Leadership Trilogy and Organizational Adaptive Performance: The Mediating Roles of Growth Mindset and Talent Management- A Conceptual Analysis

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Abstract. This study aims to explore a conceptual framework that examines the mediating roles of growth mindset and talent management in the relationship between the Leadership Trilogy and organizational adaptive performance by adopting Dynamic Capabilities Theory. The methodology used a structured conceptual framework design, synthesizing literature from various relevant previous studies for conceptual model analysis. The analysis results indicate that while the Leadership Trilogy directly influences organizational adaptive performance, the increasingly complex dynamics of organizational change necessitate mediating mechanisms to explain how leadership values can be transformed into enhanced organizational adaptability. Growth mindset is expected to bridge the psychological aspects of organizational members by reinforcing the belief that abilities can be developed through learning and effort. Talent management is expected to bridge the structural aspects of the organization by focusing on strategic management, development, and talent retention. The originality of this study lies in its emphasis on the dual role of growth mindset and talent management as mediators, which has not been comprehensively examined within a leadership framework grounded in local values. The practical implication of this research is the importance of leadership that not only provides role modeling, stimulates initiative, and offers encouragement but also fosters growth mindset and implements strategic talent management to enhance organizational adaptive performance.

Keywords: Conceptual Analysis, Growth Mindset, Leadership Trilogy, Organizational Adaptive Performance, Talent Management.

1 Introduction

Technological change, policy directions, social demands, and quality pressures place educational organizations in an increasingly dynamic environment, making organizational adaptive capability a prerequisite for sustained performance [1], [15],

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[22], [24]. Educational organizations can no longer be adequately assessed merely through the fulfillment of static administrative targets, because contemporary effectiveness requires flexibility in integrating, building, and reconfiguring competencies in order to respond rapidly to change [12], [49]. From the perspective of Dynamic Capabilities Theory, an organization's capacity for sensing, seizing, and reconfiguring is described through the process by which its resources become more adaptive and responsive to environmental demands [49]. Organizational adaptive performance is understood as an institution's ability to respond to environmental change, optimize resources, maintain resilience, and align strategies in dealing with volatility, uncertainty, complexity, and ambiguity [16], [27], [41]. Adaptive performance also encompasses strategic learning, innovation, collective resilience, and the capacity to maintain service quality when facing crises or disruption [2], [32].

The leadership literature indicates that transformational leadership is an important antecedent of organizational performance because leaders are able to inspire a vision, provide intellectual stimulation, offer individualized consideration, and build trust among organizational members [5], [6], [10], [23], [26], [33]. However, prior studies also emphasize that the influence of leadership on adaptive performance is often not straightforward, as this relationship becomes stronger when mediated by psychological factors, job resources, organizational culture, knowledge capabilities, or job satisfaction [17], [28], [39]. This condition opens conceptual space to examine mediating variables that explain how leadership values can be translated into organizational adaptive capability [11], [12]. This article proposes Ki Hadjar Dewantara's Leadership Trilogy as a form of transformational leadership rooted in local wisdom and relevant to educational organizations in Indonesia [42]. The Leadership Trilogy consists of Ing Ngarsa Sung Tuladha, Ing Madya Mangun Karsa, and Tut Wuri Handayani, each emphasizing role modeling, the cultivation of initiative, and the empowerment of organizational members [42]. These three principles are understood as being aligned with idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration in modern transformational leadership [9], [10], [13], [42].

The main argument of this article is that the Leadership Trilogy can strengthen organizational adaptive performance through two conceptual bridges, namely growth mindset as a psychological mechanism and talent management as a structural mechanism [18], [35], [42]. Growth mindset is important because adaptive organizations require members who view ability as a capacity that can be developed through effort, strategy, feedback, and continuous learning [18], [51]. Talent management is also important because organizational adaptation depends on systems capable of attracting, motivating, developing, retaining, and mobilizing talent in response to changing needs [21], [35], [47]. Accordingly, this article aims to develop a conceptual framework that explains the role of the Leadership Trilogy in organizational adaptive performance through growth mindset and talent management without incorporating a specific research locus [11], [18], [35].

