

Artificial Intelligence Empowerment in Leadership: A Systematic Review of Positive Impacts and Applications



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ABSTRACT: The growth of Artificial Intelligence and the potential to empower leadership within various organizational contexts represent an emergent area of inquiry in this systematic review, with the lens focusing on the positive impacts and potentials of AI applications in augmenting and enhancing leadership practices. Based on PRISMA guidelines, the aim of the review is to identify most of the literature are journal articles, research studies, and any other relevant publications within the last 10 years that were published in English, with high importance attached to empirical studies and documented cases of AI implementation in leadership roles. Key themes will be how AI can help drive decision-making and how AI tools analyze organizational data and market trends to inform strategic choice. The paper covered the AI's applicability for personalized leadership development; in particular, how AI can be adopted to tailor learning experiences to individual leader requirements in the context of lifelong growth. Next, it suggested that an AI-enhanced tools may boost team performance through communication, workflow efficiency, and team collaboration. And the paper determined and analyzed the changing role of a leader in an AI-intense environment that still requires the very traits of human-centered leadership to ensure ethical handling and human oversight of the technological potential. From ongoing initiatives, the paper attempts to derive guidance and best practices applicable to school's organizational leadership, policy makers, and AI developers alike with the intention of contributing to better understanding AI's potential in support of leadership leading to more effective, ethical, and human-centered organizations.

KEYWORDS: Artificial Intelligence, Leadership, Systematic Review, Positive Impacts, Applications

1.0 INTRODUCTION

For the past couple of years, Artificial Intelligence (AI) has been highly transformational and emerges across sectors, offering unprecedented opportunities to enhance human capacity and even redefine legacy practices. The fast pace at which artificial intelligence is transforming and reshaping society is truly remarkable. Its impact is felt across various sectors, from healthcare, business, lifestyle, finance to transportation and apparently education, revolutionizing the way we live, work, and interact with the world around us (Heimans & Timms, 2024). In the setting of education, AI's potential greatly visible and observable to empower school leadership which is particularly promising, offering innovative solutions to long-standing challenges and paving the way for more data-driven, personalized, and effective learning environments (Frick et al., 2021). According Sharma et al. (2020), AI is rapidly changing the landscape of school organizational leadership. By automating tasks, supporting datadriven decisions, and personalizing employee experiences, AI empowers leaders to focus on strategic thinking and innovation. However, this shift demands new skills from school leaders, including data analysis and AI ethics, to ensure responsible AI implementation. Successfully integrating AI requires a balance of technological adoption and a human-centric approach, fostering trust and collaboration in this evolving work environment.

On the other hand, the emergence of artificial intelligence in the professional sphere has sprouted valid concerns about job displacement and a potential shift in the workforce landscape (Almeida et al., 2024). However, a growing body of research offers a more exquisite perspective, highlighting AI's capacity not to replace, but to empower leaders across various sectors (Hao et al., 2020). As the future approaches, and the role of AI in the workplace increases, it becomes vital to assess the impact of AI leadership on workplace outcomes. This perspective emphasizes AI's potential to augment, rather than to take over, human capabilities in leadership roles. AI excels at processing and analyzing massive datasets, identifying patterns and trends that might escape human observation. This analytical prowess can be harnessed by leaders to gain deeper insights into market trends,

Artificial Intelligence Empowerment in Leadership: A Systematic Review of Positive Impacts and Applications

customer behavior, and organizational performance. By leveraging AI-powered analytics, school leaders can make more informed decisions, grounded in data rather than intuition alone. Furthermore, AI can contribute significantly to strategic planning. By forecasting potential outcomes based on historical data and predictive models, AI equips leaders with the foresight to anticipate challenges and capitalize on emerging opportunities. As defined by Milton and Al-Busaidi (2023), this proactive approach to strategic planning, informed by AI-driven insights, allows organizations to navigate a rapidly changing business environment with greater agility and resilience.

