

EXPLORING LEADERSHIP PRACTICES AND PROPOSED LEADERSHIP DEVELOPMENT PROGRAM: CASE STUDY AT INDONESIAN AVIATION MANUFACTURING COMPANIES

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Abstract

National defense serves as the main guard in protecting the territorial integrity and security of the nation from various threats. The dynamics of the strategic environment demand updates in the development of human resources in the defense sector to support sustainable national development. Leadership practices are critical in achieving organizational effectiveness, especially in strategic industries such as aviation manufacturing. This research aims to explore and evaluate leadership development practices in the aviation manufacturing industry. This research uses a qualitative method approach to gain a comprehensive understanding of the leadership development program. The research collected primary and secondary data and analyzed the qualitative data collected to dig deeper into the underlying processes, providing a richer contextual interpretation of the observed phenomena. The research collected qualitative data by conducting interviews with stakeholders in leadership development in the company. Data collection included demographics and valuable insights from each stakeholder and was documented through transcripts and notes. The qualitative analysis stage used NVivo for coding and themes which will result in the extraction of codes and themes from the interviews that will provide in-depth insights through the identification of main themes and subthemes, code mapping and data categorization, context and relationship analysis, and data visualization. The research findings show that there are a number of challenges in the implementation of this program, including the absence of measurable evaluation, lack of consistency in procedures, less in-depth implementation, and less than optimal use of learning technologies. These weaknesses limit the organization's ability to improve performance and long-term sustainability. Based on the analysis of findings, opportunities for program development include establishing a measurable evaluation framework, developing a standardized framework, and implementing a holistic feedback mechanism. In addition, upgrading the learning management system to cope with the digital age is a priority to maximize effective and efficient learning.

Keywords: Leadership Practices, Leadership Development, Experiential Learning, Reflective Learning, Technology-based Learning

Introduction

Indonesia's national defense plays an important role in protecting sovereignty, territorial integrity, and national security as well as the safety of the entire nation from threats and disturbances to the integrity of the state that are military and non-military in nature. Its main functions include territorial defense, air, sea, natural resources, cyber, and against non-conventional threats such as terrorism. This is important because the strength of the state lies in its defense, which will affect national development, therefore, the state cannot depend on other countries in ensuring the safety and prosperity of the nation and state.

Indonesia's national defense is managed by the Ministry of Defense through various strategic measures that include planning, coordination, resource management, and policy implementation. One important aspect of defense management is planning. The Ministry of

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Defense formulates long-term strategic plans to ensure that the country's defense continues to evolve in accordance with global and regional dynamics.

The defense minister encourages the acceleration of the development of the domestic defense industry by actively promoting the procurement of TNI defense equipment produced by domestic defense industry companies. As an archipelago with more than 17,000 large and small islands, Indonesia has geographical conditions that show how important the strategic defense industry is to maintain the defense of the republic of Indonesia both on land, sea and air. For the air dimension, this strategic responsibility is very important for PT XYZ as an aircraft manufacturer capable of connecting one island to another in a short and effective time.

The company has long been known as a manufacturer of aircraft and defense systems for Indonesia's military needs. As a major producer in the aerospace industry in Indonesia, the company has focused on producing various types of aircraft, and other defense systems to meet the needs of the TNI (Indonesian National Army) and national security. However, currently the company has expanded its focus to penetrate the commercial business market. In addition to the commercial business having great potential, the commercial business also diversifies the business portfolio and increases the company's revenue. Some developed countries and even some developing countries have decided that the capacity to build commercial aircraft is important for their national interests.

Every company carries out various activities to achieve predetermined goals. The company needs potential human resource factors in determining the achievement of company goals. Effective human resource management can be seen from the condition of its human resources, such as the level of employee performance. A factor that can affect employee performance is the quality of the leadership style applied in the company. Purba (2021) emphasizes the role of organizational commitment as an intervening variable, which shows that organizational commitment is influenced by leadership and in turn affects employee performance. Therefore, an analysis was conducted regarding the practice and implementation of leadership effectively in the PT XYZ organization.

The leadership practices assessment, an important component of the HCM Maturity Level, evaluates an organization's ability to manage and develop its employees. The assessment scores several key aspects of leadership practices on a scale, including communication, inclusiveness, supervisory skills, executive skills and systems. The results of the leadership practices assessment show that the system has the lowest score of 2.9 out of a scale of 5 and this indicates that the effectiveness of the leadership development and transition system, including structured programs to develop future leaders, requires improvement.

The aerospace industry in Indonesia plays an important role in supporting the country's sovereignty and national security, not only by developing and producing military and civilian equipment but also making a major contribution to the Indonesian economy through technological capacity building and exports. The aerospace industry strengthens domestic connectivity, especially in a vast archipelago like Indonesia, where air transportation is essential for connecting remote areas. Maximizing the aerospace industry is one of them with the development of commercial businesses which is considered a key strategy in improving technological progress and the national economy. Based on this background, an exploration of leadership practices and proposed leadership program development in PT XYZ to support the commercial business development strategy.

70:20:10 Model for Development Program

Hongal (2020) stated that learning and growth opportunities or as we commonly say, development programs not only draw and keep outstanding workers, but also help them acquire competitive skills. Development programs employ a number of approaches, one of which is the well-liked 70:20:10 method. According to this approach, 70 percent of learning is derived from activities, experiences, and problem-solving while on the job; 20 percent is derived from examples and feedback, both positive and negative; and 10 percent is formal. The 70:20:10 framework emphasizes that learning occurs through a combination of experiential learning

(70%), social learning (20%), and formal learning (10%) (Johnson et al, 2018) (Jennings & Wargnier, 2011).