2 Literature Review

2.1 Dynamic Capabilities Theory

Dynamic Capabilities Theory explains that organizational advantage in changing environments is determined not only by the ownership of resources, but also by the capability to continuously renew, combine, and protect its asset base [29], [38], [49]. Teece formulates dynamic capabilities as the ability to sense opportunities and threats, seize strategic opportunities, and reconfigure organizational assets and competencies [49]. In educational organizations, this theory is relevant because curriculum changes, learning technologies, societal demands, and policy dynamics require rapid sensing, decision-making, and human resource reconfiguration capabilities [1], [22], [30]. Leadership serves as a managerial orchestrator that directs organizational attention toward change, mobilizes resources, and builds learning systems that support adaptation [12], [25], [49]. Growth mindset can be understood as the psychological micro-foundation of dynamic capabilities because the belief that abilities can be developed encourages organizational members to learn from challenges and accept competency renewal [18], [49], [51]. Talent management can be understood as a structural micro-foundation because practices of talent attraction, motivation, development, and retention enable organizations to allocate competencies to changing strategic needs [21], [35], [43].

2.2 Organizational Adaptive Performance

Organizational adaptive performance refers to an organization's ability to adjust its behavior, structure, strategy, and capabilities in order to remain effective in frequently changing environments [16], [41]. Pulakos and colleagues developed an adaptive performance taxonomy that includes creative problem solving, handling uncertain situations, learning new tasks and technologies, adjusting cross-boundary interactions, managing stress, and responding to crises [40], [41]. In contemporary literature, adaptive performance is also understood through reactive dimensions such as coping, interpersonal adaptation, and handling stress, as well as proactive dimensions such as creativity and learning [19], [27], [37]. Strong organizational adaptive performance enables organizational members to face unexpected work situations, develop innovations, maintain service quality, and strengthen organizational resilience [2], [32], [41]. Factors influencing adaptive performance include empowering leadership, a supportive psychological climate, systematic talent management, and a growth mindset that encourages learning from failure [11], [17], [47], [51].

2.3 Leadership Trilogy

Ki Hadjar Dewantara's Leadership Trilogy is a humanistic leadership model rooted in the among system and positions leaders as role models, mobilizers, and empowerers of

organizational members [42]. Ing Ngarsa Sung Tuladha emphasizes that leaders should stand at the front as moral, professional, and emotional exemplars who build the trust of organizational members [42]. Ing Madya Mangun Karsa emphasizes that leaders should stand in the middle to foster initiative, collaboration, creativity, and collective motivation [42]. Tut Wuri Handayani emphasizes that leaders should stand behind to provide support, mentoring, coaching, autonomy, and reinforcement of the potential of organizational members [42]. The alignment between the Leadership Trilogy and transformational leadership is evident in the correspondence between role modeling and idealized influence, the mobilization of enthusiasm and inspirational motivation, the stimulation of creativity and intellectual stimulation, and personal empowerment and individualized consideration [9], [10], [42]. Within the dynamic capabilities framework, the trilogy functions as leadership energy that enables organizations to read changes, execute renewal, and reconfigure human resources [12], [25], [49].

2.4 Growth Mindset

Growth mindset is defined as the belief that a person's basic qualities, competencies, and intelligence can be developed through effort, appropriate strategies, learning, and assistance from others [18]. In organizations, growth mindset changes the way individuals view feedback, failure, risk, and innovation because challenges are understood as learning opportunities rather than threats to competence identity [18], [51]. The dimensions of growth mindset include acceptance of challenges, perseverance, interpretation of effort as a pathway to mastery, acceptance of constructive criticism, and the ability to learn from the success of others [18], [48]. Growth mindset is related to adaptive performance because individuals with a growth orientation tend to be more proactive, resilient, and ready to develop new strategies when facing change [14], [50]. Transformational and supportive leadership can activate growth mindset by providing vision, feedback, emotional support, and safe spaces for experimentation [14], [31], [34].