In the deeper context of education, the integration of artificial intelligence in education revolutionizes the landscape of learning and leadership. The work of Baker & Smith (2019), highlights its potential to empower school leaders at all levels of the education system – from teachers and administrators to policymakers and other stakeholders. One of the most significant impacts of AI in education is its ability to personalize the learning experience. AI-powered adaptive learning platforms can analyze student data, such as their learning pace, strengths, and weaknesses, to tailor content and instruction to their individual needs. This personalized approach not only enhances student engagement and motivation but also leads to improved learning outcomes.

Furthermore, AI can significantly reduce the administrative burden on teachers, freeing up their time for more valuable tasks like personalized instruction and mentorship. Automated grading and assessment tools can provide instant feedback to students and teachers, allowing for timely interventions and adjustments to teaching strategies. AI can also power teacher dashboards that provide real-time insights into student performance, enabling educators to make data-driven decisions about their teaching practices. Beyond the classroom, AI can revolutionize school leadership and policy-making. By analyzing vast datasets from various sources, AI can identify patterns and trends in student performance, school climate, and resource allocation. This data-driven approach empowers school leaders and policymakers to make informed and run decisions about resource allocation, curriculum development, and professional development for teachers, ultimately leading to a more equitable and effective education system. This transformative potential of AI in education aligns with Popenici and Kerr's (2017) definition of AI as "computing systems that are able to engage in human-like processes such as learning, adapting, synthesizing, self-correction, and use of data for complex processing tasks." By embracing AI's capacity to learn, adapt, and process information in a way that mimics human intelligence, educational leaders can unlock new levels of efficiency, effectiveness, and innovation, paving the way for a brighter future for learners of all ages.

This systematic review will look closer at possible trends in the changing landscape of school leadership in which artificial intelligence may no longer be a futuristic notion but one of the new realities that should empower school leadership in powerful ways Frick et al. (2021). By calling for improved attention to more specific positive impacts and diverse applications of AI in school organizational contexts, this review overshadows general discussions related to the potential of AI in order to provide a richer understanding of how the technology should be harnessed towards supporting better leadership practices in education. In this regard, the applications of AI could go from sources of data decision-making that offer information about student performance and trends at the school level to aid available for teachers, such as a platform that will enable their development across professions on a personalized basis and AI systems aimed at improving operations administration. These systems help the school leaders to extract time so that they can invest in school improvement and building a conducive environment for the learners at school. The discussion focuses attention on how these applied areas and their positive impacts in school leadership can provide a roadmap for the application of AI that empowers, rather than replaces, human leadership in educational settings.

2.0 METHODOLOGY

2.1 Research Design

This systematic review will follow the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines for conducting and reporting systematic reviews Tetzlaff et al. (2020). PRISMA represents a comprehensive checklist and flow diagram. These aids help to conduct transparent systematic reviews and metaanalyses. Following PRISMA guidelines will ensure that your review is thorough, reliable, and easily understandable for readers.

Utilizing PRISMA will guide you to avoid some common pitfalls in conducting systematic reviews, such as missing important studies, not appraising the risk of bias, or not synthesizing the available evidence correctly. This can be an all-comprehensive search strategy that will be ensued using relevant keywords, such as artificial intelligence, school leadership, positive effects, and applications within educational databases. Specifically, the review will cover journal articles and research studies published in the English language within the past 10 years, focusing on empirical studies and well-documented cases of AI implementation in the context of school leadership. The inclusion of studies will be based on predefined inclusion and exclusion criteria, and their quality will be assessed. The AI thematic analysis data extraction will focus on the following major themes: contextual factors around successful implementation. A thematic analysis approach will be utilized to synthesize the findings and identify the patterns that

Artificial Intelligence Empowerment in Leadership: A Systematic Review of Positive Impacts and Applications

emanate across the studies so as to come up with a comprehensive overview pertaining to the possible empowerment that AI is set to bring forth within the given instance of attempts to empower school leadership and thereby to prompt directions for further research.

