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RECONSTRUCTING TRANSFORMATIONAL LEADERSHIP AT THE INDONESIAN AIR FORCE HEADQUARTERS: AN ORGANIZATION-ENABLED IMPLEMENTATION MODEL

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Abstract: This qualitative phenomenological study reconstructs the implementation of transformational leadership at the Indonesian Air Force Headquarters. It examines the enactment of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, and identifies the organizational conditions supporting or constraining these practices. Drawing on the author's 2026 dissertation, in-depth interviews, organizational observation, and documentary analysis are synthesized using an iterative interpretive approach. The findings describe seven supporting conditions and seven constraints, including leadership commitment, military professional values, cross-staff coordination, hierarchical and seniority practices, limited psychological safety, and gaps in mentoring and organizational learning. A reconstructed model preserves the four classical leadership dimensions while integrating three organizational enablers: military organizational foundation, strategic organizational capability, and organizational interaction system. The study contributes a context-sensitive leader–organization–follower implementation architecture that connects strategic command with learning, professional development, and responsible innovation. Its diagrams are analytical syntheses; the category-count chart does not represent survey responses or estimates of effectiveness. The model remains a proposition for future empirical validation rather than a tested causal intervention.

Keywords: transformational leadership; military organization; Indonesian Air Force; phenomenology; organizational enablers; strategic capability; organizational change

INTRODUCTION

Modern military headquarters operate at the intersection of strategic uncertainty, advanced technology, institutional continuity, and the need for rapid cross-functional coordination (Corbett, 2025). The Indonesian Air Force Headquarters (Markas Besar TNI Angkatan Udara, hereafter IAF Headquarters) exemplifies a setting in which adaptive change must coexist with a legitimate chain of command (Apon et al., 2025). Contemporary leadership research explains why the quality of influence, ethical example, motivation, and organizational design matters alongside formal authority (Azizi et al., 2025). The present article examines a central question: how can transformational leadership be institutionalized within a hierarchical defence organization without weakening discipline, accountability, and operational readiness? General discussions of leadership also underline the role of context in such choices.

The article draws on Surya Chandra Siahaan's 2026 doctoral dissertation, a qualitative phenomenological study conducted at IAF Headquarters. Its argument is not that military organizations should abandon command structures, but that the practical effectiveness of transformational leadership depends on organizational conditions that allow its four established dimensions to operate across personnel development, strategic communication, innovation, and

learning (Rifhiyah, 2022). The dissertation identifies a persistent gap between formal acceptance of transformational practices and their systematic translation into governance routines (Sulistyowati & Almaidah, 2025). This study develops that empirical insight into an organization-enabled implementation model.

The contribution is a context-specific reconstruction rather than a new universal leadership theory (L. Hidayah & Alfany, 2025). It preserves idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, and places them within three mutually reinforcing organizational enablers: the military organizational foundation, strategic organizational capability, and the organizational interaction system (Kurniawan et al., 2024). This shift from a predominantly leader–follower explanation to a leader–organization–follower configuration responds to the distinctive challenges of strategic military administration (Kim, 2024).

Defence organizations confront technological change, information-intensive coordination, and complex security environments (Wibisana et al., 2025). At the headquarters level, the consequences reach beyond tactical command: staff functions formulate policy, allocate resources, develop personnel, coordinate operations, manage information, and translate national defence priorities into institutional decisions (Anawati & Mahayasa, 2023). In this environment, leadership requires disciplined execution and the capacity to encourage learning before a problem becomes operationally consequential (Adhinugraha et al., 2024). Research on innovation in military bureaucracies demonstrates that formal structure and security obligations can coexist uneasily with experimentation; an innovative culture is often necessary if new forms of collaboration are to generate value (Larmond, 2023).

Technological modernization alone does not deliver organizational adaptation. Digital transformation literature emphasizes changes in processes, structures, capabilities, and decision-making rather than the acquisition of new systems as an end in itself (Schwengber, 2024). This distinction is particularly important in aviation-oriented institutions, where technically sophisticated assets may depend on shared situational understanding, effective coordination, and personnel who can interpret emerging requirements (Amelia, 2025). The dissertation therefore positions leadership not as a soft complement to military modernization but as one of its institutional preconditions (Avolio & Drummey, 2023).

Transformational leadership has been associated with organizational performance in public-service settings, yet the effects of leadership practice are contingent on intervening organizational cultures (Orr, 2024). For example, evidence from public-service organizations in Vietnam suggests that result-oriented cultural mechanisms can help explain performance relationships (Edwards et al., 2023). Such findings offer a relevant point of comparison but should not be generalized mechanically to a national military headquarters (Sentoso et al., 2025). The Indonesian case involves mission obligations, command authority, professional identity, security constraints, and career structures that differ from those of ordinary civilian service agencies (Ehsan, 2021).

In the dissertation, military discipline and hierarchy are not portrayed as inherently defective. They create clarity and responsibility (Effendi, 2023). Difficulties arise when their application narrows upward communication, discourages alternative proposals, or makes leadership development overly dependent on the preferences of individual commanders. The central analytical distinction is therefore between the formal architecture of command and the interpersonal and organizational practices enacted within that architecture.

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Figure 1. Strategic setting and leadership challenge. Conceptual infographic with AI-assisted illustrative aircraft imagery; not a documentary photograph or operational record.

