

## A Conceptual Framework for Leadership Development: Integrating Leader Identity, Personality Traits, and Learning Styles with Gen AI

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### ABSTRACT

Leadership development programs often adopt a one-size-fits-all approach, overlooking the individual needs of leaders based on their identity, personality traits, and learning styles. This paper develops a conceptual model for leadership development that integrates leader identity, personality traits, and learning styles within a differentiated training and adaptive learning framework. By leveraging Generative AI, the model personalizes training content to enhance engagement, effectiveness, and organizational impact. The paper identifies theoretical gaps in leadership development literature and proposes an innovative approach that bridges these gaps, contributing to both theory and practice. Future research is recommended to empirically validate the proposed model

## **INTRODUCTION**

Most leadership development programs are designed as a generic, one-size-fits-all solution without taking the unique needs of individuals into account. Many of these programs apply prepackaged models that focus on uniform content delivery, based on the assumption that all participants benefit equally from the same curriculum. Such an approach disregards individual differences in leader identity, personality traits, and learning styles. Consequently, many such programs have failed to show meaningful results, especially concerning the development of leaders, who confront today's workplace with its turbulent and complex environments.

But such generic approach is further exacerbated since organizations prefer efficiency over customization. The contents of the training are very often chosen on the basis of easiness of delivery or reduced costs rather than their relevance for respective individual participants. Organizations consider training some sort of routine or just a necessary evil; thus, investment in programs for the required competence of leaders in various development stages is minimal. It follows that this can be reflected in leadership training since only rare trainings promote growth and efficiency from a long-term perspective.

There is a need for leadership development programs to shift in the wake of rapidly changing work environments, so research has proven. Where technological advances, multi-generational workgroups, and demands for continuous adaptation are concerned, managers need to become more capable of working with complexity. As such, leadership development cannot continue to rely on single-point, one-size-fits-all training programs but rather needs to innovatively meet the needs of both the individual and their context. Without considering these elements and then applying them, leadership development becomes misaligned and inapplicable to the business issues and challenges a leader may face. In these areas, a differentiated and adaptive approach to leadership development is absolutely vital. Integrating such aspects as leader identity, personality traits, and learning styles will allow leadership development programs to offer personalized impactful training. Furthermore, technology-in particular, Generative AI-offers tremendous opportunities in terms of content personalization and optimization of learning experiences. This type of approach not only ensures higher engagement and learning effectiveness but also aligns leadership development with organizational objectives for individual and collective success.

### **Theoretical Gap**

Despite extensive research in leadership development, existing models often fail to address the unique needs of individual leaders. Frameworks like the Leadership Pipeline Model (Charan et al., 2011) focus on role-specific skills but lack mechanisms for tailoring training to individual differences. Similarly, approaches such as David Day's Holistic Model (Day & Dragoni, 2015; Soelton et al., 2020; Soelton et al., 2021) prioritize organizational and individual development but do not integrate leader identity, personality traits, and learning styles. This theoretical gap limits the ability to design truly personalized leadership training.

Traditional leadership development programs often rely on static frameworks that fail to adapt to the evolving nature of leadership roles. For example, the Center for Creative Leadership (CCL) Model emphasizes the development of self, people, and organizational leadership but does not account for the variability in how leaders internalize and apply these dimensions (Charan et al., 2011). This static nature highlights the need for a more dynamic approach that aligns with individual profiles and situational demands.

Additionally, while adaptive learning technologies have shown potential in educational contexts, their application in leadership development remains underexplored (Ezzaim et al., 2023). Generative AI, for instance, could enable personalized learning by analyzing leader identity, personality traits, and learning preferences. However, existing studies have not fully integrated these elements into a cohesive framework for leadership training. This gap represents a missed opportunity to leverage technological advancements to enhance training effectiveness and leader engagement.

Addressing these gaps requires a new conceptual framework that combines insights from leadership theory and adaptive learning technology. By integrating leader identity (Komives et al., 2006; Arief et al., 2021), personality traits (Robbins & Judge, 2012), and learning styles (Honey & Mumford, 1989), this framework can fill the void left by traditional models. Such an approach offers the potential to revolutionize leadership development, enabling organizations to design programs that are both scientifically grounded and practically impactful.