Succession Planning Programs

Succession planning is a strategic process of identifying key positions in the organization and developing a plan of action to prepare high-potential employees to advance into key leadership positions. This process ensures that leadership transitions whether due to retirement, promotion, or unexpected employee exits will take place smoothly, thereby minimizing disruption to the business. By taking a holistic view of current and future employee goals, succession planning aligns talent with organizational needs, ensuring the right people are in the right roles both now and in the future. This proactive approach strengthens the organization's overall capability and long-term stability, allowing it to adapt to future possibilities and challenges (Jindal & Shaikh, 2021) (Accendo Technologies, 2022).

Job Shadowing Program

Job shadowing is a professional development practice in which individuals observe a professional in his or her role to gain insight into the responsibilities, skills and day-to-day activities of the job. Job shadowing programs are an effective tool for leadership development, as they allow leaders to observe and learn from more experienced peers or colleagues in different roles or departments. This approach fosters cross-functional knowledge and builds strong collaborative relationships, which are essential for effective leadership. In studies conducted by Lalleman et al. (2017) and Ramiro & Pérez (2022) show that job shadowing enhances leaders understanding of different organizational functions and dynamics, allowing them to gain important insights into decision-making, communication, and team management.

Leadership Simulations and Gamification

Leadership simulations and gamification use interactive scenarios and game-based elements to teach leadership skills in a risk-free environment. These simulations will replicate real-world challenges and allow leaders to practice decision-making, problem-solving, and strategic thinking. Gamification in leadership training enhances leadership competencies through a management simulation approach. The simulation is designed to reflect real-world challenges, where participants can develop interactive leadership skills in a safe, controlled environment. This approach allows leaders to learn from hands-on experience by practicing complex decision-making scenarios and receiving real-time feedback, with the goal of shaping more effective long-term leadership behaviors (Kesti et al, 2019).

FourCe-PITO Framework for Leadership Development

The FourCe-PITO Framework is a structured approach designed to guide leadership education and development. This model provides a comprehensive framework for developing leadership curricula and assessing leadership capabilities, especially in educational settings. It helps educators identify which elements of leadership they are targeting and ensures a balanced approach that covers both personal and contextual leadership qualities. The framework can also guide leadership training in corporate and public sector organizations by ensuring that leadership development programs address individual competencies and organizational dynamics. The FourCe-PITO Framework provides a multidimensional approach to leadership development by addressing both individual traits and the organizational context. It prepares leaders with the necessary skills to lead effectively at different levels, ensuring that they are adaptable and communicative in diverse settings (Barry et al, 2018) (Raymer et al, 2018).

Kolb's Learning Theory

Kolb's Learning Theory, also known as Experiential Learning Theory (ELT) was developed by David A. Kolb in 1984, emphasizes the role of experience in the learning process and outlines how individuals learn through a cyclical process involving concrete experiences and reflective

observation (Morris, 2019). Experiential Learning Cycle by Kolb proposed that learning occurs in a four-stage cycle, where learners engage with experiences, reflect on them, conceptualize their reflections, and experiment with their new knowledge e (Schenck & Cruickshank, 2015).

Synchronous and Asynchronous Learning Approaches

The table 1 given below demonstrates how and when these two approaches should be employed in hybrid/blended learning (Baba et al, 2021).

Table 1. Synchronous and Asynchronous Learning Approaches

	Synchronous	Asynchronous
When?	<ol style="list-style-type: none"> 1) When a discussion on less complex issues is needed. 2) While designing tasks. 3) For introducing students and instructors with each other. 	<ol style="list-style-type: none"> 1. While thinking about complex issues. 2. When there is a scheduling problem while arranging the online class.
Why?	<ol style="list-style-type: none"> 1) The instructor expects an immediate answer, so the students need to become more motivated and committed 	<ol style="list-style-type: none"> 1. The instructor does not need an immediate answer, so the students have plenty of time to reflect.
How?	<ol style="list-style-type: none"> 1) Means such as instant messaging, video meetings, and chats are used. 	<ol style="list-style-type: none"> 1. Means such as blogs, discussion boards, forums, and e-mails are used.

Conceptual Framework and Literature Review Study

After describing the literature review which is the theoretical basis of this research, the authors developed a conceptual framework. The conceptual framework in figure 8 is a conceptual framework used to clarify concepts, organize ideas, and identify relationships that can be used to frame a study. According to Grant & Osanlo (2014) this framework guides the research, outlining important concepts, elements, and relationships related to the topic. conceptual frameworks also help organize and analyze the collected data. This conceptual framework serves as a guide to investigate the problems faced by the company and provide solutions in a systematic way.

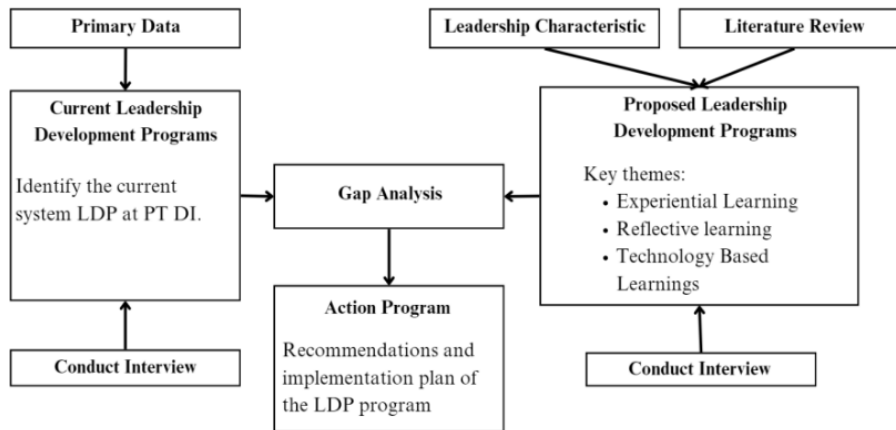


Figure 1. Conceptual Framework

This research evaluates leadership development program by thoroughly evaluating and looking for weaknesses of the leadership development program based on the results of leadership theory exploration and interviews conducted. Interviews were conducted to gather insights about the leadership development program from each stakeholder.