2.2 Data Gathering Procedure

The data gathering procedure in this systematic review is, therefore, a multi-step process designed in a manner that can help in comprehensive but unbiased data collection of relevant research. There are a number of very vital stages in the whole procedure, the first one being the formulation of a clear and focused research question that guides the entire review process. For example, this would be: "How does AI serve to empower leadership in organizational settings? What are the positive impacts and applications?" Along with, at this point, specific inclusion and exclusion criteria are established that determine what types of studies, publication dates, languages, and align with a review. This is followed by the scope decision and a thorough development of a search strategy. Relevant keywords and subject headings in the identification of literatures comprehensively portray issues of the topic. In this case, under this would be the facets of keywords identified for this study: "AI", "artificial intelligence", "leadership", "empowerment", and " Positive Impacts and Applications." This combines with subject headings specific to leadership and AI applications in databases. At this stage, it will be followed by systematic searching across databases that ensure good coverage of appropriate literature.

The screening and selection of the studies take place in the second step after the database searches. Generally, a two-step procedure is used to maximize the process for minimization of biases and maximization of consistency. To start with, irrelevant studies are excluded by screening the titles and abstracts that are screened separately with the predefined criteria. Then, full-text retrieval of the potentially eligible studies is carried out, followed by a second step that performs a more rigorous assessment. Data extraction then ensues using the finalized set of included studies. One develops a standardized data extraction form for consistency to ensure that similar critical information is captured from each study. This would entail characteristics of the study, design, AI tools and applications, leadership outcomes measured, and key findings. This, upon screening, is usually done in duplicate to enhance the accuracy and reliability of results. Finally, the extracted data is synthesized to give an overview of the findings. It can also consist of a qualitative synthesis in which the findings are summarized narratively and grouped under themes or categories.

2.3 Ethical Considerations

This systematic review was carried out with a high level of commitment to ethical practices in research, maintaining the integrity, transparency, and trustworthiness of its findings. The current study enforces ethical consideration in order to attain the scientific stringency and objectivity of the systematic review, even though it is based on existing studies. A comprehensive and transparent search strategy through relevant databases, specific keywords, and clearly defined inclusion and exclusion criteria. Attention and care in this approach reduce potential publication bias and ensure that a critical amount of all suitable studies will be considered. Risk of bias in the included studies was appraised rigorously, with established tools and criteria, for the methodological quality and to judge its potential influence on the overall results. Data extraction and synthesis were carried out objectively, following a preset protocol that did not lead to undue weighting or selective reporting in favor of some studies. Any potential competing interest, sources of funding, and affiliations that might be interested in carrying out the review process or in the interpretation of the results are also fully disclosed. The findings of this systematic review are, therefore, presented quite balanced and objective when appreciating the limitations of the primary studies, without overstatement or generalization.

3.0 RESULTS AND DISCUSSION

Table 1 below shows the research articles and studies included in the systematic literature review along with the date of publication, and the corresponding author/s.

Table 1. Research articles and studies included in the systematic review of literature

<i>Research No.</i>	<i>Author/s</i>	<i>Research Title</i>	<i>Date of Publication</i>
1	Almeida et al.,	My Boss, the Algorithm – AI Leadership Increases Turnover through Reduced Psychological Safety	2024
2	Baker, T., & Smith, L.	Educ-AI-tion rebooted? Exploring the future of artificial intelligence in schools and colleges.	2019

Artificial Intelligence Empowerment in Leadership: A Systematic Review of Positive Impacts and Applications

3	Callaway, E.	It will change everything: DeepMind's AI makes gigantic leap in solving protein structures.	2020
4	Frick et al.,	Maneuvering through the stormy seas of digital transformation: the impact of empowering leadership on the AI readiness of enterprises.	2021
5	Hao et al.,	The Influence Mechanism of Authentic Leadership in Artificial Intelligence Team on Employees' Performance.	2020
6	Heimans, J., & Timms, H.	Leading in a World Where AI Wields Power of Its Own.	2024
7	Milton, J., & Al-Busaidi, A.	New Role of Leadership in AI Era: Educational Sector	2023
8	Popenici, S. A., & Kerr, S.	Exploring the impact of artificial intelligence on teaching and learning in higher education.	2017
9	Quaquebeke, N V., & Gerpott, F H.	The Now, New, and Next of Digital Leadership: How Artificial Intelligence (AI) Will Take Over and Change Leadership as We Know It.	2023
10	Sharma, G. D., Yadav, A., Chopra, R &	Artificial Intelligence and Effective Governance: A Review, Critique and Research Agenda.	2020
11	Stewart, J., Loon, M., Nachmias, S. &	Introduction to Volume One: Future of Human Resource Development— Disruption Through Digitalisation.	2020
12	Tetzlaff, J., Page, M., Moher, D. &	The PRISMA 2020 Statement: Development of and Key Changes in an Updated Guideline for Reporting Systematic Reviews and Meta-analysis.	2020
13	Wright, C.	School Leadership: Data-driven leadership.	2024