The institutional level of analysis is central to this interpretation. A headquarters coordinates policy, personnel systems, and specialist staff rather than functioning as a single operational team. Leadership practices must therefore travel through organizational mechanisms before they influence multiple subunits. In such a setting, a well-designed reform can fail if its expectations are not translated into responsibility, training, feedback, and learning routines (Aryanto et al., 2023).

The substantive gap identified in the dissertation is threefold. An empirical gap arises because research frequently examines associations between transformational leadership and performance rather than explaining how leadership is configured in particular military institutions (Haidarravy & Ismail, 2023). A theoretical application gap arises because the classical dimensions of transformational leadership do not, by themselves, specify the organizational routines through which change becomes sustainable in a disciplined command bureaucracy (Khan & Ali, 2025). A practical gap arises when leadership initiatives remain dependent on particular officeholders and are not integrated into human-resource, knowledge-management, and governance systems (Kant, 2023).

These gaps should not be mistaken for a claim that the existing literature has ignored followers or context. Contemporary reviews explicitly examine follower transformation and the processes through which leadership influence becomes meaningful (Maula et al., 2025). Meta-analytic research also reminds scholars to distinguish transformational leadership from adjacent ethical, authentic, and service-oriented leadership constructs. The present study therefore advances a narrower claim: it specifies the conditions needed to operationalize transformational leadership at IAF Headquarters, drawing on evidence reported in a particular qualitative dissertation (Muterera et al., 2024).

Three research questions guide the synthesis. First, how are the four transformational-leadership dimensions currently expressed in strategic headquarters practice? Second, which supporting and constraining conditions shape the consistency of their implementation? Third, how can those conditions be reconstructed as an integrated, context-sensitive implementation model? Rather than treating the new framework as an independently validated intervention, the study presents it as an explanatory and design proposition grounded in the dissertation's reported field findings (Y, 2025).

The unit of interpretation is the organizational experience and interaction surrounding leadership, not a nationally representative population of military personnel (A, 2024). The research does not measure a treatment effect, estimate a prevalence rate, or rank military units using a standardized

survey. This boundary is consequential for how results are visualized below: diagrams express relationships and named themes; the one count chart reports the number of analytical categories explicitly identified in the source, not a respondent distribution (Jaya et al., 2024).

The result is intended to be useful to scholars of public administration and organizational change as well as to defence practitioners. It identifies where formal command systems can remain intact while learning, strategic communication, talent development, and constructive professional voice become more predictable and accountable (Skea, 2021).

One consequence of this framing is that research questions about leadership cannot be reduced to whether personnel admire their commanding officers. Respect, compliance, and professional legitimacy are necessary aspects of the military context, but transformational leadership additionally involves shared direction, problem-solving, and personal development (Hughes, 2023). The article therefore examines the distinction between the observable existence of a leadership practice and its institutional consistency. A practice may be reported in one office but lack the procedures, resources, or continuity required for durable organizational adoption (Cleveland & Cleveland, 2025).

The proposed reconstruction follows a design-oriented logic: a diagnosed implementation gap is associated with an enabling condition, which in turn suggests a practice that could be evaluated. This logic is deliberately less ambitious than proving a universal causal relationship (Maufuzah & Abadiyah, 2023). It is also more operational than merely recommending that leaders be inspiring, innovative, or attentive. The value of a reconstructed model rests on its ability to identify organizational responsibilities and prospective observations that would help distinguish real improvement from symbolic reform (Patzer & Voegtlin, 2023).

The case is potentially relevant beyond defence while remaining bounded by its own context. Other public institutions with regulated authority and high reliability requirements may recognize similar tensions between accountability, local expertise, and adaptation (Smith et al., 2023). Yet transfer requires careful examination of mission, occupational identity, decision rights, and public responsibilities (Febrianto & Affandi, 2023).

Transformational leadership can be analyzed through four interrelated dimensions. Idealized influence concerns the credibility and example of leaders who demonstrate values worthy of emulation (Choi, 2025). Inspirational motivation concerns the communication of meaningful collective direction. Intellectual stimulation concerns the willingness to question assumptions and consider alternative solutions. Individualized consideration concerns attentive development of personnel with different competencies and future responsibilities. These dimensions are well established in contemporary leadership teaching and scholarship, and the dissertation deliberately retains them rather than adding an artificial fifth dimension (I. N. Hidayah & Sari, 2022).

In command organizations, idealized influence has a particularly strong ethical and institutional component. Personnel need to trust that leaders demonstrate the standards they require from others and exercise authority consistently. Yet professional obedience is not a sufficient indicator of shared conviction. A commander may obtain compliance without generating ownership of transformation objectives. Similarly, inspirational communication should help personnel understand not only what action is required but why the action advances mission effectiveness. In this sense, motivational influence is most credible when strategic intent is connected to specific unit responsibilities.

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Intellectual stimulation is frequently misunderstood as unrestricted individual discretion. The more defensible interpretation is bounded, professionally responsible challenge: leaders may retain final authority while establishing opportunities for informed suggestions, after-action discussion, and disciplined experimentation. Individualized consideration likewise does not require equal treatment in every circumstance; it requires structured attention to development needs, appropriate feedback, and transparent access to professional growth. Both practices can be embedded in approved processes rather than made contingent on informal personal relationships.

These distinctions matter because the expression of leadership can vary with climate and role. Psychological safety research indicates that people are more likely to contribute concerns and novel ideas when interpersonal risk is managed appropriately. A systematic review similarly connects psychological safety with learning and outcomes across different levels of analysis. Such evidence supports careful attention to the conditions of voice, but it does not imply that mission-critical command decisions should be decided by consensus.