The process of exploration and analysis of the literature relevant to the Leadership Development Program, the data presented in the table provides an overview of leadership development program theories and shows the theoretical framework of the studies. Through analysis using VOS viewer, several key themes and relationships between key terms that

frequently appeared in the literature were identified. Synthesis was conducted using VOS viewer because it is able to visualize powerfully and effectively the relationships between concepts in the literature. Using VOS viewer, researchers can create network maps that show the interrelationships between key terms, authors, or journals, making it easier to understand the structure and dynamics of research in a particular field. With this visualization, research gaps and areas that require further exploration can also be easily identified. VOS viewer improves the efficiency of literature analysis by providing a comprehensive and data-driven overview of the research focus and connections between themes in the reviewed studies. The following is an analysis of VOS Viewer as the tool used to conduct the literature review based on the metadata from the theoretical explorations that have been conducted.



Figure 2. Landscape Leadership Development (source: Author, 2024)

The results of the “Leadership Development” topic mapping show that the relationship between topics in terms of article titles, keywords, and abstracts compared to the overall article content shows that Leadership Development is closely related to experiential learning. This is indicated by the size of the circle which shows the number of publications related to the term. The larger the size of the circle means the greater the number of articles that have relevance to the term. There is also some learning that have great relevance to leadership development such as reflective learning and workplace learning, which implies that effective leadership development is often experimental and reflective, combining practical experience and personal reflection necessary for leadership growth.

A strong relationship emerged between Experiential Learning and Reflective Learning. This combination suggests that experiential learning in leadership development is not just about gaining experience, but also about reflecting on that experience to develop deeper insights and competencies. Experiential learning is also connected to terms such as Workplace Learning, Job Shadowing and Reflective Practice. It emphasizes that practical learning environments, such as job rotation or mentoring, play an important role in developing leadership. Educational Technology and Asynchronous Learning are connected to Experiential Learning, implying that the integration of digital tools, such as online simulations or learning platforms, is becoming increasingly relevant in experiential learning, particularly in leadership programs. The 70:20:10 model is also strongly connected to Leadership Development, showing that leadership development is often understood in the context of workplace learning (70%), learning from others (20%), and formal education (10%). The model implies that Experiential Learning (workplace learning, hands-on training) is essential for developing leadership skills.



Figure 3. Density Visualization (source: Author, 2024)

Figure 3 shows the density visualization created using VOS viewer, where the colors represent how often certain terms appear in the analyzed literature. Areas in bright yellow, such

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as around the terms Leadership Development, Experiential Learning, and Reflective Learning, indicate high density. Areas in green, such as around the terms Talent Retention, Succession Planning, and Job Shadowing, indicate these terms still appear quite frequently, but not as much as key terms such as Leadership Development or Experiential Learning. From this visualization, it is clear that Leadership Development and Experiential Learning are the two most frequently discussed topics in the reviewed literature. This shows the importance of these two concepts in the context of leadership development and learning. The high-density areas provide insight that research is concentrated on areas related to developing leadership skills through real experiences and reflection, while topics related to Educational Technology and Learning Styles appear, but are not a major topic and are emerging but not yet a major focus. In conclusion, there are several program approaches based on SOE competencies presented by the Ministry of SOEs. The program approach is to meet experiential learning, reflective-based learning and technology-based learning. These programs can be seen in the following table 3.

Table 2. Key Leadership Development Program

Key Theme	Program
Experiential Learning	<ol style="list-style-type: none"> 1. Business Simulation Program 2. Job Rotation 3. Job Shadowing/Peer to Peer Shadowing
Reflective Learning	<ol style="list-style-type: none"> 1. Internal/Cross-Cultural Coaching & Mentoring 2. 360 Degree Feedback
Technology-Based Learning	<ol style="list-style-type: none"> 1. Gamification Based Training 2. Learning Management System

Research Methods

Research Design

This study used a qualitative method approach to gain a comprehensive understanding of the leadership development program. The utilization of this methodological framework facilitated the analysis in this study. The research collected primary and secondary data as well as analyzed the qualitative data collected to explore deeper into the underlying processes, providing a richer contextual interpretation of the observed phenomena. This approach increased the rigor and depth of the overall research findings, contributing valuable insights to the field of leadership management. The following table illustrates the overall design and flow of the research procedure.

Table 3. Research Design

Phase	Procedure	Outcome
Data Collection 	<ul style="list-style-type: none"> ➤ Leadership development framework document ➤ Qualitative data <ul style="list-style-type: none"> • Selection of stakeholders for interviews in the leadership development program • Develop interview guide • Conduct stakeholder interviews • Recording and summarizing of answers • Uploading transcribed data 	<ul style="list-style-type: none"> • Existing Program • 1 top level management, 1 HCM and 5 participants • Interview guide • Interview transcript
Data Analysis 	<ul style="list-style-type: none"> ➤ NVivo data analytics <ul style="list-style-type: none"> • Coding ➤ Gap Analysis 	<ul style="list-style-type: none"> • Codes • Themes • The gap

Phase	Procedure	Outcome
Findings	Explanation of qualitative findings	<ul style="list-style-type: none"> • Discussion • Recommendations and Implementation plan • Future research

This research unfolded in carefully planned phases aimed at gaining a thorough understanding of the company leadership development program. This research collected qualitative data by conducting interviews with stakeholders in the company leadership development. Data collection included demographics and valuable insights on each stakeholder and was documented through transcripts and notes. The qualitative analysis stage used NVivo for coding and theming which will result in the extraction of codes and theming from the interviews that will provide in-depth insights through the identification of main themes and subthemes, code mapping and data categorization, context and relationship analysis, and data visualization. The qualitative findings will provide a comprehensive understanding and gaps between current leadership development programs and the results of the synthesis on theoretical explorations on leadership development program. They form the basis for a discussion, recommendations and implementation plan derived from this research and we will consider any necessary adjustments or extensions in our approach through future research initiatives in the field of leadership development.

