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Virtual Reality Leadership Simulation for Introverts: Literature Review

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Abstract

Virtual Reality (VR) enhanced education has emerged as a promising tool for leadership development by offering immersive and interactive experiences. This literature review synthesizes current research on VR leadership training, particularly as it relates to introverted individuals, who often face unique challenges in traditional leadership development models. While conventional training typically favors extroverted traits, VR provides an opportunity to create environments that accommodate diverse personality types. This review examines foundational leadership theories, the role of personality in leadership performance, and the application of VR in education. It identifies a significant gap in the literature concerning VR leadership training tailored to introverts, highlighting the need for further research into its effectiveness and implementation.

Keywords
Virtual Reality, Introversion, and Leadership.

1. Introduction

1.1 Defining Leadership and Its Styles

Leadership is a widely studied topic, yet its exact definition remains debated due to its broad and multifaceted nature. For this review, we adopt Alberto's (2016) definition: "The process of interactive influence that occurs when, in a given context, some people accept someone as their leader to achieve common goals." This definition emphasizes the dynamic relationship among leaders, followers, and their environments. It aligns with Schneider and Jones's (2017) "Thinking Framework," which identifies leadership as a deliberate process of decision-making and behavior across seven dimensions—including purpose, vision, and integrity—that influence both culture and outcomes. There are various leadership styles, including Coercive, Authoritative, Affiliative, Democratic, Pacesetting, and Coaching. Each affects organizational performance differently. Goleman explains:

The Coercive style demands immediate compliance and is most effective in crises, though it can stifle creativity and morale if overused.

- The Authoritative style mobilizes people toward a vision and is often regarded as one of the most effective, fostering clarity and enthusiasm.

- The Affiliative style focuses on emotional bonds and team harmony, which is ideal for healing rifts or boosting morale.
- In contrast, the Democratic style values collaboration and input, improving flexibility and responsibility but sometimes delaying decision-making.
- The Pacesetting style drives for high standards and rapid results but can overwhelm or demotivate team members if expectations are unclear.
- Finally, the Coaching style develops people for the future, helping individuals identify strengths and weaknesses, though it requires a certain level of trust and maturity to succeed.

A critical aspect of effective leadership is the ability to adapt. Farrell (2017) emphasizes that successful leaders adjust their communication and work style depending on the situation and the people involved. Adaptive leaders recognize that no single leadership style fits every context, and they use emotional intelligence to assess team dynamics, urgency, and cultural environment before responding. This stands in contrast to rigid leadership, where individuals rely on a fixed style regardless of context. Rigid approaches can create tension, limit innovation, and fail to meet the needs of diverse teams. Goleman (2000) and Högberg (2022) both argue that adaptability is essentia because flexible leaders are better able to manage uncertainty, support their teams, and make timely decisions under pressure. Högberg's research during the COVID-19 crisis highlights resilience, emotional regulation, and moment-by-moment adaptability as hallmarks of effective leadership.

Yet, traditional leadership models often emphasize extroverted traits like charisma and assertiveness, which can overshadow the more introspective and analytical strengths that introverts bring (Bass 1990). Collinson and Tourish (2015) criticize this "romanticized" portrayal of leadership, where dominant, often male figures are seen as saviors while quieter, dissenting voices are marginalized. They argue that these models ignore organizational complexity and overlook the power of reflective leadership. This calls for a more inclusive view of what leadership looks like—one that values listening, depth, and critical reflection.

1.2 Challenges Faced by Introverts in Leadership

Introverts often approach leadership differently than extroverts, which may result in extroverts being promoted more quickly (Kahnweiler 2018). Malhotra et al. (2023) research shows that this disparity extends beyond opportunity and into compensation. They found that extraverted CEOs consistently earned higher pay than their introverted counterparts, underscoring a systemic bias that rewards visible enthusiasm over internal strategy. These gaps are not necessarily reflections of leadership effectiveness but of which traits are most socially rewarded in traditional systems.

