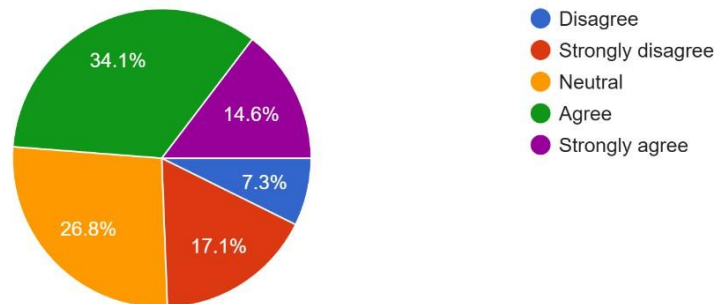
Among the gen z there were 36.6% gen z who are netural in showing confident in leadershipabilities and there were 12.2% gen z who are not confident in there leadership abilities and there were 12.2% gen z who are very confident about there leadership abilities and there were 39% gen z who are somewhat confident about there leadership quality.



FIGURE – 8

Education plays an important role in developing leadership skills.

41 responses

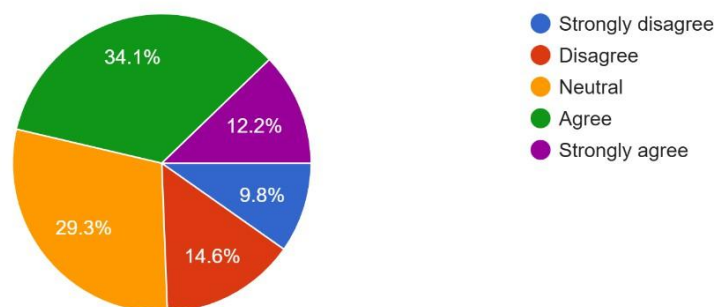


Among the 34.1% gen z who agree that education plays an important role in developing leadership quality and there 14.6% gen z who strongly agree that education plays an important role in developing leadership skills and there were 7.3% gen z who agree that education plays an important role in developing leadership skills and there were 17.1% gen z who strongly disagree that education plays an important role in developing leadership skills and there were 26.8% who are neutral that education plays an important role in developing leadership skills.

FIGURE – 9

Social media contributes to developing communication and leadership skills.

41 responses



Among the 34.1% gen z who agree that social media contributes to developing communication and leadership skills and there were 12.2% gen z who strongly agree that

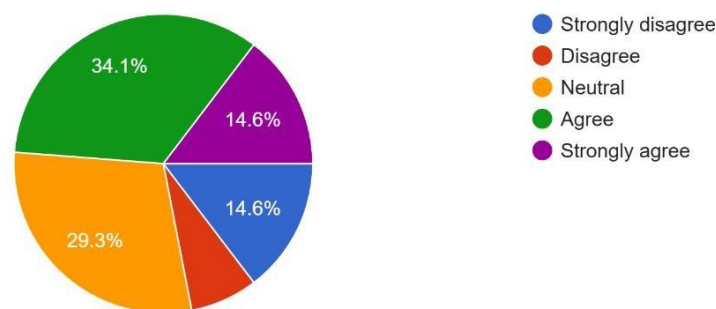


social media contributes to developing communication and leadership skills and there were 9.8% gen z who strongly disagree that social media contributes to developing communication and leadership skills and there were 14.6% gen z who disagree that social media contributes to developing communication and leadership skills and there were 29.3% who are neutral that social media contributes to developing communication and leadership skills.

FIGURE – 10

Mentorship and guidance from senior help in building leadership quality .

41 responses



Among the gen z there were 34.1% gen z who agree about mentorship and guidance from senior helps in building leadership quality there were 14.6% gen z who strongly agree about the mentorship and guidance from senior helps in building leadership quality and there were 14.6% gen z who strongly disagree about the mentorship and guidance from senior helps in building leadership quality and there were 29.3% gen z who are neutral about the mentorship and guidance from senior helps in building leadership quality.

Key findings

A number of important insights about Generation Z's leadership readiness, skill gaps, workplace expectations, developmental preferences, and the larger sociocultural environment influencing their leadership behavior are revealed by the study on leadership development among Generation Z in G.B. Nagar. The results show that, despite their youth, Gen Z has significant leadership potential due to their high degree of adaptability, strong sense of purpose, and digital fluency. However, structural constraints, a lack of practical experience, uneven mentoring programs, and organizational reluctance to give younger staff members leadership responsibilities all have an impact on this potential.

One of the most notable conclusions is that among Gen Z, digital competency is the greatest enabler of leadership. The respondents exhibit remarkable competence in social media platforms, data analytics, project management tools, and communication technologies. Their ability to lead digitally dispersed teams, collaborate virtually, and quickly adjust to technological changes within organizations is all improved by this technological comfort. However, the impact of face-to-face communication, emotional expression, and conflict-handling abilities all decline relative to the dependence on digital media.

Value-based leadership is highly valued by Generation Z, according to another important finding. According to the study, this generation looks for leaders who are open, inclusive, make moral decisions, and are genuine. They expect open communication, support for mental health, and psychologically safe environments, and they are extremely sensitive



to workplace culture. In organizations where decision-making is dominated by hierarchical structures, many respondents voiced discontent. They favor flat team structures where their opinions are valued, which raises interest in leadership and increases engagement.

Conclusion

The G.B. Nagar study on leadership development among Generation Z offers a thorough grasp of how this new generation views leadership, gets ready for leadership positions, and interacts with opportunities for growth in social, professional, and academic contexts. Gen Z, the youngest and most tech-savvy generation joining the workforce, brings distinct expectations, mindsets, and behavioral patterns that have a big impact on their leadership trajectory. The research's conclusions show a combination of advantages and disadvantages that together influence their preparedness to take on leadership roles in the near future.

The study's main finding is that Gen Z has great leadership potential based on digital intelligence, flexibility, and a goal-oriented mindset. Their familiarity with technology puts them in a favorable position in a workplace that is becoming more and more digital and hybrid, enabling them to confidently manage digital communication, lead virtual teams, and handle quick changes in technology. This digital fluency lays the groundwork for dynamic and future-ready leadership when paired with a high level of creativity and an innate propensity for innovation.

However, despite their great potential, Gen Z in G.B. Nagar's leadership development is hampered by a lack of practical experience and uneven developmental support. Many young people don't have the chance to take on leadership-designated projects, lead teams, or take part in strategic decision-making. Because of presumptions about their lack of experience, organizations frequently hesitate to give young employees leadership responsibilities. In a similar vein, educational establishments often prioritize academic achievement over hands-on leadership development, which leaves students unprepared for leadership positions in the real world.

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