Data Collection method

Secondary data collection was carried out in the period October 2024 in the form of long-term framework documents to see the direction and goals of the company in the future and exploration of the theory of leadership development programs in order to see the best and most appropriate program for the company. Qualitative data processing to analyze primary data collected through interviews with stakeholders in the leadership development program. Emphasis was placed on the perspectives and experiences of each individual in semi-structured interviews as a suitable method to gain deeper insights into the unique experiences of each stakeholder in assessing the effectiveness and weaknesses in the leadership development program. Semi-structured interviews were conducted with five stakeholders including 1 top level management, 1 HCM and 5 participants who participated in the existing leadership development program. Interviews conducted with top level management to explore perspectives related to strategic views with programs that have been implemented as well as hopes and goals for the future. Interviews were conducted with human capital management to see the leadership development approach and the implementation of these programs. Meanwhile, interviews were conducted with participants to obtain personal perspectives and experiences in carrying out learning and the development of competencies and skills, as well as to obtain feedback on existing programs in the company. This stakeholder approach ensured a thorough exploration of individual experiences and organizational perspectives to provide valuable insights into the current leadership development program.

In this qualitative phase, the author used a purposive sampling technique which selected respondents for interviews who were actively involved in the leadership development program, which included individuals who had a role in the organization. In conducting the interviews, the respondents were not identified to maintain confidentiality, so that each individual interviewed was given a respondent number and management level.

The data collection procedure involved creating a semi-structured interview draft, which served as the basis for conducting the interviews. In the process of conducting the interviews, the motivation behind the study was conveyed to the participants to emphasize the importance of their insights. Information was captured using a combination of voice recordings, short clips, and notes to ensure a comprehensive understanding of participants' perspectives and experiences of the leadership development program. Accurate voice recording was done to

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facilitate analysis and avoid misunderstandings, and note-taking was done to highlight key points. This approach aimed to collect comprehensive, meaningful and detailed data from the contributions and perspectives of the respondents. The interviews were conducted without any discussion boundaries in order to increase the exploration of the company leadership development program.

This qualitative method uses a purposive sampling technique specifically in selecting respondents who are active in the implementation of leadership development program. Individuals who are active in leadership development programs within the company can be identified as employees with experience in existing leadership development programs and individuals who are in management roles involved in leadership development programs. During the interview and data transcription process, the respondents were kept anonymous to maintain the confidentiality of each individual's data. The data collection procedure involved creating a semi-structured interview draft, which served as the basis for conducting the interviews. During the interviews, the motivation behind the study was conveyed to the participants to emphasize the importance of their insights. Information was captured using a combination of voice recordings and notes to ensure a comprehensive understanding of participants' perspectives and experiences. Voice recordings facilitated accurate ones for subsequent analysis, while short clips and note-taking were used to highlight important points and nuances. This approach aimed to collect thorough and meaningful data, laying the groundwork for detailed analysis of the participants' contributions. This careful approach ensured the protection of participants' privacy and facilitated an impartial analysis of their contributions and perspectives in this study.

Data Analysis method

In conducting the interviews, a thorough coding procedure was followed by recording and transcription, followed by import into NVivo12. Each transcript was subjected to open, axial and selective coding in order to extract significant findings. Open coding was a method used specifically to identify the leadership development program experiences that each stakeholder had. After conducting open coding, the researchers engaged in an in-depth discussion of the first findings. This led to the use of axial coding, which helped them organize the data in a meaningful way and develop relationships between different themes (Corbin & Strauss, 2008). This approach uncovered the emotions and attitudes of skilled individuals during the implementation of the leadership development program by classifying relevant elements. Both open and axial coding methods are inductive, with a focus on identifying new themes. During the final coding stage, a blend of inductive and deductive analysis was employed, using selective coding to streamline the process based on key themes or stories. Furthermore, a gap analysis was conducted to evaluate the differences between the current leadership development program and the ideal program based on the results of explorations and interviews. This research focuses on data analysis to evaluate the leadership development system implemented at the company in accordance with the research questions.

Results and Discussion

Analysis

The collection of primary material obtained through interviews with respondents that have been determined and processed using qualitative analysis methods. Interviews were conducted with semi-structure by respondents with the criteria of two management and five participants who represent the leadership development program running in the company. The interviews were documented, converted into written and then entered into NVivo12 Plus. Each transcript went through a process of determining nodes based on the questions from the interview guide as well as open and axial coding. The open coding method required the identification of specific learning, coaching and training experiences that respondents had encountered. Axial coding was then judiciously based on the open findings to organize the data coherently and develop relationships between different themes. (Corbin & Strauss, 2008) (Johnson et al, 2018). The open and axial coding process was conducted inductively, with a

focus on identifying emerging themes. The conclusion stage of coding involved the integration of inductive and deductive analysis, utilizing selective coding to streamline the coding process focusing on key topics or stories (Walker & Myrick, 2006) (Johnson et al, 2018). This study focused on the main research question and conducted a thorough analysis of the data to evaluate the existing programs in the leadership development program.

Current Leadership Development Program at PT XYZ

PT XYZ leadership development program is explained with its talent management approach using the 70:20:10 method. The company leadership development program is carried out through a series of activities with an approach that involves experiential, social and formal learning. In general, the company leadership development program through talent development can be illustrated in the following table.