Extroverts usually thrive in high-energy, social environments, while introverts may face challenges with public speaking, group-based decisions, or rapid networking (Cain 2013). However, these difficulties arise not from a lack of skills but from a natural preference for internal processing and low self-promotion (Grant et al. 2011). Research shows that extroverts gain more recognition in leadership settings partly because they express passion more frequently and diversely, which increases their perceived engagement (Krautter et al. 2023).Traditional leadership training often rewards assertiveness and visibility, which introverts may neither possess nor prioritize. As Collinson and Tourish (2015) note, leader-centric models perpetuate stereotypes, pushing introverts to mimic extroverted behavior—often at the cost of authenticity and energy. Despite these barriers, introverts can excel in environments that allow for structured thinking, quiet reflection, and deliberate action (Bradley and Hebert 1997).

While introverts often face barriers in traditional leadership pipelines, they bring valuable and often underutilized strengths to leadership roles. Farrell (2017) notes that introverts are introspective, detail-oriented, and deliberate in their thinking, often forming conclusions only after careful observation and reflection. These traits allow for thoughtful decision-making and strategic foresight—critical qualities in complex or high-stakes environments. Similarly, Stephens-Craig et al. (2015) emphasize that introverts' cautious approach is not a weakness but a sign of analytical depth and risk awareness.

Moreover, research has shown that introverts frequently outperform extroverts in tasks that require listening and focused attention. Travolta et al. (2018) found that introverts scored significantly higher in English listening assessments, suggesting an enhanced ability to process and retain auditory information. This is an essential trait for empathetic and effective leadership. Taylor (2022) further supports this by describing introverted leaders as reserved yet empowering, skilled listeners, and trusted collaborators. Their quiet strength fosters psychological safety within teams, promoting inclusion and meaningful engagement.

These findings underscore the need to reevaluate how leadership potential is recognized and cultivated. Organizations striving for innovation and inclusion must create space for leadership styles grounded in empathy, active listening, and detailed analysis. Introverts bring unique strengths such as deep focus, careful decision-making, and the ability to build trust through quiet presence. These qualities are often undervalued in traditional leadership paradigms. Recognizing and cultivating these strengths is essential for building diverse and effective leadership teams. Creating leadership pathways that value multiple forms of influence, including those rooted in introversion, will help shape a more inclusive and forward-thinking leadership landscape.

Traditional leadership development environments are often structured in ways that favor extroverted traits, such as rapid decision-making, verbal dominance, and visible engagement. As a result, introverted individuals may struggle to thrive, not because of a lack of leadership potential, but because the format does not align with how they process, reflect, and communicate. This disconnect points to a growing need for training approaches that better support diverse cognitive and emotional styles. Virtual Reality (VR) offers a compelling solution by creating low-pressure, immersive environments where introverted learners can develop leadership skills through observation, reflection, and progressive exposure. These simulations allow for growth without the social demands often present in traditional training formats.

1.3 Need for Research

Despite extensive literature on leadership, the majority of existing research emphasizes extroversion and its role in leadership effectiveness. Studies overwhelmingly explore how extraverted traits correlate with outcomes like influence, pay, and visibility, while leadership grounded in introversion remains comparatively underexamined. As noted by Hall (2023), there is a vast amount of information about extraversion in leadership, but limited research on introverted individuals in the same roles. This imbalance highlights a critical gap in both academic inquiry and practical application. Given the growing awareness of personality diversity in the workplace, there is an urgent need to examine how leadership development can better accommodate introverted strengths.

Conventional leadership training often relies on in-person seminars, group discussions, and experiential learning activities that tend to favor extroverted learners who are comfortable thinking out loud, participating rapidly, and taking social risks (Goldsmith 2010) (Goleman 2000) (Maxwell 2011). These environments, while effective for some, can unintentionally alienate or under-engage introverted participants, whose strengths often emerge in quieter, more deliberate contexts. This imbalance highlights the growing need to explore alternative training methods that support a broader range of personality traits and cognitive styles.

VR offers a compelling alternative. Research has shown that VR enhances engagement and improves knowledge retention while allowing for safe, repeatable simulations of real-world scenarios across disciplines like language learning, medical training, and technical education (Adami et al. 2022) (Chen et al. 2024) (Feridun and Bayraktar 2024). Its immersive nature creates a controlled environment where users can experiment with behaviors and receive immediate feedback, all without the high-pressure social dynamics of real and traditional classroom settings. This makes VR particularly appealing for introverted learners, who may benefit from leadership simulations that allow them to observe, plan, and lead at their own pace.

