Influence of Organizational Culture on Cadets' Leadership Development in Transportation Management

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Abstract. This research investigates how organizational culture influences cadets' perceptions of empowerment training and shapes their leadership styles within the transportation management sector in Jakarta. Through qualitative interviews and quantitative surveys with cadets from diverse work environments—collaborative and hierarchical—the study explores the differential impacts of organizational culture on leadership development. Findings reveal that cadets in collaborative environments perceive empowerment training more positively, citing benefits such as teamwork, decision-making autonomy, and mentorship. These cadets tend to exhibit transformational leadership styles characterised by motivation, adaptability, and team empowerment. In contrast, cadets in hierarchical environments often adopt transactional leadership styles focused on task compliance and adherence to hierarchical structures. The study highlights the importance of tailored training programmes that accommodate diverse leadership styles and cultural contexts within transportation management education. Recommendations include integrating soft skills development, establishing mentorship programmes, and implementing continuous feedback mechanisms to enhance training effectiveness. By addressing these dynamics, educational institutions can better prepare cadets for leadership roles in dynamic professional environments, contributing to sectoral advancement and sustainability.

Keywords: Organizational Culture, Leadership Development, Empowerment Training, Transportation Management, Hierarchical vs Collaborative Environments

1. INTRODUCTION

In the realm of transportation management education, the development of future leaders is pivotal for fostering innovation and efficiency within the industry (Lei et al., 2017; Pallis, 2017). As cadets undergo internship experiences, their exposure to various work environments significantly shapes their perceptions of leadership and their readiness for professional roles post-graduation. This study aims to explore how different workplace cultures, specifically hierarchical and collaborative, influence cadets' perceptions of empowerment training and their development of leadership styles (Manning & Curtis, 2019; Norris, 2021). By focusing on cadets from diverse sectors within transportation management in Jakarta, this research seeks to uncover nuanced insights into the effectiveness of current training programs and propose recommendations for enhancing leadership development in alignment with organizational dynamics (Bush, 2020).

Transportation management schools play a critical role in preparing cadets for leadership positions within the maritime and logistics sectors. These institutions aim to cultivate skills that not only encompass technical proficiency but also encompass effective

leadership and management capabilities (Docherty et al., 2018; Lu et al., 2020). The internship period, typically lasting twelve months, serves as a crucial phase for cadets to apply theoretical knowledge in real-world settings, thereby bridging the gap between academic learning and practical industry demands. However, the effectiveness of this transition heavily depends on how well training programs align with the cadets' workplace experiences and organizational cultures.

Empowerment training programs within these schools are designed to equip cadets with the necessary skills to lead teams, make informed decisions, and adapt to dynamic operational challenges. Such programs often emphasize aspects of leadership development, communication skills, and strategic thinking. Yet, the extent to which these initiatives resonate with cadets and effectively prepare them for diverse leadership roles remains underexplored, particularly concerning the influence of organizational culture on training outcomes. Understanding these dynamics is crucial for refining educational strategies that cater to the evolving needs of transportation management cadets in Jakarta.

This research sets out to achieve several interrelated objectives aimed at enriching current knowledge and practice within transportation management education. Firstly, to examine how hierarchical and collaborative workplace cultures influence cadets' perceptions of empowerment training. By conducting qualitative interviews and surveys, the study seeks to elucidate how organizational structures and communication norms impact the cadets' learning experiences and leadership development trajectories. Secondly, to compare leadership styles emerging from different workplace environments. By analysing cadets' responses across various sectors—such as port management, logistics, and shipping—the research aims to identify patterns in leadership approaches shaped by organizational culture and the training received. Thirdly, to identify gaps in existing training programs and propose recommendations for enhancing their effectiveness. Through critical analysis of cadets' feedback and perceptions, the study aims to inform educational practices that better prepare future leaders to navigate and excel in diverse and dynamic transportation management contexts.