2.5 Talent Management

Talent management is an organization's strategic approach to attracting, motivating, developing, retaining, and mobilizing talent so that organizational goals can be achieved sustainably [35], [36]. The talent management literature emphasizes that organizational success depends on the ability to align member development with organizational strategy, career pathways, and future competency needs [7], [21], [43], [47]. The dimensions of talent management include talent attraction, talent motivation, talent development, and talent retention as an integrated human resource management system [35], [46]. Talent attraction concerns an organization's ability to screen individuals according to their competencies, whereas talent motivation concerns the creation of an environment that provides meaning, autonomy, recognition, and work engagement [4], [35], [47]. Talent development focuses on learning, training, mentoring, and career development, whereas talent retention focuses on strategies for retaining talent through a supportive work culture, appropriate compensation, and

development opportunities [21], [35]. In adaptive organizations, talent management becomes an instrument of seizing and reconfiguring because organizations can allocate talent to strategic roles, renew competencies, and maintain leadership continuity [21], [43], [49].

3 Methodology

This article employs a conceptual analysis approach by synthesizing theories, concepts, and prior studies as the basis for developing a conceptual framework [20]. The conceptual approach was selected because this article does not aim to test empirical data, but rather to clarify constructs, map relationships among concepts, identify theoretical gaps, and formulate research conclusions that can be tested in subsequent studies [20]. The synthesis was conducted by examining four main constructs, namely the Leadership Trilogy, growth mindset, talent management, and organizational adaptive performance, and then linking them through Dynamic Capabilities Theory [18], [35], [49]. The analysis is directed toward explaining the direct effect of the Leadership Trilogy on organizational adaptive performance as well as its indirect effects through growth mindset and talent management [11], [17], [47]. The methodological outcomes of this study are a conceptual model and seven research conclusions that can serve as a basis for developing quantitative empirical studies in the next stage [20], [40], [41].

4 Results and Discussion

4.1 The Effect of the Leadership Trilogy on Organizational Adaptive Performance

Conceptually, the Leadership Trilogy has a positive effect on organizational adaptive performance because leaders who provide role modeling, cultivate initiative, and offer support from behind are able to create an organizational climate that is ready for change [42] . Role modeling through Ing Ngarsa Sung Tuladha strengthens leader credibility, enabling organizational members to more readily accept the direction of change and align their work behavior with strategic needs [9], [10], [42]. The strengthening of initiative through Ing Madya Mangun Karsa encourages collaboration, creativity, and member involvement in solving complex problems [8], [42]. Empowerment through Tut Wuri Handayani provides autonomy and developmental support, thereby increasing members' confidence when dealing with new tasks, technologies, and procedures [42]. Findings in the literature on leadership and adaptive performance indicate that leadership has a positive relationship with adaptive performance through motivational, relational, and learning mechanisms [11], [17]. Conclusion 1: The Leadership Trilogy has a positive effect on organizational adaptive performance [11], [42].

4.2 The Effect of the Leadership Trilogy on Growth Mindset

The Leadership Trilogy has the potential to strengthen growth mindset because leaders who model learning, build enthusiasm, and provide support will foster the belief that abilities can be developed [18], [42]. Ing Ngarsa Sung Tuladha forms a model of learning behavior because organizational members see the leader as a figure who consistently improves the self and adapts to change [18], [42]. Ing Madya Mangun Karsa strengthens growth mindset because the leader facilitates collaboration, dialogue, and the courage to try new approaches in solving organizational problems [14], [51]. Tut Wuri Handayani supports growth mindset through coaching, mentoring, and feedback that enables organizational members to view failure as information for improvement rather than as the end of an effort [18], [42]. The literature shows that transformational leadership can build growth mindset by strengthening intrinsic motivation and creating a psychologically safe climate [14], [31], [34]. Conclusion 2: The Leadership Trilogy has a positive effect on growth mindset [14], [18], [42].