Farrell (2017) argues that introverted leaders are often overlooked in traditional training models despite their empathetic strategic thinking approach and decision-making skills. The dominance of extroverted norms in leadership training creates hidden barriers that VR may help dismantle by allowing introverts to practice and lead authentically in virtual spaces. These insights support the case for VR as a scalable yet psychologically safe and inclusive platform for leadership development

2. Previous Work

2.1 Measuring Introversion in Leadership Studies

Studies on introversion in leadership often utilize self-report instruments such as McCroskey's (1997) Introversion Scale and the Personal Report of Communication Apprehension (PRCA-24) to assess how individuals experience interpersonal communication and anxiety in professional settings (McCroskey et al. 1985). These tools are widely used to examine how introverted individuals perceive their ability to lead in contexts that require verbal assertiveness, social interaction, and spontaneous decision-making.

Research using these scales has found that introverted individuals frequently experience higher levels of communication apprehension, which may impact their confidence and comfort in performing leadership behaviors commonly associated with extroversion. However, Grant et al. (2011) challenge the assumption that such traits are static or universally limiting. These findings are echoed in Farrell's (2017) reflections on introverted leadership, where he notes that introverts are often perceived as less competent due to communication styles that favor introspection over verbal dominance. This perception bias can skew how leadership potential is assessed and reinforced through self-report instruments, which may fail to capture situational adaptability or the strategic depth introverts bring to leadership roles.

Theoretical frameworks like Fleeson's (2001) Density Distribution Model of personality and McCrae and Costa's (1989) Five-Factor Model help reframe introversion not as a fixed limitation, but as a flexible pattern of behaviors that shift based on goals, context, and even motivation. These frameworks suggest that introverts can, and often do, display behaviors typically associated with extroversion—such as public speaking or proactive decision-making—when they feel the situation warrants it or aligns with their values. For example, an introverted leader who is deeply committed to a team's success may rise to the occasion and lead assertively, not because they are naturally extroverted, but because they see value in the outcome.

This understanding urges researchers to move beyond binary labels and explore how introversion interacts with situational variables, leadership responsibilities, and team dynamics. Moreover, it highlights a need for more behaviorally rich and context-sensitive assessment models—ones that go beyond surface traits to examine underlying motivations, adaptability, and emotional intelligence. VR leadership simulations, with their ability to record behavioral data, track decision-making processes, and adjust scenarios in real time, offer a promising alternative to static self-report tools. They can potentially assess not only how a leader communicates, but also how they adapt and respond under pressure—dimensions of leadership that self-reports often fail to capture.

2.2 Traditional Approaches to Teaching Leadership to Introverts

For decades, leadership training programs have sought to bridge the gap between theory and practice through in-person workshops, group discussions, and role-playing exercises. These methods generally assume that active participation, quick thinking, and group interaction are essential elements of leadership development. However, such environments often favor extroverted learners who are energized by social interaction and spontaneous collaboration (Kahnweiler 2018) (Stephens-Craig 2015) (Journal of Leadership Studies). In contrast, introverted learners—who may prefer contemplation and solitary study—often struggle to engage meaningfully or feel validated in these settings.

To address this disparity, some traditional leadership programs have adopted more introvert-friendly elements, such as journaling prompts, one-on-one mentorship, and structured reflection exercises (Anderson et al. 2023) (Kiekel et al. 2020). These approaches offer safer spaces for introverts to process information, clarify goals, and receive tailored feedback without the social pressure of performing in front of a group. Reflection-based activities, in particular, allow introverted learners to develop a deeper self-awareness of their leadership style, which is critical for long-term growth and alignment with personal values.

Hands et al. (2015) provide a strong case study in their examination of blended professional learning communities (PLCs). These environments promoted leadership development through shared goal-setting, reflective dialogue, and the co-construction of strategies—methods that aligned well with introverted learning preferences. Facilitators used techniques such as open-ended questioning, personalized guidance, and collaborative problem-solving to ensure that all participants, including quieter voices, were empowered to contribute meaningfully. The emphasis on psychological safety and authentic communication fostered a sense of belonging and made the learning experience more inclusive.