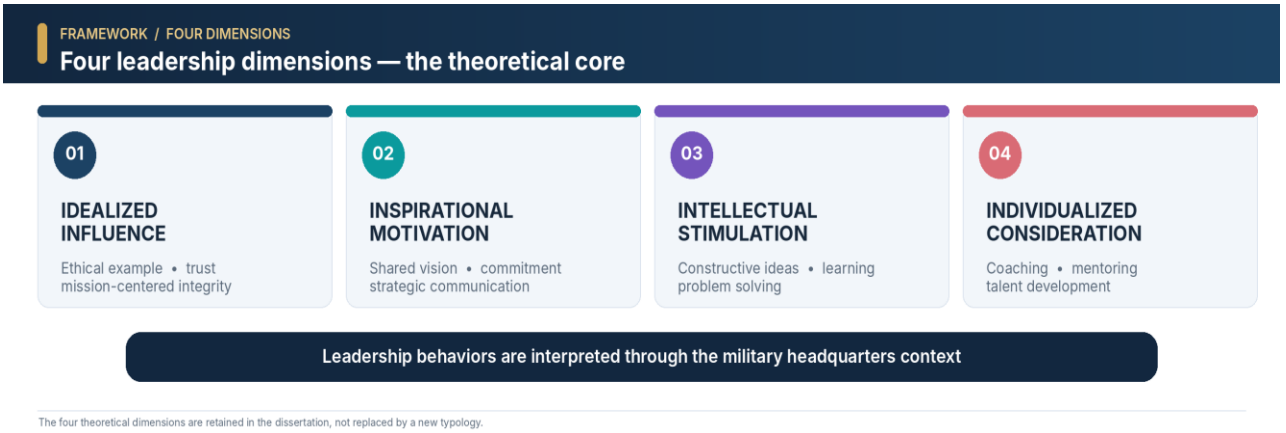


Figure 2. The four transformational-leadership dimensions retained as the theoretical core of the reconstructed model.

The four dimensions should be understood as analytically distinct but practically interconnected. Ethical example can give credibility to a vision; a shared vision can provide a reason to experiment; constructive experimentation generates learning requirements; and individualized development creates the competencies needed to make those experiments responsible.

Transformational behaviour cannot be separated from the system in which it is enacted. Organizational culture is sustained through shared assumptions and repeated routines, not merely through the words of senior leaders. In an air-force headquarters, practices of discipline, professional role modelling, loyalty, and command coordination are long-standing sources of stability. The empirical question is how to preserve these foundations while expanding legitimate learning channels. A simple opposition between hierarchy and innovation would obscure the ways military organizations need both.

Voice is an important test of the difference between formal access and actual participation. A reporting channel can exist on paper while personnel remain reluctant to raise uncertain ideas, question an assumption, or report a problem. The literature distinguishes constructive voice from silence and identifies the relational and contextual factors that affect both behaviours. Accordingly, the reconstructed model specifies protected but accountable channels through which ideas and concerns can reach decision-makers, be examined, and receive a documented response.

Leadership development likewise requires processes beyond episodic formal training. Personnel selection, coaching, mentoring, succession planning, rotational assignments, and developmental feedback help transform isolated experiences into organizational capabilities. Learning-oriented work environments emphasize the role of interpersonal climate in enabling candour and adaptation. These lessons remain subject to context: psychological safety supports professionally responsible expression and error reporting; it is not immunity from accountability or permission to bypass lawful commands.

A capability perspective helps connect individual leadership activity to organizational renewal. Dynamic capabilities concern an organization's ability to sense change, seize opportunities, and reconfigure resources and activities where required. Reviews of the capabilities literature demonstrate that concepts must be related to measurable mechanisms and relevant context, rather than invoked as an unexplained label. The dissertation's three organizational enablers offer such a practical decomposition: normative foundations, resource and learning capability, and mechanisms of interaction.

Organizational change is also experienced by its recipients, who assess the meaning and consequences of change rather than reacting passively. Affect-based perspectives show why how change is communicated and experienced can influence engagement. For a military headquarters, this translates into a need for clear intentions, fair feedback, credible role models, and consistent follow-through. The appropriate aim is not to remove structured authority but to make adaptive action easier to initiate and more reliable to sustain.

These relationships also show why leadership cannot simply be delegated to an information system. A digital knowledge repository may preserve material, but someone must determine its relevance, reliability, and access conditions. A personnel database may show courses attended, but it cannot on its own demonstrate that coaching improved judgement or that an officer is prepared to assume a new responsibility. Organizational capability depends on the social and professional interpretation of records. The reconstructed model consequently treats technology as an enabling resource embedded in accountable human processes.

Professional military culture is simultaneously a resource and a condition to be managed. Clear authority can enable rapid coordination, particularly when a situation does not permit extended debate. The same structure may create avoidable information loss if routine planning and reflective review provide too few channels for specialized knowledge. An integrated leadership model therefore differentiates decision phases: preparation can admit wider analysis, execution requires clear command, and subsequent review should support candid learning. The precise boundaries must be defined by authorized institutions rather than assumed in a journal article.

RESEARCH METHODS

The article follows a structured extraction sequence. First, the three dissertation questions were mapped to the reported findings on the four leadership dimensions, the seven supporting conditions, the seven constraints, and the proposed three enablers. Second, statements concerning existing practices were separated from proposed interventions. Third, conceptual claims were compared with contemporary leadership, organizational-learning, and qualitative research literature. Fourth, the model was redrawn as an original, publication-oriented diagram without altering the substance of the dissertation's components.