### **Purpose**

This paper consequently responds to the critical lapses in leadership development by proposing a conceptual framework that incorporates leader identity, personality traits, and learning styles within a personalized training approach. This model embeds differentiated training—a method that fits the content provided to particular needs of the leaders—with adaptive learning techniques that change right in correspondence with the pace and preference of the trainees. This framework enables the creation of bespoke training modules that improve engagement and learning outcomes through the use of Generative AI. The integration will ensure that leadership training is aligned, not only with the individual profiles but also with continuous change in the complexity of the organizational environment. Unlike static models, this framework closes the gap between theory and practice by offering a dynamic, scalable solution for leadership development. The proposed model aims to provide actionable insights for organizations seeking to improve leadership competency and foster growth through innovative, personalized, and technology-enabled training solutions.

## **Contribution**

### **a. Proposes a New Conceptual Framework that Integrates Identity, Personality, and Learning Styles**

This paper proposes a new conceptual framework that brings together, in one coherent model of leadership development, the elements of leader identity, personality traits, and learning styles. In most traditional approaches, these elements are isolated from one another; this framework gives strong emphasis to the interrelatedness of those three dimensions in the design of personalized leadership training. Leader identity provides the basis on which to understand the individual's self-concept as a leader and their readiness to assume leadership roles. Personality traits, as determined through various tools such as the Big Five or e-Colors, influence behavioral tendencies and decision-making styles. Learning styles, based on models such as Kolb or Honey & Mumford, prescribe how leaders absorb, process, and apply information.

This framework combines these dimensions in a way that each of their unique characteristics can be suited to training; it integrates them in such a way as to enhance relevance and effectiveness so that the depth of the leadership programs really strikes a psychological and cognitive chord with participants.

### **b. Bridges the Gaps in Theoretical Leadership Development Literature**

This conceptual framework addresses major gaps that are present in the literature pertaining to leadership development through incorporation of individual differences that the majority of traditional models lack recognition for. While the Leadership Pipeline Model and David Day's Holistic Approach prove to be sound theories, they don't quite accommodate variability within the profiles of leaders. For example, a leader's identity, personality traits, and learning styles are seldom, if ever, considered integratively in these models, and therefore, training programs are not tailored to suit such aspects. Besides, while adaptive learning technologies are well-documented in educational settings, they remain grossly underutilized in leadership development. This paper thus bridges the gap between such static, generalized approaches with dynamic, tailored solutions through the integration of these elements within one framework. The proposed framework adds to the theoretical understanding of integrating psychological and learning dimensions into one and forms a baseline for further research on the interaction of individual variability with adaptive training methods within a leadership context.

### **c. Forms a Basis for Further Empirical Research and Application in Organizations**

The paper, therefore, provides a conceptual framework that offers a good basis for empirical research and practical application in leadership development. In all, future studies can test this framework by implementing it within organizational settings and measuring performance against leader performance, engagement, and development outcomes. Empirical validation may also look at the role of Generative AI in enhancing personalization and increasing the scalability of training. This framework also informs organizations with actionable insights in ways of seeking to modernize their leadership programs. The bottom line is that by aligning training content to the profile of the leaders, organizations can increase ROI in leadership development. The flexibility of the

framework makes it relevant to any industry and organizational structure, thus becoming useful in solving a wide range of leadership challenges. It will also help in encouraging cross-boundary collaboration among leadership scholars, psychologists, and technologists to further develop the framework and extend it in practice in order to reduce the gap between theoretical innovation and practical implementation in dynamic work environments.

## LITERATURE REVIEW

### Core Concepts

- **Leader Identity**

Leader identity is one of the most important dimensions in the leadership development process, given it reflects how individuals perceive themselves to be as leaders and, consequently, their readiness to assume a leadership role. As indicated by Komives et al. (2006), the development of leader identity is such that it moves from an individual self towards relational and collective leadership identity. This is a helpful development in that the leaders grow from being preoccupied with personal competencies towards nurturing group dynamics and organizational alignment. The development of leader identity internalizes leadership and enhances self-confidence, decisiveness, and adaptability of a leader. This conceptual framework identifies the inclusion of the concept of leader identity and has been used in various studies as the base for any leadership development training, in order to ensure personal development as well as the building up of leadership competencies. As also supported by Kragt & Day (2020), leader identity provides people with a reason to pursue development opportunities for leaders, hence leading to their effectiveness within an organization. Since this framework addresses issues of leader identity, the approach is holistic and goes well beyond skill-building to create real leaders in congruence with themselves and their organization.