Table 4. Talent Development Program (source: PT XYZ, 2024)

Learning	Job Target	Leadership	Business Orientation	Coaching Skill	Seminar/Conference
Formal Learning 10%	BOD	Global Leadership Program, Executive Leadership Program, Global Executive Forum	Global Business Savvy, Strategic Thinking, Change Leadership	Executive Coach Program	Participate in seminars, forums, development programs at national and international levels
	BOD-1	Global Leadership Program, Executive Leadership Program, Global Executive Forum	Strategic Orientation, Change Leadership, Business Acuman	Corporate Coach Program	Participate in seminars, forums, development programs at national and international levels
	BOD-2	Leadership Development Program for Managers	Change Management, Planning & Execution; Problem Solving, Business Acuman	Professional Coach Program	Participated in national seminars
Learning	Job Target	Coaching	Active Sharing	Assessment Feedback	
Social Learning 20%	BOD	Become Mentor/Coach for BOD-1 & Mentee/Coachee from BOD	Become Resource Person in KM, Community of Practice, Indonesian Defense Institute & BUMN	Feedback on KBUMN global competency assessment results	
	BOD-1	Become Mentor/Coach for BOD-2 & Mentee/Coachee from BOD-1	Become Resource Person in KM, DI Community of Practice	Feedback on KBUMN domestic competency assessment results	
	BOD-2	Become Mentor/Coach for Staff & Mentee/Coachee from BOD-2	Active in Community of Practice KM	Feedback on the company competency assessment results	
Learning	Job Target	Assignment	Internal Mobility	Job Shadowing	
Experiential Learning 70%	BOD	Cross Directorate Assignment	Rotation of positions within one directorate	Job shadowing BOD	
	BOD-1	Cross Division Assignment	Rotation of positions within one division	Job shadowing division head	
	BOD-2	Cross Functional Assignment	Rotation of positions within a department	Job shadowing manager	

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This approach aims to integrate experiential learning with formal training, thereby creating leaders who are able to better address business challenges. The main focus of the program is talent management, where the company actively seeks to identify and develop employees who have leadership potential. In an effort to expand the scope of the leadership development program, the company has collaborated with Coventry University to improve the quality and access to training. This collaboration reflects the company's awareness of the importance of strengthening leadership capabilities through a global approach supported by renowned educational institutions: *"We are also working with Coventry University in the UK to collaborate on competency improvement, not formal education such as master or doctoral degrees, but rather short programs and can be carried out online, so that our employees do not need to go to England, employees can also work while working and the cases are also directly from the field."* (M1).

In the current program, effectiveness is emphasized by the management, so there is a need for improvement of existing programs. *"In my opinion, it has not been too effective because at the understanding level they already understand, but to apply the whole of what they have learned is still not, for example, in leadership there is PDCA (Plan, Do, Check, Act) and there is leadership itself, maybe now the average leader does PDCA, but for human relations and how communication is a task that needs to be improved."* (M2). This was also emphasized again: *"We have carried out HR-related programs, indeed in my opinion what we have to do is review what we have trained or TEE (Training Evaluation Effectiveness), we also need to know whether when someone has been trained how effective it is in work and also for his team, whether there is a change after training, we have not done that because the company's dynamics have changed so the workload is also being a lot."* (M1). As participants also have the same opinion on the program that has been carried out, where the participants have felt quite effective, only related to consistency needs to be improved again: *"The challenge is the issue of consistency, especially in the coaching program where in this company it is not uniform in terms of organization such as small organizations where the manager position only has about 10 subordinates and managers who have subordinates around 40 to 100 people."* (P1). This was also emphasized again: *"For the programs that have been undertaken, they are actually quite good, the material that I receive is also right on target according to what I need to support my work process. The input may be more in terms of consistency regarding the programs undertaken"* (P3).

The company management has provided programs that are in accordance with the business strategy for the future: *"It is appropriate, because when we design the learning program we adjust it to the RKAP (Company Work Plan and Budget) and RJPP (Company Long Term Plan). The preparation is also carried out based on the competency dictionary and derived from the company's strategy and the needs of the current and future business portfolio"* (M2). Participants' responses to the competencies gained also have a major impact on individuals in carrying out work: *"Problem solving that is felt to be very developed, then also influenced abilities such as how we accept the influence of others, especially in this case superiors or people who are higher than us in position to be able to listen and convey our thoughts"* (P1). This was also conveyed by the participants regarding the improvement of communication: *"Maybe for the impact in terms of competence and skills, I feel more in terms of communication because I also have intense discussions for the benefit of my work"* (P4) and *"The training is related to communication, how to lead, how to deal with subordinates and also respond to superiors"* (P2).

From the programs run by the participants, they gave feedback on the programs, especially in terms of procedures and consistency, so that they can be more effective in the future: *"For the programs that have been undertaken, they are actually quite good, the material that I receive is also right on target according to what I need to support my work process. The input may be more in terms of consistency regarding the programs undertaken"* (P3) and *"Because experiential learning is quite important in the development of each person, including myself where currently I have not done job shadowing, in my opinion related to this can be*

listed with more mature procedures and carried out consistently in each division, so that everyone has the same learning experience in the same position.” (P4).

The insights gained from the interviews show that the programs are quite effective, but some respondents feel that there is a lack of consistency due to the different scales per division which results in differences in implementing existing programs. From the programs implemented, participants also felt a great impact on individuals and their work. Management also emphasizes perfecting the approach of development programs followed by their evaluation in order to see the effectiveness of the program and its impact on performance.

Experiential Learning

The suite of experiential learning provided to the talents is designed to be comprehensive, encompassing a wide range of impactful activities aimed at driving holistic development. One of the methods used is job shadowing, where program participants follow and learn directly from senior leaders in the workplace. In addition, work process recording is also part of this strategy, allowing employees to observe and learn how tasks are performed effectively. With this method, employees gain a deeper understanding of the job and how leadership is applied in various real situations, reinforcing their learning through hands-on experience in the work environment. Employees are given the opportunity to learn various aspects of operations through assignments across directorates, divisions and functions. The program also encourages job rotation to enrich employees' work experience in various fields. In this way, employees can learn first-hand the decision-making process and gain in-depth insight into day-to-day leadership.