Despite these improvements, traditional methods still have significant limitations. They typically operate on rigid schedules, often require synchronous participation, and lack the capacity to adjust in real time to participants' comfort levels, anxiety, or disengagement. For introverted individuals, these shortcomings can hinder the development of core leadership skills like delegation, verbal communication, and team navigation—especially when the training environment fails to accommodate different cognitive and emotional processing styles.

Chen and Tai (2020) note that while traditional training may be effective in communicating leadership theories, it often falls short in simulating the uncertain yet complex and intense real-world leadership scenarios. This limitation is particularly pronounced in contexts where introverted leaders struggle most such as spontaneous conflict resolution

or public performance; real-life intensity cannot be fully mimicked in a classroom. Consequently, introverted learners may leave training programs with knowledge but without the emotional readiness or practiced confidence needed to lead under pressure.

A compelling example of this limitation comes from Hotz's (2021) case study of three introverted high school administrators in Texas. Despite their evident leadership capabilities in areas such as strategic planning and faculty development, these administrators were often overlooked or undervalued due to the extrovert-biased expectations of their professional environments. Their thoughtful, long-term visioning and team-centered approach were frequently overshadowed by louder, more assertive leadership behaviors. Hotz's study reveals how organizational culture and leadership training pipelines often fail to recognize, and even suppress, non-dominant leadership styles.

Such insights strongly suggest the need for a fundamental paradigm shift in how leadership is taught. Rather than conditioning introverts to emulate extroverted norms, training programs should be reimagined to honor and elevate the strengths of introverted individuals. These strengths include introspective decision-making, long-term planning, empathetic listening, and deliberate communication—all traits that contribute meaningfully to team success and organizational integrity. When given the right environment, introverted leaders can be not only effective but also transformational.

2.3 VR leadership Training for Introverts

VR has transitioned from being a novelty technology to a versatile educational tool with transformative potential in the leadership training space. Its defining feature—total immersion—offers an unprecedented opportunity to simulate complex, real-world challenges in a controlled, psychologically safe environment. This is especially meaningful for individuals who struggle in traditional, high-stakes learning settings—namely, introverts—who often experience discomfort in group-centered, socially intense scenarios. Unlike conventional training formats that emphasize spontaneous participation, extroverted performance, or group discussion, VR allows for personalized pacing, repeated exposure, and reflection-based learning, aligning perfectly with the needs and strengths of introverted leaders. VR's ability to enhance motor and cognitive skills has been well-documented in health-related fields, supporting its broader use in complex learning environments like leadership training (Sokołowska 2023).

VR training simulations immerse users in scenarios that mimic real leadership situations, such as resolving team conflict and delivering constructive feedback. Alcañiz et al. (2018) argue that VR's ability to simulate realistic leadership situations while tracking user behavior offers a compelling tool for leadership assessment and training. These simulations are not passive walkthroughs but dynamic, interactive systems that respond to the learner's choices and behaviors in real time. This interactivity allows users to explore various strategies, reflect on the results of their actions, and try different approaches without fear of social judgment or real-world consequences (Parra et al. 2022). For introverts, this controlled interactivity is crucial—it transforms learning into an exploratory, low-pressure process where leadership skills can be built deliberately, rather than through forced performance or confrontation.

Hamad and Jia (2022) highlight that one of VR's most powerful applications lies in its ability to create psychologically safe environments that minimize the social anxieties associated with public performance and interpersonal pressure. Through progressive exposure to difficult leadership tasks, users can gradually become desensitized to stressors that would typically inhibit performance. For example, an introverted learner might start with one-on-one communication simulations before progressing to larger group leadership scenarios. This gradual immersion mirrors exposure therapy techniques used in clinical psychology, promoting emotional regulation and adaptive coping mechanisms.

An's research further supports the pedagogical value of VR, though in a different academic context. In a comparative study of VR versus traditional teaching methods in construction education, students trained in VR environments demonstrated significantly higher levels of self-efficacy, engagement, and retention (An et al. 2023). While this study did not focus on leadership or communication, its findings have meaningful implications. Self-efficacy, confidence in one's ability to perform a task, is a foundational element of leadership development. When VR fosters self-efficacy in one discipline, it suggests potential for similar benefits in others. For introverted learners, increased self-efficacy can translate to a stronger belief in their ability to lead, speak, and make decisions under pressure.