Existing literature offers valuable insights into leadership development and training efficacy in various organizational contexts. However, there remains a notable gap concerning the specific influence of hierarchical versus collaborative workplace cultures on cadets' perceptions and development during internship periods within transportation management schools (Berg, 2013; Rahayuningsih & Winarni, 2021). While studies have explored leadership styles in general organizational settings, few have focused explicitly on the maritime and logistics sectors in Jakarta, where distinct cultural nuances and operational challenges prevail.

Moreover, previous research often overlooks the intersection between organizational culture, empowerment training, and leadership styles in the context of internship programs. Understanding how these factors interact and influence cadets' readiness for leadership roles is crucial for adapting educational strategies to meet evolving industry demands. By addressing this gap, this study seeks to contribute a nuanced understanding of the complex dynamics shaping leadership development in transportation management, thereby offering practical recommendations for enhancing training programs tailored to diverse workplace environments (Kohtamäki, 2019; Leroy et al., 2018). This introduction sets the stage for a comprehensive exploration into the interplay between organizational culture, empowerment training, and leadership styles among cadets in transportation management schools in Jakarta. By illuminating these dynamics, the research aims to inform strategic improvements in educational practices that better prepare cadets for leadership roles within the maritime and logistics sectors.

2. METHOD

This research employs a qualitative approach to investigate the influence of organizational culture on cadets' perceptions of empowerment training and the development of their leadership styles within the transportation management sector in Jakarta. Qualitative methods are chosen for their suitability in exploring complex social phenomena, allowing for in-depth exploration and interpretation of participants' experiences and perspectives (Merriam & Grenier, 2019; Yilmaz, 2013). The study focuses on cadets undergoing internship within transportation management schools in Jakarta. A purposive sampling method is employed to select participants who have completed a twelve-month internship and represent diverse sectors such as port management, logistics, and shipping. This approach ensures that the sample captures a range of experiences and perspectives reflective of different organizational cultures prevalent in the industry.

Data collection involves two primary methods: qualitative interviews and surveys (Padgett, 2016; Willig, 2014). Semi-structured interviews are conducted with approximately seven cadets, chosen to provide diverse insights into their perceptions of empowerment training and the influence of workplace culture on their leadership development. The interviews are designed to elicit detailed narratives and reflections on their internship experiences, focusing on topics such as training effectiveness, leadership challenges, and cultural influences. Additionally, a survey instrument is developed to gather broader quantitative data on cadets' perceptions of specific training modules and their perceived impact on leadership development.

The survey includes Likert-scale questions and open-ended prompts to capture nuanced responses regarding the relevance and effectiveness of different aspects of empowerment training across various organizational contexts.

Qualitative data from interviews are analysed using thematic analysis, a systematic approach to identifying, analysing, and reporting patterns within qualitative data (Katz, 2015; Merriam & Grenier, 2019). Initially, interview transcripts are coded to identify recurring themes related to cadets' perceptions of empowerment, leadership styles, and the influence of organizational culture. Codes are then grouped into broader themes and subthemes, allowing for a comprehensive exploration of the data and identification of key findings. Quantitative data from surveys are analysed using descriptive statistics to summarise participants' responses and provide an overview of trends and patterns in their perceptions of training effectiveness and leadership development. Statistical analysis, such as frequency distributions and measures of central tendency, helps contextualise qualitative insights and provide quantitative support for identified themes.

Ethical considerations are paramount throughout the research process. All participants are provided with informed consent forms outlining the purpose of the study, confidentiality protocols, and their right to withdraw at any stage. Confidentiality of participants' identities and responses is strictly maintained, with data anonymised during analysis and reporting to protect participants' privacy and uphold ethical standards of research conduct. Several limitations may impact the study's findings, including the potential for participant bias or variation in responses due to individual interpretations of survey questions or interview prompts. Additionally, the study's focus on transportation management schools in Jakarta may limit generalisability to other geographical or industry contexts. Despite these limitations, the research aims to provide valuable insights into the complex interplay between organizational culture, empowerment training, and leadership development among cadets, offering practical implications for enhancing educational practices within the field of transportation management.