Because themes are interpretive categories, the count of named themes does not measure their frequency, weight, causal importance, or statistical significance. This distinction is critical when qualitative results are visualized. The article counts seven supporting themes and seven constraining themes because the dissertation enumerates seven of each; it does not claim that these themes were mentioned by equal numbers of informants or that more frequently discussed themes were necessarily more important. Qualitative coding guidance emphasizes careful definitions and auditability in creating and interpreting categories.

Although the dissertation includes illustrative informant descriptions and quotations, publication of identifiable operational details requires review by the researcher and relevant institutional authorities. This article therefore paraphrases findings at the thematic level and does not attribute specific claims to named officers. It avoids potentially sensitive descriptions of contemporary operational systems, command vulnerabilities, or unpublished internal documents. Any final journal submission must confirm that quotations, photographs, site names, and the extent of institutional identification are authorized for publication.

Trustworthiness requires a clear chain between source material, interpretation, and model design. For a future empirical validation study, this chain could be strengthened by maintaining an anonymized coding log, a transparent record of theme refinement, negative-case examination, researcher reflexivity, and institutional review of disclosure risk. Current methodological guidance cautions against treating one universal checklist as a substitute for methodological fit and interpretive coherence. Reflexive thematic-analysis scholarship likewise emphasizes transparent interpretive choices. The article is best understood as a rigorous secondary presentation of original qualitative findings rather than an independent replication.

The transfer of a dissertation into a publishable article also requires attention to the limits of source certainty. Where the manuscript claims that an intervention should improve learning or responsiveness, this article uses conditional language unless direct outcome evidence is reported. Where the dissertation identifies a constraint, the article reports it as a documented qualitative theme, not as a quantified national characteristic of all military personnel.

A key distinction in the reporting strategy is between the original study's method and the preparation of this journal article. The dissertation reports an empirical qualitative inquiry, whereas the present manuscript reorganizes the existing findings for publication. It does not create a second dataset by translating passages into a spreadsheet, nor does it infer numerical relationships from the mere presence of an identified theme. The visual hierarchy of the model reflects an interpretive synthesis and can be revisited when additional field evidence becomes available.

For future replication, a more explicit audit trail would connect anonymized evidence excerpts to codes, analytic memos, revised theme definitions, and final model components. Interpretive disagreements could be examined in relation to the source context, rather than automatically resolved by majority coding. Such an approach would help demonstrate why a reported constraint belongs under military foundation, strategic capability, or organizational interaction, and where an alternative categorization might be plausible.

RESULTS AND DISCUSSION

The dissertation reports that exemplary leadership remains a strong expectation in the professional military setting. Senior leaders are expected to demonstrate integrity, discipline, loyalty, and responsibility in concrete decisions. These practices provide a credible foundation for

transformational influence. However, the study also identifies a distinction between visible personal example and the institutionalization of change-oriented values. A leader may be respected and obeyed while personnel still perceive a modernization initiative primarily as an administrative requirement. The finding points toward a need to connect consistent role modelling to a coherent explanation of institutional purpose.

This pattern suggests that idealized influence should be judged by more than the positional legitimacy of command. Relevant observational questions include whether leaders communicate the reasons for change, follow rules consistently, acknowledge correctable errors, and create credible standards for those who will eventually assume leadership responsibilities. The dissertation's conclusion is that the moral foundation is present, but its contribution to collective commitment can be developed further.

Formal communication at IAF Headquarters transmits policy and direction through established command procedures. According to the dissertation, this mechanism is functional but is more consistently oriented toward conveying instructions than toward cultivating the internal motivation of personnel. A mission may be communicated efficiently without its strategic logic being sufficiently shared across staff functions. The implication is not that direct orders should be replaced. Rather, leaders should complement directives with explanations of expected outcomes, relevant responsibilities, and the larger organizational vision.

The dissertation calls for routines that translate strategic intent into actionable unit objectives and collect credible feedback on their implementation. Across both dimensions, the salient finding is that the formal command system provides an initial platform, whereas the participative meaning of change depends on how leaders use that platform.

An additional implication of idealized influence is that change-oriented behaviour should be modelled consistently across routine and exceptional circumstances. If openness to learning is emphasized during training but dismissed during ordinary staff work, personnel receive conflicting signals about the real priorities of leadership. The dissertation's discussion of professional values suggests that credibility emerges from alignment between words, decisions, and institutional behaviour. This is a design challenge for leadership assessment as well as for personal conduct.

Similarly, strategic communication should be examined as a two-way organizational function even where final authority is one-way. Personnel require opportunities to clarify a strategic instruction, identify a dependency that may affect implementation, and report whether an intended change has achieved the desired effect. Such feedback is compatible with command when the responsible officers remain identifiable and the process for action is explicit. What matters is the reliability of information travelling through the organization, not the number of consultation opportunities alone.

Taken together, these two findings suggest that shared meaning is built at the point where professional example meets practical explanation. Transformation is more likely to become an organizational commitment when personnel understand the strategic rationale, observe coherent conduct, and have a legitimate route for reporting the consequences of implementation. The manuscript does not claim that these mechanisms have been experimentally demonstrated at the headquarters; it offers them as a disciplined interpretation of the reported qualitative evidence.