From the insights gathered based on respondent interviews, it can be concluded that experiential learning has a considerable impact on individuals, especially in terms of communication and leadership. In addition to the job shadowing that was implemented, respondents felt a big impact in the implementation of the project, because individuals can learn directly with the work that is running. The job shadowing program is also still in the process of improvement, especially regarding the implementation procedure. It was emphasized by the management that the difficulty in maintaining consistency is due to the different workloads and daily activities of each individual, so there is a need for improvement in the form of procedures.

Reflective Learning

The management said that the reflective learning program would be better if it was integrated with the corporate planning division so that it could become a comprehensive reflective material: *“In my opinion, reflective learning would be better if it was also integrated with the corporate planning division program. At the end of the year there must be a report to the commissioner, the results of the commissioner need to be conveyed to be reflective at the end of the year then from the human resources team accompanying then discussing what the lesson learned is like then at the beginning of the year at the time of the meeting we have a benchmark of what needs to be developed. Currently, corporately, there is no benchmark, so how do we get down to the bottom” (M2).*

In conclusion, reflective learning at the company relies heavily on social learning, which is mainly done through coaching and mentoring activities at various levels of management. The program allows senior leaders to mentor lower staff, building leadership skills through direct interaction and sharing experiences. While the program has had a positive impact, challenges include inconsistency and lack of standard procedures between departments, often influenced by differences in workload. Other challenges include the management of emotions in communication and a mismatch of focus during mentoring sessions. In addition, feedback from competency assessments is still limited and has not been thoroughly integrated in the form of 360 degrees, although there are plans to implement it. The integration of this program with corporate planning is expected to provide a better structure and make it a more effective leadership development tool according to the company's strategic needs.

Technology-Based Learning

Management is also developing a knowledge management system by collaborating with external parties: *“In 2025, colleagues in the training can collaborate with HRBP (Human Resource Business Partner) to talk about how and to what extent the competency targets are targeted, then what training is needed and during the training that has been carried out, colleagues can carry out self-training”* (M1) and emphasized again: *“I would like to be able to collaborate more, such as with Linkind or providers that do provide learning globally”* (M2).

The use of technology in other learning such as gamification has been done for some talent criteria that require specific competencies: *“There is a kind of gamification in business acumen training”* (M2) but the approach has not been done online: *“For the training that I participated in, I have done simulations and gamification related to the leadership skills of each person, but only during the training, in the sense that it was done online and not through a particular platform”* (P1). It was emphasized again that the learning that was participated in was only online-based: *“For those based on online simulations or gamification, I have never done it before, maybe I have participated in training in the past, it's just that the simulation is not based on a particular platform, it is only done in offline discussions and interactions”* (P3) and *“For online-based simulations or gamification I have never done it before, what I have participated in is maybe a direct simulation during offline training”* (P5).

The application of technology, particularly through the use of a knowledge management system (KMS), plays an important role in supporting flexible learning and improving access to information and training. The KMS provides a variety of training modules and videos that can be accessed independently, but its implementation has not been evenly distributed due to different needs between departments. Challenges in using the KMS include integration with other data, limited access via mobile devices, and incomplete documents. In addition, the lack of socialization has caused some employees to not fully understand the benefits and how to use this platform. Nevertheless, management is working to optimize the KMS by planning collaboration with HRBP and global learning providers. Gamification has been implemented for talents with specific competency needs, but has not fully implemented online learning.

Discussion

Bundles of leadership development practices contributed to organizational performance through the mediation of human and social capital. Differentiated programs enhanced individual skills, while integrated programs improved collective abilities, leading to measurable economic benefits (Subramony et al., 2018). Competency and social elements play an important role in improving company performance. The company has been adept at creating leadership programs that foster enthusiasm among individuals and subsequently lead to significant improvements in Talent development. Leadership development programs with a talent development approach using the 70:20:10 framework have facilitated individual growth and development. This framework involves the integration or combination of experiential learning, social learning and formal learning. The 70-20-10 framework is highly effective in developing leadership and management skills as it encourages holistic learning and is integrated with the work context. By combining hands-on learning, coaching, and formal training, this model ensures that leaders have not only theoretical knowledge but also strong practical skills (Johnson et al., 2018) (Harding, 2021) (Jennings & Wagnier, 2011).

Although the framework is effective, it needs to be implemented with structured evaluation methods to ensure its effectiveness is sustainable. Systematic evaluation ensures that the positive impact of this learning actually delivers long-term results and is relevant to organizational goals. Richard Harding (2021) emphasizes that while the 70-20-10 model offers an efficient approach to leadership development, its effectiveness may decline if it is not measured and evaluated regularly. Without proper evaluation, organizations risk overlooking the key benefits of experiential and social learning, which can result in unstructured and less impactful learning. Johnson et al. (2018) mentioned that evaluation methods that adopt models such as Kirkpatrick, which evaluates learning on four levels (reaction, learning, behavior, and

outcome), can strengthen the effectiveness of the 70-20-10 model. This kind of evaluation helps measure whether the skills learned are applied on the job and provide tangible results for the organization.

The company experiential learning is facilitated by job shadowing and job rotation programs that offer individuals the opportunity to have new experiences and responsibilities and implement the knowledge and skills acquired during training. Job shadowing is also a very effective tool for leadership development, particularly in clinical contexts, where team collaboration and communication skills are essential, thus not only assisting in developing practical skills, but also improving teamwork and communication (Lalleman, 2017). Job rotation allows leaders to face real challenges that aid organizational change and gives greater insight into how each section operates and contributes to organizational goals (Johnson et al, 2016).

As explained earlier, job shadowing and job rotation play an important role in implementing the knowledge gained. However, not all individuals receive the same program due to the different workloads of each individual. It was also emphasized by management that each individual has a busy daily work schedule with different densities, so in the implementation of job shadowing that plays several people, it will be difficult to find a suitable schedule. Strong procedures play an important role in the consistency of implementation. Martin et al (2017) asserted that diverse job tasks and supportive management strategies can help reduce boredom in the workplace. Employees who feel engaged and challenged report higher job satisfaction and better performance. Therefore, providing different and preferred work can be a strategy to improve their performance.