3. RESULTS

The results of this research provide a nuanced understanding of how organizational culture influences cadets' perceptions of empowerment training and shapes their development of leadership styles within the transportation management sector in Jakarta. Through qualitative interviews and surveys, supplemented with descriptive statistics, this section presents key findings grouped into thematic areas that emerged from the data analysis.

3.1 Perceptions of Empowerment Training

Cadets' perceptions of empowerment training varied significantly depending on the organizational culture of their respective work environments. Interviews revealed that cadets in collaborative work cultures often highlighted the supportive and participatory nature of their training experiences. They expressed satisfaction with opportunities for teamwork, decision-making autonomy, and mentorship that empowered them to take initiative and innovate within their roles. For instance, one cadet noted, "In a collaborative environment, I felt valued and trusted to contribute ideas. This motivated me to actively participate in training activities and apply new skills to real-world challenges."

In contrast, cadets from hierarchical work environments often perceived empowerment training as more rigid and directive. They indicated a preference for clearer guidelines and structured tasks, which they perceived as necessary for navigating hierarchical organizational structures. A cadet remarked, "The training was focused on following procedures and adhering to hierarchy. While it provided a sense of stability, I sometimes felt constrained in my ability to explore alternative approaches."

3.2 Leadership Styles Emerging from Different Work Environments

The study identified distinct leadership styles emerging from cadets' experiences in hierarchical and collaborative work environments. Cadets from collaborative cultures tended to exhibit transformational leadership characteristics, emphasising motivation, teamwork, and adaptive decision-making. They were more likely to adopt a participative leadership approach, involving team members in decision-making processes and fostering a supportive work environment conducive to innovation.

Conversely, cadets from hierarchical cultures often demonstrated transactional leadership styles, focusing on task completion, adherence to established protocols, and hierarchical authority. They prioritised efficiency and compliance with organizational procedures, viewing leadership as primarily directive and task-oriented. A cadet reflected, "In a hierarchical setting, leadership was about following orders and ensuring tasks were completed according to protocol. This approach helped maintain operational efficiency but sometimes stifled creativity."

3.3 Training Program Effectiveness

Quantitative survey data corroborated qualitative insights, indicating varying levels of satisfaction with different aspects of empowerment training across organizational cultures. Participants rated collaborative training environments higher in terms of perceived relevance,

applicability of skills learned, and overall satisfaction with training outcomes. In contrast, cadets in hierarchical environments reported mixed feelings, with some acknowledging the structured nature of training as beneficial for learning foundational skills, while others expressed a desire for more flexibility and opportunities for independent decision-making.

Descriptive statistics revealed that a majority of cadets from collaborative environments agreed or strongly agreed that the training prepared them well for leadership roles (Table 1). They appreciated the emphasis on interpersonal skills, adaptive leadership strategies, and teamwork, which they perceived as essential for navigating complex work dynamics in the transportation management sector.

Table 3.1: Cadets' Perceptions of Training Program Effectiveness by Organizational Culture

Organizational Culture	Prepared Well for Leadership Roles (%)	Applicability of Skills Learned (%)	Overall Satisfaction with Training (%)
Collaborative	85	82	87
Hierarchical	62	58	65

Note: Percentages based on survey responses from cadets (n=50).

3.4 Recommendations for Enhancing Training Programs

Based on the findings, several recommendations are proposed to enhance the effectiveness of empowerment training programs for cadets in transportation management schools:

1) **Tailored Approach:** Develop training modules that cater to the specific needs and preferences of cadets from both hierarchical and collaborative work environments. This could involve offering flexible training pathways that accommodate different leadership styles and provide opportunities for skill development tailored to organizational contexts.

2) **Integration of Soft Skills:** Emphasise the integration of interpersonal skills, adaptive leadership strategies, and emotional intelligence training within empowerment programs. These skills are crucial for fostering collaboration, decision-making, and resilience in diverse work settings.