The most visible tension concerns the extent to which personnel can propose alternatives, draw lessons from complex tasks, and discuss emerging problems in advance. The dissertation reports that

some units have developed constructive discussion and innovation, but the quality of these processes depends substantially on the leadership practices of their immediate superiors. Hierarchy and seniority can lead personnel to defer to authority even when relevant expertise is available at lower levels. A more adaptive headquarters requires procedures through which ideas can be considered without creating uncertainty about who holds final decision rights.

The critical mechanism is therefore organizationally protected intellectual engagement. Structured briefings, after-action reviews, knowledge-sharing forums, and documented proposal evaluation can lower the interpersonal costs of making useful suggestions while retaining authorization requirements. Organizational cultures supportive of innovation similarly require alignment between institutional routines and leadership behaviour rather than reliance on isolated creativity campaigns.

The dissertation recognizes an established system of military education, formal training, assignment, and personnel administration. Nevertheless, it finds that leadership development has not yet consistently adopted coaching, mentoring, talent identification, and individualized feedback as integrated practices. In consequence, development opportunities may reflect immediate organizational requirements more clearly than a long-term map of each officer's leadership potential. The finding is not an assertion that all units lack mentoring, but that these mechanisms have not yet become sufficiently systematic across the headquarters setting.

An institutional response should connect individual development plans to transparent criteria, appropriate assignments, documented feedback, and succession needs. Transformational practices can support learning-oriented organizational change, while local conditions continue to shape their implementation. The four dimensions thus describe a coherent leadership ideal, but the dissertation shows why management infrastructure must support their consistent enactment.

The intellectual-stimulation result is especially important because complex operational organizations possess expertise that may be unevenly distributed by rank or formal role. A specialist may recognize a technical or coordination issue before it becomes visible to the decision-maker. If such knowledge cannot be raised appropriately, a command system loses potentially valuable information. Constructive professional challenge should therefore be treated as an information-quality mechanism with defined responsibilities, not as a challenge to the existence of authority.

The personnel-development result points to a parallel issue of continuity. Formal courses create common knowledge, but a leadership pipeline also requires opportunities to apply judgement, receive developmental feedback, and learn from experienced colleagues. Coaching and mentoring are most useful when they are sustained, appropriately documented, and connected to genuine roles and competencies. The dissertation's reconstruction therefore places these activities within organizational capability rather than defining individualized consideration as a personal virtue alone.

These dimensions are mutually dependent in practice. Individualized development can improve the confidence and technical judgement needed for intellectual contribution. Intellectual contribution can reveal new competencies and learning needs. Both rely on credible senior leadership and organizational processes that take suggestions seriously. A model that addresses only one of these dimensions may generate local improvement without institutional consistency; a system-oriented approach makes that interdependence visible.

The dissertation identifies seven recurring supporting conditions: senior-leadership commitment; military organizational culture; formal personnel development; operational experience; cross-staff coordination; information-technology and digitalization support; and the internalization of soldierly professional values. These are not seven independent predictors obtained from a regression model. They are interpretive categories describing the capabilities and cultural resources upon which leaders can draw.

Senior-leadership commitment gives strategic reforms legitimacy and makes resources available. Military culture reinforces clarity, accountability, and collective identity. Personnel development equips officers with technical and leadership knowledge, while operational experience provides situated judgement and institutional memory. Cross-staff coordination connects specialist functions in complex decisions. Digital tools can accelerate information access and communication when their use is integrated with appropriate governance. Finally, professional values offer the ethical boundaries within which transformation should take place.

The significance of these findings lies in interaction rather than simple enumeration. A leader may articulate an inspiring vision, but its enactment will be constrained if cross-staff routines prevent coordination. Personnel may be encouraged to innovate, but knowledge may remain local if no institutional learning mechanism records and transfers it. Digitalization may increase information volume without improving decision quality. This demonstrates that transformation requires organizational, cultural, and technological alignment.

The dissertation also identifies operational experience as a strategic resource. Experience contributes not only to task execution but also to judgement about constraints, risk, and consequences. Leaders can strengthen its value by arranging reflection, mentoring, and the transfer of practical lessons across cohorts. Such work should be distinguished from indiscriminate disclosure: organizational learning in a defence setting must remain compatible with legitimate information-security and mission-protection requirements.

For the reconstructed model, the seven supporting themes are synthesized into three higher-order enablers rather than treated as a checklist. Values and command coherence support the foundation; personnel development, experience, learning, and digitalization strengthen capability; and staff coordination, feedback, and communication create the interaction system. This movement from individual themes to an integrated explanatory architecture constitutes the core design step of the dissertation.

The supporting conditions can be organized according to their primary institutional functions. Leadership commitment and professional values provide legitimacy; personnel development and operational experience provide capability; communication, collaboration, and digital support provide means for coordinating action. This classification is interpretive rather than statistically derived, but it clarifies why a similar practice may have different consequences in different headquarters offices. A developmental initiative with no clear sponsor or no way to share learning may not become a lasting capability.

A practical analytical question follows from each condition. For commitment, does a responsible leader allocate attention and resources to the stated reform? For cultural foundations, do professional values support both accountability and justified correction? For personnel development, are training and feedback related to future competency needs? For operational experience, are relevant lessons retained and shared safely? For coordination, do staff functions have a reliable mechanism for

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resolving interdependencies? For digital support, are systems useful, accurate, and properly governed?