Coaching and mentoring are two effective approaches in supporting individual growth as they focus on skill development, self-understanding, and goal achievement. The current implementation of coaching and mentoring as described earlier has worked as needed and has had a good impact on individual growth, but time constraints and busy schedules have meant that coaching and mentoring have not been consistent in each department. Cross-departmental coaching and mentoring has also not been fully implemented, while cross-cultural mentoring programs and reflective discussion sessions aim to develop leaders' understanding and sensitivity to cultural diversity, perspectives, and needs of different team members that provide a platform for leaders to share experiences, review challenges faced, and discuss strategies (Lalleman et al, 2017). Structured and standardized coaching and mentorship programs show significant benefits, enhancing personal and professional development. Key factors include strong leadership across the organization and managerial support to ensure program success (Stewart et al, 2017). Formalized mentoring programs can reinforce existing organizational cultures, as mentors influence mentees' perceptions and practices through structured interactions (Leeder & Cushion, 2019).

Feedback and reflection are essential for transferring formal training into effective informal workplace learning. By engaging in both behaviors, leaders can extend and apply their learning, thus reinforcing the importance of informal learning practices for leadership development (Sparr et al, 2017). Based on the previous explanation, the company applies assessment feedback based on company competencies and SOE competencies according to the position. Competency-based feedback assessments that do not provide holistic input usually only focus on certain skills or behaviors that match certain competency standards. This means that these assessments tend to overlook other aspects of an individual's performance or potential that may also be important in their overall development. In addition, due to its unsustainable nature, this kind of feedback is only given at certain times, making it less effective in supporting continuous improvement and growth.

The use of 360-degree feedback as an important part of a leadership development program emphasizes designing and conducting feedback sessions that help leaders understand how others perceive their abilities and areas for improvement. Effective programs also involve sustained feedback and follow-up coaching to support continued leadership growth (Church et al, 2018). 360-Degree Feedback plays an important role in the development of managerial and

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leadership skills, with feedback from multiple perspectives providing a holistic view on the leader's behavior and skills. 360-Degree Feedback helps leaders understand the areas of improvement they need to focus on to become more effective in their roles (Das & Panda, 2016) (Fleenor, 2019).

Learning through learning management systems (LMS) that support asynchronous learning is a technology-based approach that gives leaders the flexibility to access training and learning materials anytime and anywhere, without being tied to a specific schedule. The current learning management system, known as the knowledge management system (KMS), has had a good impact on some users according to their needs. KMS is currently not fully integrated with other systems, one of which is the system running in the HR department. In addition, the different workloads of each individual make the use of this KMS uneven, so the need for mobile phone access is very important in facilitating its users. An LMS with asynchronous learning features allows leaders to self-learn, following the material at their own pace and time, which is especially important for those with busy schedules. This approach is particularly relevant for individuals with different learning preferences and demonstrates the effectiveness of LMS in digital skills development (Hrastinski, 2008). Collaborating with external parties can also improve the quality of the LMS itself in order to have a greater impact in the future. The condition of learning with gamification is not yet comprehensive, improving the quality of the LMS by adding gamification and simulation features is needed so that each user can effectively carry out learning and can be felt thoroughly. Bartel et al (2017) in their study emphasized the need for a standard model to design gamified learning settings using LMS tools. Using a domain-specific modeling language, instructors can create, implement, and monitor gamified learning processes that engage and track learners effectively.

Based on the findings and discussion of the evaluation of PT XYZ leadership development program with themes based on the systematic literature review, which are experiential learning, reflective learning and technology-based learning, there are several gaps that have opportunities for improvement in the implementation of the company leadership development program which can be seen in the following table.

Table 5. Gap Analysis

Criteria	Current Implementation	Ideal Condition	The Gap
Leadership Development Program	The 70:20:10 framework is applied for leadership development however the framework's impact is not systematically evaluated, leading to uncertainty about its effectiveness.	A well-evaluated and refined 70:20:10 framework, with regular assessments and metrics to ensure the desired outcomes are achieved.	The current use of the 70:20:10 model lacks comprehensive evaluation, making it difficult to gauge its effectiveness in developing leadership skills.
Experiential Learning	Inconsistent implementation of experiential learning with lack of structure and standardization due to differences in workload and individual awareness.	Structured and standardized experiential learning for long-term implementation.	Lack of structure and standardization in experiential learning on the leadership program.
Reflective Learning	Inconsistent implementation of coaching and mentoring with lack of structure and standardization due to differences in workload. Feedback mechanisms are inconsistent, and assessment feedback does not yet include 360-degree input.	Structured and standardized coaching and mentoring for long-term cross-departmental implementation. Complete 360-degree feedback systems that include input from peers, superiors, and subordinates.	Lack of structure and standardization in coaching and mentoring on cross-departmental implementation. Limited and incomplete feedback, not encompassing all perspectives to provide holistic insight.

Criteria	Current Implementation	Ideal Condition	The Gap
Technology Based Learning	Learning management system (LMS) is only able to transfer work and learning documents into the online system.	Learning management system (LMS) with fully integrated and easy access that can be reached anytime and anywhere.	Limited functionality of the current Learning Management System (LMS).

Business Solutions

Considering the points discussed and the opportunities for improvement based on the gaps identified, the implementation of this solution can increase the effectiveness of PT XYZ leadership development program by integrating experiential learning, reflective learning and technology-based learning. The following improvement plan can be seen in the following table.