The following section addresses key themes that have emerged from the systematic review regarding the positive impacts and applications of AI empowerment in leadership. The synthesis is structured around the identification of three core areas (Frick et al., 2021):

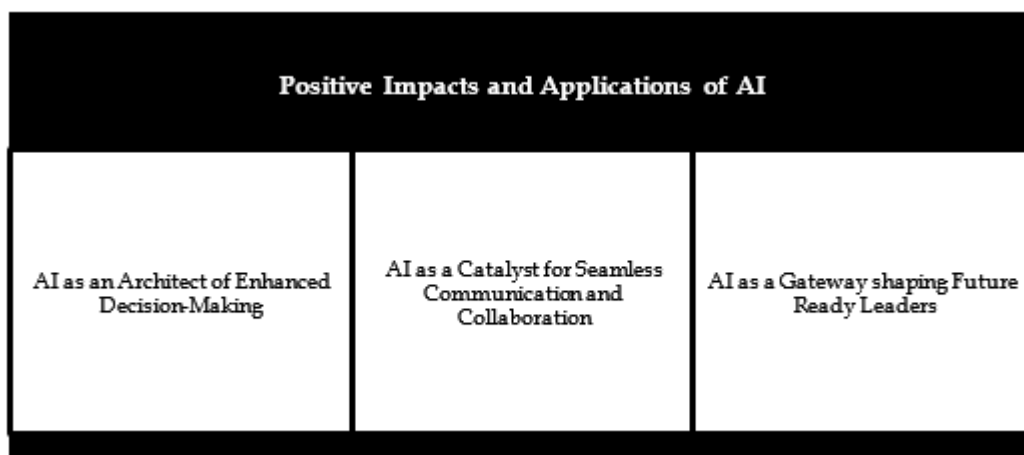


Figure 1. This figure represents the three core areas, showing how AI empowers leadership through enhanced decision-making, communication, collaboration, and leadership development.

Artificial Intelligence Empowerment in Leadership: A Systematic Review of Positive Impacts and Applications

AI as an Architect of Enhanced Decision-Making

The infusion of artificial intelligence into leadership practices touches the new frontier of improved decisionmaking, actually changing the way leaders address complex problems and manage uncertainties in the current business environment. No longer consigned to the sphere of science fiction, AI is rapidly becoming a symbiotic tool for modern-day leadership, as can be evidenced in terms of the emerging body of literature that further supports its inherent ability to comb large and complex data sets, identifying underlying patterns and trends that often elude the most seasoned human experts. That ability to discover hidden insights in data empowers leaders to make more informed, data-driven decisions on a wide variety of organizational activities, ranging from strategic planning and risk management to resource allocation and beyond.

Research by Frick et al. (2021), provides one compelling example of how the use of artificial intelligence could change the nature of decision-making. It illustrates how AI avails principal's actionable insights to make strategic decisions. This type of information-driven approach allows school leaders to predict possible shifts, appraise competitive threats, and make strategic choices based on empirical evidence, rather than intuition and experience alone—that is, grounds both very fallible and crucially in volatile or unpredictable markets—it allows for leadership to make better decisions for the future (Wright, 2024).

Equally, in studies relating to AI-driven risk management systems, top on the list would be their ability to identify threats and vulnerabilities—should one adopt an approach whereby organizations are advised to proactively come up with mitigation strategies. Leveraging the predictive capabilities of AI, school leaders can hence move from an activity of reactive risk management characterized by the response to crises as they emerge to a proactive one—anticipating and mitigating potential disruptions before they affect organizational performance. In this way, the key is the transformation from reaction to anticipation in the current velocity environment, where agility and foresight mean survival and success.