For an international readership, the importance of professional values is that they are not simply an obstacle to changing established practice. Values help define the boundaries within which change can be legitimate and trusted. They can support disciplined experimentation when leaders make clear how new practices advance the mission. The source therefore suggests that transformational leadership should be built from institutional strengths rather than imported as an alternative culture disconnected from military identity.

The source identifies seven barriers: hierarchical dominance in decision processes; a pronounced seniority culture; insufficient psychological safety; incomplete coaching, mentoring, and talent management; underdeveloped knowledge management and organizational learning; uneven strategic communication and cross-functional collaboration; and weak institutional integration of transformational leadership in governance. The seven barriers should not be conflated into a single critique of military hierarchy. The dissertation distinguishes desirable command discipline from practices that unnecessarily suppress constructive contribution or prevent institutional follow-through.

Hierarchy can reduce decision ambiguity, yet its overly rigid application may narrow participation in problem framing. Seniority can transmit experience, yet deference based solely on rank or tenure may weaken consideration of specialist expertise. These tensions become especially important during rapid technological change, when relevant knowledge is distributed across generations, branches, and professional functions. The purpose of reform should therefore be to establish accountable channels for technical challenge and meaningful consultation, not to displace the lawful command system.

The psychological-safety theme illustrates this distinction most clearly. Personnel may be willing to implement commands but reluctant to raise potential risks, acknowledge mistakes, or suggest unfamiliar alternatives when they expect disproportionate interpersonal consequences. The dissertation describes variation across units depending on local leadership style. The resulting recommendation is bounded professional voice: concern and innovation can be welcomed through well-defined channels, while operational secrecy, lawful orders, and accountability remain protected.

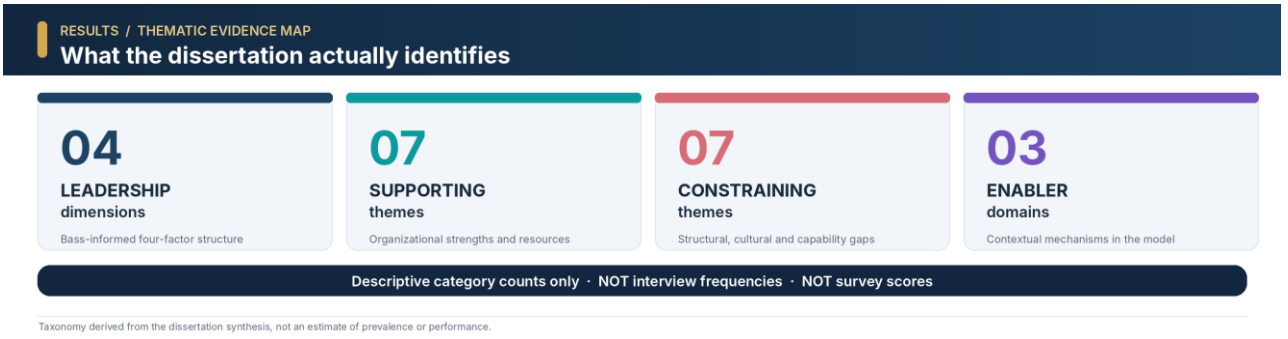


Figure 4. Descriptive category counts in the dissertation (4 dimensions, 7 supports, 7 barriers and 3 enablers); not response frequencies.

Weak integration into governance is a cross-cutting constraint. Without explicit ownership, leadership programmes may remain episodic, and performance may depend excessively on a particular commander. A robust implementation system would therefore specify who maintains developmental records, who evaluates learning practices, and how coordination gaps are reported and corrected.

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Not all barriers require the same response. Hierarchical dominance and seniority culture concern authority and interaction, while psychological safety concerns the perceived consequences of professional communication. Gaps in coaching and talent management relate to personnel systems, whereas weak knowledge management concerns institutional memory and organizational learning. Uneven strategic communication affects coordination, while limited integration into governance determines the durability of organizational change. Interventions should therefore be matched to these distinct failure mechanisms rather than combined into a generic campaign for cultural change.

An improvement programme must also monitor unintended effects. Additional reporting can increase workloads, while documentation-focused compliance may obscure substantive quality. Expanding professional voice without defined roles or secure information channels can create uncertainty or disclosure risks. The reconstructed model therefore requires periodic assessments of benefits, burdens, and safeguards. These recommendations arise from qualitative findings, and their effectiveness has not yet been tested.

The core finding is a reconstructed implementation model that integrates four transformational-leadership dimensions with three organizational enablers. Its novelty does not lie in introducing a new behavioural dimension or asserting that existing transformational-leadership theory is invalid. Instead, the model explains why translating leadership into sustained organizational practice depends on structures, resources, routines, and interaction. The dissertation describes this shift as moving from a leader–follower orientation toward a leader–organization–follower configuration.

The first enabler comprises senior-leadership commitment, military culture, professional values, and the integrity of command arrangements. It anchors organizational change in recognized responsibilities rather than framing innovation as a competing source of authority. Its central functions are to provide clear purpose, protect ethical standards, secure executive sponsorship, and define acceptable ways to identify and correct institutional weaknesses.

The second enabler combines human-resource development, operational experience, knowledge-management systems, organizational learning, and appropriate digital support. It converts leadership intentions into organizational capabilities that can endure personnel rotation. This mechanism requires deliberate learning from experience, accessible but secure records, succession planning, and repeatable development practices. In capability terms, the organization needs mechanisms to identify emerging requirements and reconfigure routines rather than simply acquire additional technology.