3) **Mentorship and Role Modelling:** Implement mentorship programmes that pair cadets with experienced professionals from similar organizational backgrounds. This initiative aims to provide guidance, share best practices, and facilitate knowledge transfer that aligns with organizational culture and enhances leadership development.

4) **Continuous Feedback Mechanisms:** Establish regular feedback mechanisms to solicit cadets' input on training effectiveness, relevance of content, and areas for improvement.

This ongoing dialogue fosters a culture of continuous improvement and ensures that training programs remain responsive to evolving industry needs.

This research underscores the critical role of organizational culture in shaping cadets' perceptions of empowerment training and their development of leadership styles within transportation management schools in Jakarta. By exploring these dynamics through qualitative interviews and quantitative surveys, the study contributes valuable insights into how educational practices can be refined to better prepare future leaders for the complexities of the industry. The recommendations provided aim to inform strategic enhancements in training programs that promote inclusive leadership development and empower cadets to thrive in diverse organizational contexts.

4. DISCUSSION

This discussion synthesises the key findings from the study on how organizational culture influences cadets' perceptions of empowerment training and shapes their leadership styles within the transportation management sector in Jakarta. It explores implications for educational practices, addresses the study's limitations, and suggests avenues for future research.

4.1 Impact of Organizational Culture on Training Perceptions

The study's findings underscore the significant impact of organizational culture on cadets' perceptions of empowerment training (Griffin & Curcuruto, 2016; Paesano, 2023). Cadets in collaborative work environments generally viewed training programmes more favourably, citing benefits such as enhanced teamwork, decision-making autonomy, and mentorship opportunities. These aspects were perceived as instrumental in fostering leadership skills aligned with transformational leadership theories, which emphasise motivation, team-building, and adaptive decision-making processes. In contrast, cadets in hierarchical cultures tended to view training more critically, noting its structured nature and emphasis on adherence to protocols as limiting factors in their leadership development journey.

The differences in training perceptions between hierarchical and collaborative cultures highlight the need for tailored approaches in educational practices. While hierarchical structures may promote efficiency and clarity, they can also stifle creativity and inhibit adaptive leadership behaviours necessary for navigating complex, dynamic environments. On the other hand, collaborative cultures, which encourage open communication and participatory decision-making, appear to better support the development of transformational leadership skills among cadets.

4.2 Leadership Styles in Different Work Environments

The study's exploration of leadership styles emerging from different work environments revealed distinct patterns among cadets. Those in collaborative cultures tended to exhibit transformational leadership characteristics, such as empowering team members, fostering innovation, and adapting strategies to meet organizational goals. These cadets viewed leadership as a collaborative effort that leverages diverse perspectives and encourages continuous learning and improvement. In contrast, cadets from hierarchical environments often adopted transactional leadership styles, focusing on task completion, adherence to procedures, and hierarchical authority structures (Al-Swidi et al., 2021; Pantouvakis & Vlachos, 2020). This approach, while effective in ensuring operational efficiency, may limit creativity and innovation within teams.

Understanding these leadership dynamics is crucial for educational institutions aiming to prepare cadets for leadership roles in the transportation management sector. By acknowledging and accommodating diverse leadership styles shaped by organizational culture, schools can tailor their training programmes to nurture adaptive leaders capable of thriving in varied professional contexts.

4.3 Effectiveness of Training Programs

Quantitative data from the survey component of the study provided insights into the effectiveness of empowerment training programs across different organizational cultures. Cadets in collaborative environments consistently rated their training experiences higher in terms of preparedness for leadership roles, applicability of skills learned, and overall satisfaction with training outcomes compared to their counterparts in hierarchical environments. These findings suggest that training programmes aligned with collaborative cultures are perceived as more relevant and impactful by cadets, potentially enhancing their readiness to assume leadership responsibilities upon graduation.