- **Personality Traits**

Personality traits are a big factor in leadership behavior and influence how leaders interact with their teams and environments. According to Robbins & Judge (2012), personality traits such as extraversion, conscientiousness, and openness to experience are strong predictors of leadership success. These traits affect communicational styles, decision-making processes, and the ability to inspire and motivate others. This framework employs personality tests such as the Big Five or e-Colors to develop a leadership training experience based on each leader's specific characteristics. For instance, introverted leaders may find the reflective practices most beneficial, while extroverted leaders may do their best work in collaborative situations. Integrating personality traits into leadership development enhances the relevance of the training experience, thus increasing engagement and retention. Gjurković & Šnajder (2018) show how technologies like Natural Language Processing and AI are able to predict personality traits with a very high degree of accuracy, thereby further enabling personalized training solutions. This model integrates insights from psychology and advanced technology to provide leading leadership development programs that are tailored for impact.

- **Learning Styles**

Learning styles determine how leaders learn and use knowledge. Kolb's Learning Styles and Honey & Mumford have categorized learners into activists, reflectors, theorists, and pragmatists. Each learning type has its own specific kind of instruction. For instance, activists like experiential learning while theorists like structured and analytic content. This framework will integrate learning styles in order to ensure that the training programs can be made on individual preferences to ensure maximum effectiveness and engagement. For example, research papers like those by El-Sabagh (2021) affirm that such adaptive learning environments, operating on styles of learning including VARK, decisively augment the level of student activity and learning return. At the same time, artificial intelligence technologies in corporate trainings are able to dynamically provide an assessment with regard to adjusting training contents according to participants' modes of learning, as corroborated in the work by Essa et al. (2023). An integration of AI into traditional corporate leadership development strategies allows business leaders to develop needed competencies in a resource-efficient fashion while fostering enhanced retention among knowledge workers. Recognizing the diversity in learning preference is a sure way of making the leadership training inclusive, hence accessible and impactful across diverse demographics.

#### **Theoretical Foundations**

- **The Leadership Pipeline Model**

The Leadership Pipeline Model, developed by Charan et al. (2011), focused more on a structured approach toward leadership development by reinforcing role-specific skills at the different levels of an organization. It describes six career transitions that a manager faces in his journey from managing himself to managing enterprises through unique requirements of leadership competence and behavior. For instance, the transition from manager of managers to functional manager requires strategic and cross-functional thinking in addition to technical know-how. While effective, the model is somewhat one-dimensional in that it only focuses on complexity relative to roles and minimizes the importance of different individual characteristics such as personality traits and learning style. Many organizations still use this model without refinement to reflect the singular profile of their leaders, thus reducing its utility and effectiveness in dynamic settings. This conceptual framework takes the Leadership Pipeline one step further by adding personalized touches through adaptive training and Generative AI to ensure that leaders at every level get development opportunities tailored to who they are.

- **David Day's Holistic Approach**

David Day's Holistic Approach to leadership development differentiates between leader development and leadership development. Whereas leader development deals with intrapersonal skills in building self-awareness and emotional intelligence that help the person perform effectively in the leadership role, leadership development is about interpersonal and organizational processes that develop collective leadership capacity in teams and organizations. Developing both individual growth and improvements in the system makes such duality of foci quite a robust framework for organizational settings (Day & Dragoni, 2015). The richness of Day's model comes with its ability to capture the very complexity of the leadership process. Yet, again, it fails to explain such individual differences in either the question of leader identity or variations in learning preference. This may again limit possibilities for applying the framework in environments characterized by diversity and speed. The proposed conceptual framework broadens the work of Day through the incorporation of adaptive learning technologies and personalized approaches; thus, it is a more inclusive and dynamic system for addressing different needs across different organizational contexts.

- **Adaptive learning**

Adaptive learning leverages technology to tailor educational content and experiences to individual needs, making it a powerful tool for leadership development. By using AI-driven systems, adaptive learning continuously assesses participants' progress, identifies gaps in knowledge, and adjusts training content to address these gaps (Murtaza et al., 2022). For example, it may create focused exercises or simulations to enhance the cognitive responses of leaders who struggle with making decisions under pressure. However, despite its potential, adaptive learning remains underutilized in leadership contexts where static traditional training methods dominate. Challenges such as cost, accessibility, and ensuring the accuracy of algorithms further hinder its adoption. Integrating adaptive learning into leadership development frameworks provides opportunities for scalable personalization, enabling organizations to address the unique needs of their leaders. This conceptual framework incorporates adaptive learning, allowing for dynamic adjustments based on real-time feedback and aligning training with individual profiles, ultimately enhancing leadership effectiveness (Murtaza et al., 2022).