The third enabler strengthens strategic communication, cross-staff coordination, feedback mechanisms, and collaborative problem-solving. It connects different specialist perspectives to organizational decisions while retaining a clear final line of authority. The ability to share information within legitimate security boundaries is essential. Collaboration without protected decision-making procedures could compromise responsibility, while command without useful feedback could undermine early problem detection.

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Figure 5. The reconstructed leadership model: three organizational enablers, four practices and desired organizational outcomes.

The dissertation identifies five elements: three organizational enablers, transformational-leadership practice, and intended organizational transformation. Figure 5 shows their relationship, not a rigid implementation order. Foundation, capability, and interaction can develop together and reinforce one another; their impact has not been evaluated through intervention.

DISCUSSION

The model advances a situated explanation of transformational leadership by placing organizational enablers between leadership behaviour and intended transformation. In a purely individual-centred interpretation, the leader is expected to inspire followers, stimulate their thinking, and develop their potential. The dissertation shows that such behaviour may be present while organization-wide consistency remains incomplete. Its contribution is to explain the conditions under which desirable behaviour becomes an enduring property of headquarters practice.

The model should be read as a configuration argument, not an untested claim of causal mediation. It proposes that military foundation, strategic capability, and organizational interaction jointly shape whether the four dimensions can be enacted. Future studies could examine whether changes in these enabling processes precede improvements in engagement, organizational learning, coordination quality, and readiness-relevant administrative performance. The present dissertation supplies qualitative justification for constructing that proposition but does not test it longitudinally.

This approach contributes to public-administration research by examining leadership in an institution whose authority is explicitly hierarchical and whose mission carries high-consequence public responsibilities. Studies of public-service performance suggest that transformational influence can be related to organizational results, but cultural mechanisms also influence this connection. The headquarters case adds a distinctive governance question: how can professional voice, innovation, and learning be developed without compromising the legitimacy of command?

The findings also refine discussion of psychological safety. In settings where errors and weak assumptions can create serious consequences, useful voice is not unrestricted argument and does not remove leader responsibility. It is a supported practice of making observations, alternative analyses, and lessons available to appropriate decision-makers. Professional safety is therefore compatible with military discipline when the process for escalation, examination, and correction is clear. This framing avoids both extremes: rigid silence and unstructured participation.

The dissertation's model should remain open to disconfirmation. Its three enablers may be mutually reinforcing, yet some environments may require different ordering or show trade-offs. For example, more robust documentation could improve learning but also increase administrative burden. Enhanced communication could improve coordination but require stricter confidentiality controls. A strong theoretical contribution requires such boundary conditions to be stated rather than presenting the framework as an automatically successful formula.

The theoretical boundary is particularly important in interpreting the model's novelty. The source does not claim to overturn the four-dimensional concept of transformational leadership. It argues that within military headquarters, sustainable enactment depends on the interaction of those dimensions with the governing system. This is an implementation-level extension: a model of how known leadership practices can be supported and coordinated under specific institutional conditions. Its originality is therefore contextual and configurational.

One possible empirical refinement would examine whether the three enablers are equally necessary across different staff roles. Personnel development may be a primary bottleneck in one function, while knowledge transfer or strategic coordination may be more limiting in another. Comparative qualitative research could explore these configurations without prematurely imposing a single aggregate score. A later quantitative phase could develop reliable instruments only after the mechanisms have been operationally defined and tested for content validity.

Implementation begins with organizational ownership. If leadership expectations remain solely part of educational curricula, personnel may have difficulty translating them into everyday practices. The reconstructed model therefore points toward guidance that defines expected leadership conduct, connects it to staff responsibilities, and establishes periodic review without converting every interpersonal interaction into a checklist. Appropriate indicators could include the existence and quality of coaching records, the documentation of lessons learned, and the timeliness of feedback on approved improvement proposals.

Organizational learning requires more than collecting information. Staff need to know which lessons are transferable, who may access them, and when a prior decision must be reconsidered. Knowledge repositories should support peer learning and maintain role-appropriate controls over sensitive material.

Cross-functional coordination presents another design problem. Headquarters branches can each satisfy their internal reporting obligations while a strategically important issue still passes between organizational boundaries. Creating structured opportunities for joint planning and after-action review can improve the visibility of dependencies. The relevant intervention is not more meetings as such, but better decision processes with explicit purpose, participation, and follow-up.

Change management must also account for the reactions of personnel who experience new responsibilities and expectations. A reform that is framed only as additional compliance may encounter passive disengagement even when its strategic intention is constructive. Leadership communication should therefore explain the expected gains, acknowledge constraints, and make opportunities for feedback credible. Durable transformation entails attention to adoption and the people involved, not only formal structural adjustment.

To test implementation in practice, future researchers could compare successive training cohorts, departments, or phases of reform using common definitions. Such research should measure actual

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changes in developmental practice and coordination as well as unintended administrative and security burdens. The present article makes no claim that such an intervention was undertaken or that its effects have already been demonstrated.

There is also a distinction between measurement of a process and measurement of its consequences. A unit might complete all scheduled mentoring sessions while showing little change in leadership readiness. It might create a knowledge repository without evidence that staff use it in decisions. It might document many suggestions but rarely explain how they were assessed. An evaluation should therefore triangulate the completeness of a process with its perceived usefulness and observable application. This logic is consistent with the dissertation's concern that formal adoption should not be mistaken for effective implementation.