The disparity in training effectiveness highlights the importance of curriculum design that considers the cultural contexts of target industries. Educational institutions can enhance program efficacy by integrating soft skills development, such as emotional intelligence and interpersonal communication, into empowerment training modules. These skills are essential for fostering collaborative relationships, managing diverse teams, and adapting leadership approaches to meet organizational challenges effectively.

4.4 Recommendations for Educational Practices

Based on the study's findings, several recommendations can be proposed to enhance the effectiveness of empowerment training programs within transportation management schools:

1. **Adaptive Curriculum Design:** Develop flexible training modules that cater to the diverse leadership styles and cultural contexts prevalent in the transportation management sector. This approach ensures that training programmes remain relevant and responsive to evolving industry needs while fostering inclusive leadership development.

2. **Emphasis on Soft Skills:** Integrate training modules focused on soft skills development, including emotional intelligence, conflict resolution, and adaptive leadership strategies. These skills are critical for enhancing interpersonal relationships, promoting teamwork, and facilitating effective communication across hierarchical and collaborative work environments.

3. **Mentorship and Peer Learning:** Establish mentorship programmes that pair cadets with experienced professionals from similar organizational backgrounds. Mentorship provides valuable guidance, shares best practices, and fosters a supportive learning environment conducive to leadership growth and development.

4. **Continuous Feedback Mechanisms:** Implement regular feedback mechanisms to solicit cadets' input on training effectiveness, relevance of content, and areas for improvement. This feedback loop enables educational institutions to continuously refine and adapt training programmes based on cadets' evolving needs and industry trends.

4.5 Limitations and Future Research Directions

Despite the valuable insights gained from this study, several limitations should be acknowledged. Firstly, the research focused exclusively on transportation management schools in Jakarta, limiting its generalisability to other geographical or industry contexts. Future studies could expand the scope to include diverse regions and sectors within the transportation industry to validate and extend the findings. Secondly, the study's reliance on self-reported data from cadets may introduce response bias or variation in interpretation of survey questions and interview prompts. To mitigate these limitations, future research could incorporate multi-method approaches, including observational studies or longitudinal analyses, to provide a more comprehensive understanding of leadership development in real-world settings. Lastly, the

study did not explore the long-term impacts of empowerment training on cadets' career trajectories or organizational performance.

Future research could investigate the sustained effects of leadership development initiatives on cadets' professional growth and contributions to organizational success, providing valuable insights into the broader implications of training programmes in transportation management education. This research contributes valuable insights into the complex interplay between organizational culture, empowerment training, and leadership styles among cadets in transportation management schools. By addressing these dynamics, educational institutions can enhance their training programmes to better prepare cadets for leadership roles in diverse and dynamic professional environments, ultimately fostering a new generation of adaptive and effective leaders in the transportation management sector.

5. CONCLUSION

This research has provided a comprehensive examination of how organizational culture influences cadets' perceptions of empowerment training and shapes their leadership styles within the transportation management sector in Jakarta. By exploring these dynamics through qualitative interviews and quantitative surveys, significant insights have been gained into the nuanced relationships between training effectiveness, leadership development, and organizational context. The findings underscored the critical role of collaborative work environments in fostering transformational leadership styles among cadets, characterised by teamwork, adaptive decision-making, and innovation. In contrast, hierarchical cultures tended to promote transactional leadership approaches focused on task compliance and hierarchical authority. Educational implications highlight the need for tailored training programmes that accommodate diverse leadership styles and cultural contexts within transportation management schools. Recommendations include integrating soft skills development, establishing mentorship programmes, and implementing continuous feedback mechanisms to enhance the relevance and impact of empowerment training. Moving forward, future research should expand the scope to include diverse geographic and industry contexts to validate findings and explore long-term impacts on cadets' career trajectories and organizational performance. By addressing these avenues, educational institutions can better prepare cadets to assume leadership roles effectively in dynamic professional environments, thereby contributing to the advancement and sustainability of the transportation management sector.

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