The real value proposition for AI in school leadership, though, is not that it is a question of human versus machine but one of augmentation of human judgment: AI provides the tools and insights that allow leaders to grapple with complexity, make sense of overwhelming volumes of data, and come to their conclusions with increased confidence and clarity. Realization of the full potential of AI-enabled leadership, however, is the result of combined effort of human ingenuity and artificial intelligence in a synergistic partnership.

AI as a Catalyst for Seamless Communication and Collaboration

Besides its deep influence on decision-making, the review underscores the transformational potential for leadership communication and collaboration Frick et al., (2021). AI is seen to enable tools for communication that assist in better and faster performance, breaking all the silos that are otherwise obstacles to any organization's learning and ensuring the smooth flow of information between towers at all levels within the organization Milton, J., & Al-Busaidi, A. (2023). This emanates from the pushing ability of AI to support the processes of streamlining communication and collaboration among team members.

In addition, it is demonstrated that AI-driven platforms of communication actually work in a number of huge areas. These range from optimizing the workflow and automation of activities, which are repetitive in nature, to connecting people according to the right area of expertise even above geographical zones (Frick et al., 2021). Eventually, it creates an organizational culture that is responsive and agile in nature, something that allows a school leader to communicate in a tough way with his team and other stakeholders. In response to challenges, AI removes the traditional communication barriers, meaning organizations become more agile and faster. Hao et al. (2020), demonstrates how AI does more than assist in communication; it proactively detects patterns of communication and dynamics among teams. Recognition of potential flare-ups or impending communication failure in advance permits AI to take mitigative actions that support a harmonious environment for work. This proactive approach toward resolution already saves organizations hours and hours of lost productivity. This, in turn, can very positively contribute toward a more conducive environment for cooperation.

AI as a Gateway shaping Future-Ready Leaders

It also highlights the application of AI in developing future-ready leadership skills, which are imperative for better maneuvering through every complexity associated with a future AI-driven world (Heimans & Timms, 2024). With automation now part of almost every other organizational function, mainly educational institutions, corporate and school leaders also need skills and knowledge that put them in a position to leverage the full potential of such technologies and lead effectively in an AI-powered environment. That's what AI-powered learning platforms would take care of.

Research indicates that AI can be used to personalize leadership development programs by adjusting the content and pacing in line with a learner's styles and preferences (Stewart et al., 2020). Such personalization will result in leaders learning any specific skills and knowledge relevant to their role, thus an experience that is much more targeted and effective. AI helps school organizations create custom learning journeys tailored to the unique development needs of individual school leaders, and so, not depending on general training programs. AI can also provide instant feedback regarding the behavior of an individual, as well as

Artificial Intelligence Empowerment in Leadership: A Systematic Review of Positive Impacts and Applications

helping the concerned person to identify places that need improvement and make a decision concerning progress at that time (Quaquebeke & Gerpott, 2023). This data-driven approach to leadership development cultivates continuous learning and growth of leaders who are equipped for success in a fast-moving, technological world Callaway (2020). Imagine this: a leadership development program wherein, right there, the leader receives immediate feedback on his or her communication style, decision-making approach, or perhaps even his or her ability to delegate, able to change things right then and accelerate growth.

AI-enabled analytical capabilities have the potential to harness more personalized, effective, and inherently engaging leadership development programs. They also equip leaders with tools that could face the challenges of the future. It is a proactive solution for enhancing leadership development that will ensure an organization has a continuous pipeline of ready leaders able to navigate the complicated and ever-changing world driven by technology.

Table 2. Organized themes into distinct areas, providing concise descriptions and referencing relevant studies to support each point on the positive impacts and applications of artificial intelligence in leadership.