What distinguishes VR from traditional educational formats is its ability to track behavioral patterns and adapt in real time. Simulations can record voice modulation, gaze behavior, response time, and decision-making under pressure—offering a wealth of data that can be used to provide individualized, targeted feedback (Parra et al. 2022). Introverted

learners who prefer detailed, performance-based insights rather than vague affirmations benefit immensely from this feedback structure. Moreover, the private nature of VR ensures that mistakes are learning opportunities rather than public failures, enabling users to try, fail, and try again with no lasting social consequences.

Furthermore, VR provides a unique opportunity to simulate high-stakes, crisis-oriented scenarios—contexts in which resilient leadership becomes critical. Rather than simply preparing learners for routine decision-making, VR can expose users to unexpected, high-pressure situations that require emotional regulation, quick thinking, and adaptive strategies. Högberg (2022) emphasizes that effective leadership during crises hinges on the leader's ability to remain flexible, emotionally grounded, and responsive to rapidly evolving challenges. Introverted individuals, who often excel in preparation, reflection, and strategic foresight, may benefit greatly from engaging with these crisis simulations in a psychologically safe and repeatable format. By allowing users to fail without consequences, review their decisions, and try alternative approaches, VR helps develop the situational awareness and moment-to-moment decision-making capacities needed for resilient leadership under pressure. In this way, VR moves beyond personalization and it becomes a platform for transformation.

In sum, VR leadership training redefines how we think about developing leadership potential—particularly for individuals whose strengths do not align with traditional, extrovert-favoring training environments. Its immersive and adaptive design allows for incremental skill acquisition, personalized learning paths, and emotionally safe experimentation—making it uniquely well-suited for introverts who benefit from space, structure, and reflection. By combining behavior tracking with real-time feedback and by simulating both routine and crisis-level scenarios, VR empowers users to develop a resilient, authentic leadership identity. For introverted learners especially, VR represents not just a tool for training but a transformative environment: one that affirms diverse leadership styles, reduces psychological barriers, and provides a platform to practice leadership without compromising one's personality. As technology continues to evolve, VR has the potential to democratize leadership education by creating spaces where all learners—not just the loudest voices—can grow, lead, and thrive.

2.4 Comparative Analysis of VR vs. Non-VR Leadership Training

While both VR and traditional training methods have their merits, virtual reality offers unique advantages in engagement, interactivity, and adaptability. This is especially true when considering diverse personality types like introverts and extroverts. Traditional training methods, while familiar and relatively accessible, often rely on one-size-fits-all approaches that may overlook individual learning styles. In contrast, VR enables highly immersive and context-rich learning environments where users can interact with dynamic scenarios that replicate real-world challenges without real-world consequences.

Research supports that VR training is effective because it immerses users in realistic simulations that enhance motivation, focus, and knowledge retention. As demonstrated by Sofia, Bulgaria et al. (2017), the interactive nature of VR allows for repeated practice and fosters decision-making under realistic pressure. These features are particularly valuable in leadership development. Richlan et al. (2023) reinforce this view, noting that VR's application in professional and educational settings enables individuals to practice complex or high-risk tasks safely, an important feature for leadership scenarios that involve conflict, delegation, or ethical decision-making. A meta-analysis by Zhao et al. (2021) confirmed that VR instruction resulted in better retention and learning outcomes compared to traditional methods, supporting its broader implementation in skill-based training.

However, while VR presents clear pedagogical benefits, it is not without limitations. Issues related to accessibility—such as hardware availability, training design, and technical support—continue to pose barriers to broader implementation. Cost is another significant challenge, especially for smaller organizations or educational institutions. Additionally, user adaptation can vary; some individuals may face discomfort, motion sickness, or technological hesitancy, which can hinder full engagement. Despite these obstacles, VR holds promise as a powerful complement to traditional leadership training, particularly for creating inclusive, repeatable, and psychologically safe environments for learning and self-discovery.

3. User Experience and Interface Design

Best UI Designs in VR Training

User interface (UI) design is critical in virtual reality-based learning. A well-designed UI reduces cognitive load, enhances immersion, and improves learner satisfaction. Effective VR training systems use intuitive navigation,

responsive controls, and realistic avatars to create environments that feel natural and engaging. Minimal latency, visual clarity, and logical feedback loops help ensure that users stay focused on the learning objectives rather than the mechanics of the system. Chen et al. (2024) found that well-executed UI design plays a vital role in usability and user satisfaction, especially when learning complex interpersonal tasks such as leadership communication. For leadership training, where emotional tone, eye contact, and body language are part of the learning process, interface quality can make the difference between an engaging simulation and a frustrating experience.