- **Gaps in Literature**

Despite voluminous literature present on leadership development, massive gaps still exist in embedding leader identity, personality trait, and learning style of a leader into one full-fledged framework. Much as the existing models on leadership development, such as the Leadership Pipeline Model developed by Charan et al., (2011), are more role-specific and lack the elucidation of individual characteristics that give rise to leadership development or growth. Furthermore, tools being used, such as Honey & Mumford's Learning Styles or personality frameworks like MBTI and e-Colors, are piecemeal in their usage instead of integrated. The result is that this piece-by-piece approach to leadership development personalization holds less promise for being able to accommodate an increasingly complex and multi-profiled leadership base. Second, most organizations' approaches to dealing with such dynamic workforces are one-size-fits-all and hence misaligned, leading to suboptimal outcomes and leadership training engagement gaps.

While adaptive learning technologies have shown great promise in making education more personalized, their applications in the development of leaders remain in their infancy. For instance, generative AI could develop leadership training based on various data points about the individual learner: their identity, traits, and learning preference. However, the use of AI in leadership training has focused basically on technical skill-building rather than the subtle psycho-relational dimensions of leaders. Besides, ethical considerations, data biases, and algorithmic transparency create hindrances to fully implementing the use of AI-based adaptive learning in leadership development settings. These lacunae demand the integration of identity, traits, and learning styles within an operational framework that is supported and scaled up by AI. It would also make such training in leadership more relevant and effective to individual growth and organizational objectives.

## **METHODOLOGY**

The proposed conceptual framework was developed through a systematic synthesis of existing leadership theories and adaptive learning models. Work began with a critical and extensive review of relevant literature in leadership development, focusing on frameworks such as the Leadership Pipeline Model and David Day's Holistic Approach. This was geared towards identifying gaps in these models, particularly their failure to integrate leader identity, personality traits, and learning styles. The research also established a foundation for the inclusion of personalized and adaptive training elements by analyzing the theoretical underpinnings of various leadership frameworks. This ensures that the framework is both grounded in well-established theories and responsive to contemporary needs.

Systematic literature mapping was conducted using tools such as Publish or Perish and VOS Viewer to identify trends, gaps, and areas of innovation. These tools highlighted the most cited works and emerging themes in leadership development and adaptive learning. The analysis emphasized the growing importance of personalized training approaches and the potential of AI-driven solutions, particularly Generative AI, in customizing learning experiences. This methodological approach enabled the integration of adaptive learning technologies with leadership development paradigms, ensuring that the proposed model not only addresses theoretical gaps but also provides practical, scalable solutions for diverse organizational contexts.

### **Development of the Conceptual Model**

- **Addressing the Theoretical Gap**

The field of leadership development allows tremendous opportunities for innovation in the integration of differentiated training and adaptive learning approaches. Most current models of leadership do not take into consideration the unique interplay of leader identity, personality traits, and learning styles. This gap in the literature provides an expressed need for a new conceptual framework that individualizes leadership development while integrating it with organizational goals. Limited studies have been identified by tools such as Publish or Perish and VOS Viewer that relate these critical elements. Integration of adaptive technologies such as Generative AI offers transformational possibilities through the provision of personalized training modules against unique leader profiles. Integration like this would ensure that leadership programs will go beyond simple static, one-size-fits-all approaches and result in effective engagement for the acquisition of meaningful competencies. These are the very advances that, when harnessed by organizations, have the potential to address the pragmatic leadership development challenges facing them, bridge the gap between theory and practice, and align such programs with the complex realities facing today's workplaces.

- **Building on Differentiated Training Based on Leader Identity**

Differentiated training based on leader identity emphasizes developing programs tailored to the stages of a leader's self-concept evolution. More specifically, as leaders progress through stages of self-awareness, relational, and collective leadership, their developmental needs change, necessitating specific interventions at each stage. Komives et al. (2006) assert that leader identity development enables individuals to internalize their leadership roles, fostering confidence and effectiveness. By incorporating these stages into structured training modules, organizations can offer targeted support that enhances individual capabilities and strengthens team dynamics. This approach ensures that leadership development remains both personalized and aligned with organizational objectives.

The focus of differentiated training is on building collective organizational capacity by addressing the unique identity progression of leaders. Training programs that recognize these identity stages empower leaders to perform their roles effectively in diverse contexts, fostering adaptability and collaboration. For example, early-stage leaders may require foundational self-awareness training, while advanced leaders benefit from focusing on relational and strategic decision-making. Structured modules facilitate a step-by-step progression that improves individual performance and strengthens group cohesion. Differentiated training, therefore, supports personal growth while cultivating leadership behaviors that align with broader organizational goals and challenges.