4.3 The Effect of the Leadership Trilogy on Talent Management

Conceptually, the Leadership Trilogy strengthens talent management because humanistic and transformational leadership positions the development of members' potential as part of the organization's strategic responsibility [10], [35], [42], [45]. Ing Ngarsa Sung Tuladha encourages leader consistency in demonstrating commitment to merit systems, professionalism, and human resource development [10], [46]. Ing Madya Mangun Karsa creates a participatory space for identifying the potential, motivation, and competency development of organizational members collaboratively [35], [42]. Tut Wuri Handayani strengthens mentoring and coaching practices so that talent development and talent retention become more meaningful for organizational members [35], [42]. Prior research indicates that the effectiveness of talent management can be strengthened by transformational leadership because leaders provide direction, support, and a culture that enables talent to develop [3], [21], [47]. Conclusion 3: The Leadership Trilogy has a positive effect on talent management [3], [35], [42].

4.4 The Effect of Growth Mindset on Organizational Adaptive Performance

Growth mindset influences organizational adaptive performance because organizational members who believe that abilities can be developed will be better prepared to face challenges and more open to change [14], [18]. Individuals with a growth mindset tend to view change as a learning opportunity, making adaptive behavior more likely to emerge when the organization faces new demands [18], [48]. Growth mindset strengthens the proactive dimensions of adaptive performance because a learning orientation encourages creativity, experimentation, and the renewal of work strategies [14], [19]. Growth mindset also strengthens the reactive dimensions of adaptive performance because perseverance and acceptance of criticism help organizational members manage pressure and adjust to uncertain conditions [19], [34].

In Dynamic Capabilities Theory, growth mindset becomes a psychological foundation that enables organizational members to support sensing, seizing, and reconfiguring processes more effectively [49]. Conclusion 4: Growth mindset has a positive effect on organizational adaptive performance [14], [18], [19].

4.5 The Effect of Talent Management on Organizational Adaptive Performance

Talent management influences organizational adaptive performance because a talent management system helps organizations ensure the availability of human resources with the appropriate competencies to face change [21], [35], [47]. Talent attraction enhances the organization's ability to acquire human resources with adaptive potential, while talent motivation maintains engagement and willingness to contribute to change [35], [47]. Talent development strengthens learning capacity, new skills, and readiness to adopt technology or work procedures, whereas talent retention maintains competency continuity and prevents the loss of strategic knowledge [21], [35], [44]. Within the dynamic capabilities framework, talent management supports seizing and reconfiguring because organizations can mobilize people according to changing strategic priorities [21], [43], [49]. Conclusion 5: Talent management has a positive effect on organizational adaptive performance [21], [35], [47].

4.6 Mediation of Growth Mindset in the Effect of the Leadership Trilogy on Organizational Adaptive Performance

Growth mindset can mediate the effect of the Leadership Trilogy on organizational adaptive performance because leadership values do not automatically turn into adaptive performance without changes in members' perspectives on ability and learning [14], [18], [42]. Role modeling, the provision of initiative, and autonomy support from leaders shape members' belief that organizational challenges can be addressed through effort, strategy, feedback, and continuous learning [18], [42]. Through growth mindset, members become more open to change, more persistent in facing obstacles, and more creative in developing new solutions [14], [51]. Thus, the Leadership Trilogy functions as a leadership stimulus that activates a psychological mechanism of learning orientation, which subsequently strengthens adaptive performance [11], [18], [19]. Conclusion 6: Growth mindset mediates the effect of the
Leadership Trilogy on organizational adaptive performance [14], [18], [42].