Table 6. Opportunity for Improvement

The Gap	Opportunity For Improvement	Improvement Plan
The current use of the 70:20:10 model lacks comprehensive evaluation.	Develop a strong evaluation framework to assess the effectiveness of the model in leadership development.	Implement structured evaluation tools.
Lack of structure and standardization in experiential learning on the leadership program.	Develop a standardizes and well structure framework for experiential learning to ensure consistent implementation.	Standardization and structured of experiential learning processes.
Lack of structure and standardization in coaching and mentoring on cross-departmental implementation.	Develop a standardizes and well structure framework for coaching and mentoring to maximize learning in any field.	Standardization and structured of coaching and mentoring processes.
Limited and incomplete feedback, not encompassing all perspectives to provide holistic insight.	Implement a holistic feedback mechanism for more comprehensive performance insights.	Implement holistic feedback.
Limited functionality of the current Learning Management System (LMS).	Enhance LMS functionality by integrating with other systems and ensuring flexible access.	Upgrade the learning management system.

Implement Structured Evaluation Tools

Implement structured evaluation methods of the leadership development framework to ensure sustained effectiveness. Systematic evaluation ensures that the positive impact of the learning is truly long-term and relevant to the organization's goals. Structured evaluation also helps measure the skills learned are applicable in the workplace and deliver tangible results to the organization.

Standardization and Structured of Experiential Learning Processes

Planning a standardized framework for experiential learning to ensure uniform delivery across all leadership programs with the aim of ensuring consistency and fairness to individuals in experiential learning. Implementing clear and standardized processes for leadership development across all positions and promoting transparent and inclusive development programs.

Standardization and Structured of Coaching and Mentoring Processes

The main focus of this plan is to create a framework for coaching and mentoring to ensure consistency and to ensure that the learning is not interrupted by other activities, especially in different functions and roles. With a structured and standardized framework, individuals can focus on skills and personal development as well as the achievement of learning objectives.

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Formalized coaching and mentoring programs can strengthen organizational culture through structured interactions.

Implement Holistic Feedback

Implementing comprehensive feedback can help individuals understand how others perceive their abilities and areas for improvement. Implementing holistic feedback that comes from every position and is not only related to the competencies required will help individuals understand the areas of improvement needed to be more effective in their role at work. A holistic feedback program will have a lasting impact that can support continuous individual growth. One comprehensive application of feedback is using the 360-degree feedback framework.

Upgrade the Learning Management System

Improving the learning management system (LMS) by integrating with other systems and adding access through mobile phone will make it easier for each individual to access data or learning according to their needs which will improve performance and streamline workers. Adding features and collaborating with external parties especially in simulating learning through gamification will also provide additional experience for users in each competency needed which can increase attractiveness and transfer knowledge effectively. Adjustments to LMS upgrades are needed as technology evolves to adapt to accelerated learning.

Conclusion

Based on the analysis and findings from the qualitative study in the previous section and the identified opportunities for development, the following conclusions can be drawn, PT XYZ current leadership development program uses a 70:20:10 framework approach that focuses on talent development with indicators of 70% experiential learning, 20% Social Learning and 10% Formal Learning. The programs provided include job shadowing, job rotation, coaching & mentoring, assessment feedback, leadership training, seminars/conferences, active sharing and cross assignment. There are several challenges in the implementation of the leadership development program at the company identified challenges are derived from the gaps with the ideal program based on the literature review. The main problem is the absence of a comprehensive program evaluation system. Without a structured framework to measure the effectiveness of the program, it is difficult for the organization to assess whether the leadership training provided will deliver the desired results. The company has yet to implement holistic feedback that will provide long-term impact that can support sustainable individual growth. The leadership development process at the company lacks adequate standardization. The absence of a consistent approach means that the quality and structure of training can vary significantly, depending on who delivers it and how it is delivered. This diversity results in unequal learning experiences and limits the overall effectiveness of the program. inconsistency in the implementation of programs across different departments will lead to a fragmented and unbalanced distribution of leadership skills within the company. In addition, organizations underutilize digital tools, which could improve training efficiency and engagement. These weaknesses limit the organization's ability to improve performance and long-term sustainability. To address the identified gaps, several approaches are needed to improve PT XYZ leadership development program. One key recommendation is to develop a structured evaluation framework that includes measurable indicators and regular assessments to track the effectiveness of leadership training initiatives. Implement a thorough feedback mechanism that can provide overall and continuous skills improvement. Develop a standardized and well-structured framework for experiential learning and coaching & mentoring programs. A uniform approach ensures that all employees receive high-quality training, fostering consistent leadership skills across the organization. This standardization can bridge the gaps created by inconsistent implementation and help build a more cohesive and well-prepared leadership pipeline. Another important improvement was to enhance the Learning Management System

(LMS). Incorporating features such as gamification and personalized content will modernize the learning experience, making it more engaging and adaptable to different learning styles. Mobile-friendly access ensures that learning resources are available on demand, meeting the needs of a tech-savvy workforce and allowing employees to learn at their own pace. These advancements are critical to creating a dynamic and effective leadership development environment that aligns with modern business needs and improves the overall transfer of learning. The leadership development program implemented at PT XYZ using the 70:20:10 framework approach has proven effective in improving individual competencies and performance and has a significant impact. However, there are still some challenges faced by management and participants in the implementation of leadership development programs provided so that there are still gaps that need to be developed again. It is also undeniably influenced by some unexpected external factors. The recommendations provided also include standardization and a more structured learning process to improve consistency in implementation. programs that are already running must also be included with the implementation of evaluations to ensure that the programs provided can be effective for the learning received and have a significant impact on organizational performance. leadership development programs provided must also be included with technological developments to streamline their implementation in individual development. This research focuses on analyzing the gap of leadership development programs between the current situation and that obtained based on the identification of systematic literature review. This highlights the need for future research to further explore the merging of the 70:20:10 framework with the results of the literature review with the main themes of experiential learning, reflective learning and technology-based learning. To deepen the responses, future research should involve a larger number of respondents which could be beneficial to compare insights from individual interviews against the systematic literature review. Implementing these refinements will contribute to generating more comprehensive insights for more effective leadership development.

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