Based on position levels and experience, the manager/leader profession can be divided into two categories:

- a) **Emerging Leaders:** Leaders who do not yet have substantial leadership experience but possess the potential to advance to more senior levels. They typically have around 5–10 years of experience.
- b) **Seasoned Leaders:** Senior leaders who have more than 10 years of experience as managers or leaders.

Each category requires distinct competency development strategies (knowledge, skills, and abilities) tailored to their roles and needs. A person newly stepping into a leadership position requires new skills and must abandon those suited for their previous role. This transition involves moving from tactical to strategic thinking, learning to manage time effectively, shifting from operational tasks to managerial responsibilities, and changing their mindset from focusing on individual success to prioritizing the success of the team and organization.

- **Integrating Psychoanalytic of Personality Traits and Learning Styles**

The psychoanalytic integration of personality traits and learning styles is an essential constituent in personalized leadership development. Tools such as MBTI, e-Colors, and Kolb's Learning Styles Inventory provide a structured way to identify individual differences in traits and learning preferences. These tools enable organizations to align the method of training with participants' inherent tendencies, hence improving engagement and retention. For instance, extroverted leaders will be in a position to prosper in an interactive group environment, while introverted leaders may prefer reflective, self-paced learning approaches. By tailoring training to these traits, organizations can create more meaningful and impactful leadership development experiences that resonate with participants.

The integration of personality traits and learning styles within leadership frameworks encourages adaptability and inclusivity. In a better sense, leaders with diverging preferences, such as experiential learners versus theoretical thinkers, are well accommodated in training for their peculiar approaches toward learning. This personalized approach does not only enhance motivation in developing skills but also in those that are in tune with individual strengths. Secondly, the incorporation of psychoanalytic methods into leadership training fosters self-awareness and emotional intelligence necessary for enhancing leadership behaviors. Addressing personality traits and learning styles, organizations foster diversity in capability in leadership that enables leaders to work through complex challenges while driving success within organizations. The holistic approach enhances both individual and team outcomes

- **Incorporating Adaptive Learning with Generative AI**

Adaptive learning, enabled by Generative AI, makes leadership development dynamic and personal. While conventional methods often take a one-size-fits-all approach to training, adaptive learning continuously adjusts training content in real-time based on a leader's identity, personality traits, and learning styles. For instance, scenario-based exercises can be designed for a leader with a pragmatic learning style. Generative AI analyzes participant progress, identifies gaps in learning, and provides informed recommendations for necessary interventions. This ensures that training is timely and relevant. The approach enhances engagement and retention, making leadership development more effective in addressing the diverse needs of leaders across varying organizational contexts.

Moreover, Generative AI not only personalizes training but also scales leadership development programs while maintaining contextual relevance. Adaptive learning, supported by machine learning algorithms, customizes content to align with specific job roles and skill levels, enhancing immediate applicability. Scalability is essential for organizations with diverse leadership needs, enabling the implementation of tailored programs at scale. Additionally, AI-generated insights refine training strategies, ensuring continuous improvement. Adaptive learning bridges the gap between theoretical and practical leadership knowledge, equipping leaders to navigate complex challenges effectively while aligning with organizational goals.

## Visual Representation of the Model

The conceptual model is visually represented through a diagram that highlights the integration of leader identity, personality traits, and learning styles in creating personalized leadership development programs. This framework demonstrates the progression from basic self-awareness to advanced leadership capabilities, tailored to individual needs and organizational objectives. Leader identity forms the foundation, fostering self-concept and readiness to lead, while personality traits, assessed through tools like e-Colors and MBTI, guide customized interventions aligned with behavioral tendencies. Learning styles, categorized as visual, auditory, or experiential, refine the delivery of training content to maximize engagement and retention. The diagram also incorporates adaptive learning powered by Generative AI, enabling real-time adjustments to training content based on participant feedback and progress. This visualization underscores the synergy between components, showcasing how the model addresses gaps in traditional leadership programs while driving both personal growth and organizational success in an ever-evolving business landscape.