Institutional learning can be supported by short, precise feedback cycles. The relevant unit documents a problem, identifies the responsible authority, records the agreed response, and examines whether the response addressed the original issue. This does not require publication of operationally sensitive information. It requires clarity about what can be recorded, who may inspect it, and which decisions should be reconsidered. An effective learning arrangement is accountable, proportionate, and fitted to the context of the institution.

A phased pathway can translate the reconstructed model into a testable institutional design. The first phase is alignment: leaders and responsible staff would clarify the leadership behaviours to be encouraged, map existing command and professional standards, select limited organizational processes for improvement, and establish rules governing confidentiality and accountability. Rather than announcing organization-wide transformation immediately, this phase should produce a documented basis for controlled experimentation.

The second phase is enablement. Pilot units could introduce structured mentoring, leadership feedback, protected issue-escalation procedures, cross-staff knowledge-sharing activities, and a small set of learning and improvement records. These mechanisms should complement existing training and command routines. Digital solutions could assist documentation and secure information exchange, but should not be treated as proof of organizational improvement in the absence of observed changes in practice.

The third phase is embedding. Proven practices would be linked to leadership development, personnel review, succession systems, and routine quality assurance, with clear ownership and periodic evaluation. Expansion should follow evidence of workable procedures and acceptable security, administrative, and personnel effects. A useful evaluation protocol would check both the presence of a new routine and whether it changed the problem for which it was introduced.

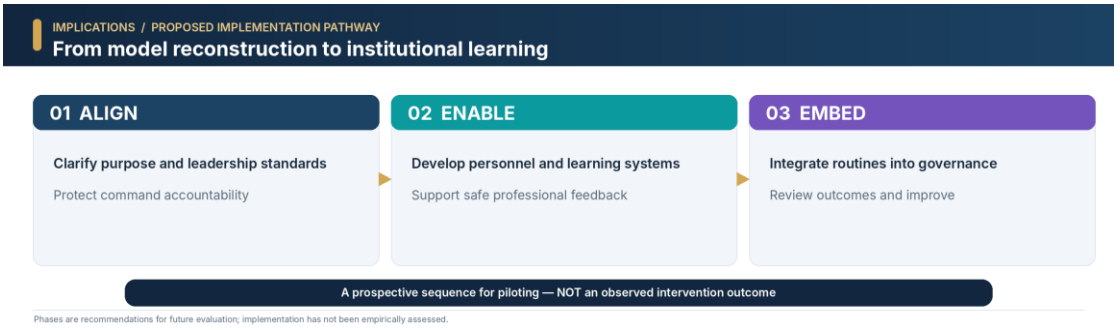


Figure 6. Proposed implementation pathway from alignment to institutional embedding; phases are recommendations, not observed intervention effects.

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Potential measures should be matched to each proposed mechanism. For strategic communication, evaluators could examine whether mission intent reaches relevant staff and whether clarification is possible. For learning, they could examine verified completion of after-action follow-up and subsequent use of lessons. For personnel development, they could assess the coverage and quality of coaching and succession conversations. For collaboration, they could document issue-resolution time and responsibility across staff functions. No numerical targets are prescribed here because the dissertation does not provide an empirically validated baseline for them.

The proposed phases are governance options rather than calendar predictions. Their sequence should be adjusted to existing programmes, institutional approvals, and the risks associated with each pilot activity. A unit with strong mentoring but weak cross-staff communication may prioritize coordination. Another with mature technical systems but limited learning practice may emphasize after-action feedback. The point is to preserve the relationship between diagnosed need, proposed action, and observed result.

Leadership outcomes should also be interpreted cautiously. Improved cooperation or openness may initially expose more unresolved problems, not fewer. A growing number of submitted suggestions may reflect better trust rather than greater organizational weakness

CONCLUSION

are evident at Indonesian Air Force Headquarters, although their implementation remains uneven across organizational levels. Institutional strengths, including senior leadership commitment, professional military culture, personnel development, accumulated experience, interdepartmental coordination, information technology, and service-oriented values, provide a foundation for organizational transformation. Nevertheless, several structural and cultural constraints continue to impede sustainable implementation. These include rigid interpretations of hierarchy and seniority, limited psychological safety, insufficiently developed mentoring and organizational learning mechanisms, inconsistent strategic communication, and the incomplete integration of transformational leadership principles into institutional governance and decision-making processes.

In response to these findings, the dissertation reconstructs a context-sensitive transformational leadership model that preserves the four classical dimensions while embedding their organizational implementation within three interconnected enabling elements: military organizational foundation, strategic organizational capability, and organizational interaction system. This reconstruction recognizes that effective leadership transformation within a military institution requires alignment between leadership values, organizational structures, strategic capacities, and interpersonal relationships. Accordingly, innovation is positioned not as a departure from military hierarchy or command authority but as a complementary mechanism for strengthening institutional adaptability, professional development, and organizational effectiveness.

The principal theoretical contribution lies in developing an implementation architecture that contextualizes transformational leadership within the distinctive characteristics of military organizations. Practically, the model provides a framework for strengthening leadership development, institutional learning, strategic communication, and collaborative practices while preserving command integrity, discipline, and accountability. Future research should validate the proposed model through ethically approved implementation across multiple military units, supported by independent qualitative and quantitative evaluations to assess its applicability, effectiveness, and potential for broader institutional adoption.

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I sincerely hope that this research will contribute to the advancement of knowledge and provide valuable insights for readers.

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