4.7 Mediation of Talent Management in the Effect of the Leadership Trilogy on Organizational Adaptive Performance

Talent management can mediate the effect of the Leadership Trilogy on organizational adaptive performance because leadership values need to be translated into systematic talent management practices [35], [42], [47]. Role modeling and leader commitment strengthen merit-based talent management, while the cultivation of initiative supports

participation in competency identification and development [35], [42], [46]. Support from behind strengthens mentoring, coaching, career development, and retention practices that enable members to adapt to changing strategic demands [21], [35], [42]. Through talent management, organizations can ensure the availability, development, and mobilization of talent needed for sensing, seizing, and reconfiguring [21], [43], [49]. Conclusion 7: Talent management mediates the effect of the Leadership Trilogy on organizational adaptive performance [35], [42], [47].

4.8 Conceptual Framework

The conceptual framework of this article positions the Leadership Trilogy as the independent variable, organizational adaptive performance as the dependent variable, and growth mindset and talent management as parallel mediating variables [11], [18], [35]. This model explains that the Leadership Trilogy can influence organizational adaptive performance directly by strengthening direction, role modeling, motivation, and empowerment [11], [42]. The model also explains that this influence can occur indirectly through growth mindset as a psychological pathway and talent management as a structural pathway [18], [35]. From the perspective of Dynamic Capabilities Theory, the Leadership Trilogy provides leadership energy that encourages sensing, seizing, and reconfiguring, while growth mindset and talent management serve as psychological and structural micro-foundations that translate leadership values into organizational adaptive capability [49].

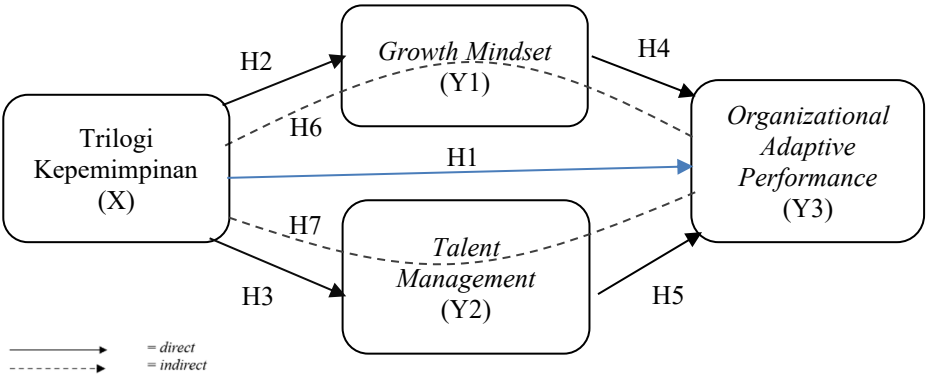


Fig. 1. Conceptual framework

Figure 1. Conceptual framework of the effect of the Leadership Trilogy on organizational adaptive performance through growth mindset and talent management.

5 Conclusion

This conceptual article concludes that the Leadership Trilogy has strong theoretical potential to explain organizational adaptive performance because the principles of role modeling, initiative, and empowerment of members are aligned with modern

transformational leadership [9], [10], [42]. Dynamic Capabilities Theory provides an adequate foundation for understanding this relationship because organizational adaptive performance is the result of sensing, seizing, and reconfiguring resources in a dynamic environment [49]. Growth mindset is proposed as a psychological mediator because the belief that abilities can be developed encourages learning, resilience, creativity, and openness to change [18], [51]. Talent management is proposed as a structural mediator because talent attraction, motivation, development, and retention enable organizations to provide and mobilize competencies in accordance with changing strategic needs [21], [35], [47]. Therefore, the conceptual model developed in this article emphasizes that the adaptive performance of educational organizations can be strengthened not only through leadership values but also through psychological and structural mechanisms that support continuous adaptation [11], [18], [35]. Future empirical research is recommended to test the seven conclusions proposed in this article through a quantitative study in an appropriate organizational context.

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