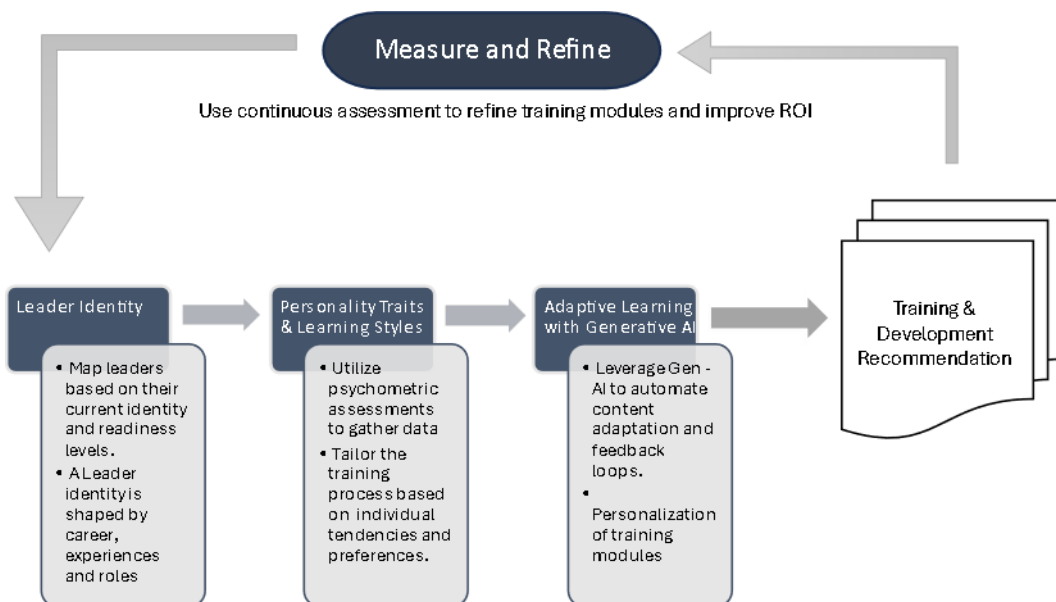


Figure 1. Conceptual Model Framework for Leader & Leadership Development

## Strategic Application

This conceptual framework is further advanced into a strategic application through the development of a roadmap-style diagram, as depicted in Figure 2, designed to effectively navigate leaders' career paths. The model emphasizes the systematic development and alignment of individual and collective capacities with organizational goals.

The diagram integrates key leadership development methodologies, including:

- a. David V. Day's Holistic Development Approach for distinguishing leader and leadership development.
- b. CCL's Leadership Model for its tiered structure and progressive competency building.
- c. The Leadership Pipeline Model for outlining role-specific transitions across leadership levels.

There are three primary career development tracks: Top Talents, High Potentials, and Technical Experts. Each track represents a tailored approach to cultivating individual capabilities aligned with their roles, aspirations, and the organization's strategic needs. By understanding the unique characteristics and developmental requirements of each category, organizations can create targeted, effective, and impactful development programs.

This tailored approach not only empowers individuals to realize their full potential but also fortifies the organization's ability to address future challenges, ensuring sustained growth and success.

#### **Top Talents**

Top Talents refer to individuals in strategic positions who consistently deliver exemplary performance and contribute significantly to organizational success (Duckworth et al., 2007). These high performers are crucial to achieving organizational goals and can adeptly navigate management career pathways. However, their full potential and sustained excellence can be realized only through structured guidance and mentorship. This involves personalized coaching from senior leaders to help them enhance their leadership qualities, address organizational complexities, and align their efforts with long-term objectives. By investing in their development, organizations not only retain these valuable individuals but also prepare them for senior leadership roles requiring strategic vision and advanced management skills.

#### **High Potentials (Hi Pots)**

High Potentials are individuals within an organization who demonstrate significant potential to grow rapidly and excel in their roles (Charan et al., 2011). These talents are identified based on their ability to quickly grasp concepts, adapt to changing environments, and manage increased responsibilities effectively. Through fast-track development programs and stretch assignments, they are exposed to challenging tasks that push their limits and prepare them for higher leadership roles. This tailored approach ensures that High Potentials are well-equipped to take on critical responsibilities efficiently, providing the organization with a strong pipeline of future leaders ready to tackle evolving business challenges.

## Technical Experts

Technical Experts are professionals who excel in specialized technical expertise rather than traditional managerial roles (Tushman & O'Reilly, 1996). These individuals make significant contributions as individual contributors or technical coaches, often leading small teams to achieve technical excellence. Their career progression focuses on deepening their technical skills and domain knowledge rather than transitioning into management positions. Organizations can support their growth by providing opportunities for advanced technical training, certifications, and mentorship from senior experts. This approach enhances their technical capabilities, positioning them as invaluable assets in driving innovation and operational success, and ensuring their expertise remains a cornerstone of the organization's competitive advantage.