Core Areas	Description	Example/Research Reference
AI as an Architect of Enhanced Decision-Making	AI improves decision-making by helping executives make well-informed, data-driven choices by analyzing massive datasets to find patterns and trends.	AI's role in strategic decision-making (Frick et al., 2021)
	AI-driven risk management solutions shift from reactive crisis management to proactive threat identification and mitigation.	Predictive capabilities of AI in risk management (Frick et al., 2021)
AI as a Catalyst for Seamless Communication and Collaboration	AI optimizes communication tools and processes, improving an organization's agility and efficiency by tearing down barriers both geographically and functionally.	AI's impact on communication and collaboration (Frick et al., 2021)
	AI platforms will be able to pick up on communication patterns and dynamics, proactively solving emerging issues by all means possible to avoid destructive team environments and lower the amount of time wasted dealing with such communication barriers.	Proactive communication facilitation (Hao et al., 2020)
AI as a Gateway shaping Future-Ready Leaders	AI-powered learning platforms personalize leadership development programs, adjust content to varied learning styles, and meet specific needs.	Personalized leadership development (Stewart et al., 2020)
	AI furnishes real-time feedback and insight into leadership behaviors to make adjustments on the spot for continuous improvement in decision-making and managerial skills.	Instant feedback for leadership development (Quaquebeke & Gerpott, 2023)

4.0 CONCLUSION

The findings in these studies on the impact of AI on school leadership present a compelling narrative of transformation and adaptation. AI creeps into all organizational processes, so its effect on leadership practice is insurmountable. From improving decisions and interactions to enabling development by instilling future-ready skills, AI can bring changes in the very nature of leadership. With the power of AI, leaders will unlock new levels of efficiency, insight, and agility that will empower them to sail through the complexities of this increasingly technology-driven world in steering organizations onto a future rich with innovation and growth. However, this journey into the age of AI-driven leadership is not without its hitches. Principally, in the deployment of

Artificial Intelligence Empowerment in Leadership: A Systematic Review of Positive Impacts and Applications

advances in AI, consideration of questions regarding bias, transparency, and accountability has to weigh seriously in to ensure responsible treatment. In this, leaders must proactively engage in discourse over the ethical dimensions surrounding AI in defining guidelines on its usage, ensuring that the systems and machines are developed and operated fairly and without bias. Neglecting ethical considerations in these areas may only serve to exacerbate existing inequalities and impair trust in AI-powered leadership.

Moreover, leaders will need to ensure open communication and the availability of workplaces where employees can reskill and upskill to avoid possible anxieties regarding job security and changes in work behaviors within an AI world. If such concerns are embraced early, leaders will create a more seamless and positive emergence into the future world of work that will be underpinned by AI, towards the ultimate culture of collaborative working with collective meaning. The key to all this is putting AI into a human-centric integration of leadership. This is where the secret and rationale lie in putting AI into human-centric integration. Therefore, accepting AI as the augmenting tool for ability up-surfing of the human lot, creating a culture of lifelong learning, and ethics first is how the leaders will uncover AI's power for transformation, shaping the future wherein technology and human ingenuity should walk hand in hand. This fine balance between technological advancement and human values will be the determining factor in framing the coming contours of school leadership in the age of AI.

5.0 CONTRIBUTIONS OF AUTHORS

When doing a systematic review as a single author, one does everything from conceptualizing to reporting. This includes setting up the research question, proposing the scope and the basis for inclusion-exclusion criteria, doing the literature searching, screening and selecting the studies, extracting data, assessing the quality of the studies, synthesizing the findings, and drawing conclusions. Critical thinking, domain specialist expertise, and attention to detail in the execution of review will ensure that the process of review is impartial, thorough, and transparent. Conducting a systematic review single-handedly is an important piece of work in itself, but an author can thereby fully control the research process from beginning to end and guarantee a uniform and consistent approach throughout.

6.0 FUNDING

This research received no specific grant from any funding agency in the public, commercial, or private sectors.

7.0 CONFLICT OF INTERESTS

This systematic review was carried out without any funding from outside agencies, thereby proving the fact that there is no financial conflict. However, transparency dictates that other crucial areas of bias besides finances need to be disclosed. Although direct financial conflict of interest is absent, personal opinions on a few occasions held about AI's impact on leadership cannot be exempted and would have an impact, although remotely, on the conduction of research. The review, however, was conducted with the utmost rigor and objective methodologies.

8.0 ACKNOWLEDGMENT

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Artificial Intelligence Empowerment in Leadership: A Systematic Review of Positive Impacts and Applications

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