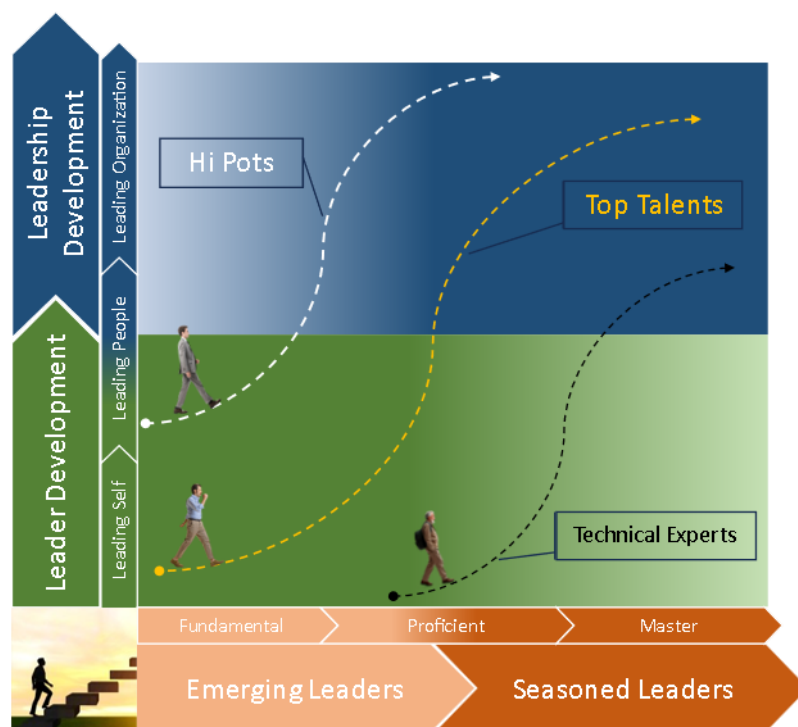


Figure 2. Conceptual Model of Leaders' Career Development Paths Diagram

## Examples of Training Recommendation Output

A set of two trials for selecting types of training has been conducted for two cases as examples.

- **Case 1**

Selecting training types based on group classification, viewed from the perspective of leader identity, which in this case is related to position level and experience in the manager/leader profession. In this context, the groups are divided into two categories: Emerging Leaders and Seasoned Leaders

For Emerging Leaders, the emphasis is placed on skills that enhance leadership capabilities, such as improving self-awareness, motivation in leading others, and interpersonal proficiency. Meanwhile, for Seasoned Leaders, training focuses on skills that improve organizational leadership, such as inspiring others, building relationships among members and teams, and fostering a reliable team's capabilities. Examples of training recommendations for Emerging Leaders and Seasoned Leaders can be found in Appendix 1.

- **Case 2**

Selecting training types based on leader characteristics: personality traits and learning style. These two factors have a significant influence on the leader's learning process.

Information about personality traits is obtained through a psychometric analysis using the e-Colors test, while information about learning styles is gathered through self-assessment or formal assessment using the Honey and Mumford Learning Style Questionnaire. The selection of training types is then optimized using ChatGPT, by incorporating and considering all those two factors.

Examples of training recommendations provided by ChatGPT for Emerging Leaders, based on personality traits and learning style, can be found in Appendix 2

## **RESULT AND DISCUSSION**

### **Advantages of the Model**

The proposed model offers a transformative approach to leadership development by integrating psychological and cognitive dimensions while leveraging advanced technology for scalability and personalization. Traditional methods often fall short by adopting a one-size-fits-all approach, failing to address the diverse needs of leaders. This model overcomes such limitations by incorporating psychological factors like leader identity and personality traits, ensuring that training is customized to individual characteristics, which fosters greater engagement and improves retention.

Cognitive dimensions, such as learning styles, further refine the training process by tailoring content to accommodate varied preferences, including experiential or reflective learning approaches. The inclusion of Generative AI enhances the model's adaptability, enabling real-time adjustments to training modules based on participants' progress and contextual needs. This ensures that the content remains highly relevant and responsive throughout the development journey.

Generative AI also facilitates scalability, allowing organizations to implement personalized leadership programs efficiently across various roles and leadership levels. By combining these innovations, the model significantly enhances the effectiveness and accessibility of leadership training, bridging gaps inherent in traditional methods and aligning development efforts with organizational objectives.

### **Comparison with Existing Models**

He proposed model redefines leadership development by building on established frameworks like the Leadership Pipeline Model while addressing their inherent limitations. Traditional models tend to focus on role-specific competencies without considering individual variability, such as leader identity, personality traits, and learning styles. This oversight often results in generic training approaches that fail to engage participants or meet their unique developmental needs.

The proposed framework bridges these gaps by incorporating adaptive learning technologies powered by Generative AI. This integration allows for real-time adjustments to training content based on individual profiles, ensuring that each leader's development journey is personalized. By tailoring training to individual characteristics, the model enhances engagement, retention, and practical applicability, equipping leaders with skills that are both relevant to their current roles and adaptable to future organizational challenges.

Additionally, the model's dynamic structure seamlessly links theoretical foundations with practical applications. This ensures that leadership training is not only effective and scalable but also adaptable across diverse organizational contexts. By prioritizing individual variability, the proposed model establishes a new benchmark for leadership development, delivering impactful and personalized training that aligns with both individual and organizational goals.

### **Limitations**

The proposed leadership development model hinges on the availability of high-quality data to achieve accurate personalization, making data integrity a cornerstone of its success. Comprehensive and reliable data on leader identity, personality traits, and learning styles are essential to ensuring the model's adaptive learning capabilities function optimally. Without such data, the model risks producing suboptimal results, limiting its impact on leadership development outcomes.

Furthermore, implementing Generative AI-driven solutions introduces challenges such as high costs, restricted access to advanced technologies, and potential algorithmic biases. These biases can compromise fairness and inclusivity, thereby reducing the overall effectiveness and credibility of the program.

To address these limitations, organizations must establish robust data governance frameworks to ensure the accuracy and security of collected data. Equitable access to resources and technology must also be prioritized to democratize the benefits of AI-driven leadership development. Continuous monitoring and refinement of algorithms are critical to identifying and mitigating biases, enhancing fairness and inclusivity within the program. By tackling these challenges proactively, the model can deliver personalized, effective, and equitable leadership development solutions.

## **Implication**

- **Theoretical Implications**

The proposed model makes significant theoretical contributions by integrating leader identity, personality traits, and learning styles into a unified framework for leadership development. This integration extends existing theories by addressing individual variability—a critical dimension often neglected in traditional models. By emphasizing personalized approaches, the framework offers a deeper and more nuanced understanding of how leaders develop and perform effectively in diverse contexts.

Moreover, the model introduces a groundbreaking perspective on adaptive learning within leadership development, leveraging Generative AI to deliver real-time, contextually relevant training experiences. This innovative application of technology bridges existing gaps in the literature, shedding light on how personalization and AI-driven solutions can enhance leadership development outcomes. By combining theoretical insights with cutting-edge technology, the model not only enriches the academic discourse but also provides practical pathways for improving leadership practices in organizations.

- **Practical Implications**

The proposed model delivers practical advantages by significantly enhancing the return on investment (ROI) and engagement in leadership training programs. By tailoring training to align with individual leader profiles and career stages, organizations can ensure that development initiatives are both relevant and impactful. This personalized approach addresses the diverse needs of leaders, from early-stage managers requiring foundational skills to experienced leaders focused on strategic decision-making and organizational impact.

The integration of adaptive learning technologies allows for real-time adjustments to training content, boosting its effectiveness and scalability. Personalized programs not only foster stronger engagement and better skill retention but also ensure alignment with organizational objectives. This targeted approach drives measurable outcomes, helping organizations cultivate a robust leadership pipeline while ensuring long-term leadership success and sustained competitive advantage.

## CONCLUSION AND RECOMMENDATION

This paper presents a conceptual model for leadership development designed to bridge the gaps in traditional approaches by integrating leader identity, personality traits, and learning styles. The model underscores the importance of personalized training, utilizing differentiated strategies tailored to individual needs and career stages. By leveraging adaptive learning technologies powered by Generative AI, the framework enables real-time customization of training content, enhancing engagement, retention, and alignment with organizational objectives.

This innovative approach addresses the limitations of one-size-fits-all methods, offering a scalable and adaptable solution to leadership training. The proposed model contributes not only to theoretical advancements but also provides practical applications for organizations aiming to enhance leadership competencies. Future research should focus on empirically validating the model's impact across diverse organizational contexts to confirm its effectiveness in delivering measurable outcomes. Additionally, continued exploration of advancements in AI and personalization techniques will further refine the framework, ensuring its applicability and relevance in the ever-evolving field of leadership development.

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