Why VR Is a Great Choice for Leadership Training

VR creates a safe, immersive space for individuals to practice leadership skills, allowing them to experience high-stakes scenarios without real-world consequences. It enables repeated exposure to leadership tasks like conflict resolution, public speaking, and feedback delivery, allowing users—especially introverts—to gradually build confidence. Oh and Kong (2021) demonstrated that emotionally engaging VR experiences, like those invoking nostalgia—can increase user immersion and motivation, making it a powerful vehicle for training and reflection. Petri et al. (2022) explain that exposure-based learning techniques, such as those used in VR, are particularly effective for reducing anxiety because they help individuals form new associations with fear-inducing situations, increasing tolerance and perceived control. For learners who experience social anxiety, this kind of simulated repetition can support emotional resilience and behavioral flexibility.

User Acceptance of VR in Leadership Training

Studies consistently report high user acceptance of VR for leadership training. Participants often find it more engaging and realistic than traditional methods, with higher satisfaction and retention rates (Chen and Tai 2020). However, several barriers remain. Garrett et al. (2018) note that technical difficulties, hardware costs, motion sickness, and the lack of standardization can hinder broader implementation. These concerns are especially relevant in leadership education, where sustained focus and emotional engagement are crucial. Saredakis et al. (2020) conducted a meta-analysis showing that factors like VR content, exposure time, and user age significantly influence VR sickness rates. Despite these limitations, users tend to prefer VR when it is well-designed and supported, indicating strong potential for adoption if access and comfort issues are addressed.

The work of Hands et al. (2015) provides valuable insight into what learners value in any training format: support, structured reflection, and a sense of psychological safety. These are design priorities that VR can replicate. When VR environments include features like adjustable pacing, personalized feedback, and social presence (e.g., realistic avatars), they align with the qualities users appreciate in effective leadership learning communities.

Advantages of VR Over Traditional Training Methods

VR leadership training offers several advantages that traditional methods often lack. One of its core strengths is the creation of immersive and naturalistic environments that closely mimic real-world social and organizational contexts, improving the transferability of learned behaviors (Chen and Tai 2020). This realism helps learners engage more deeply with scenarios, fostering behavioral authenticity and better preparation for actual leadership challenges. Additionally, VR supports reduced anxiety through exposure-based techniques. As Petri et al. (2022) explains, repeated and controlled exposure to stress-inducing situations, such as public speaking, helps users develop emotional tolerance and confidence, making them more resilient under pressure.

Another key benefit is the ability of VR to improve attentional control and reduce self-focused anxiety. Wechsler et al. (2021) found that socially anxious individuals who trained in VR to shift focus from internal anxieties to external cues, like audience faces, experienced higher levels of positive affect and more engaged eye contact during speeches. This shift not only enhanced performance but also contributed to reducing long-term anxiety.

Finally, VR allows for a high degree of customization and repeatability. Scenarios can be tailored to a user's specific comfort level, offering a structured and psychologically safe learning environment that can be revisited for iterative improvement. Together, these features make VR a powerful and inclusive tool for leadership development, particularly for those who benefit from reflective, self-paced learning experiences.

4. Conclusion

Summary of Findings

This review explored both traditional and VR approaches to leadership training, with a focus on how these methods impact introverted learners. Traditional training methods—like group discussion, mentorship, and role-playing—can be effective but often prioritize extroverted behaviors such as public speaking and rapid decision-making. These expectations may alienate introverted individuals, whose strengths lie in reflection, focus, and deliberate communication. In contrast, VR creates immersive, customizable environments where learners can practice leadership skills at their own pace and receive individualized feedback. It enables repeated exposure to complex scenarios without real-world consequences, offering a psychologically safe space for introverts to build confidence and competence.

Research Contributions

This study contributes to an emerging area of research by addressing the gap in leadership training for introverts, specifically through the lens of VR. It highlights how VR can support diverse leadership styles by simulating high-pressure situations, tracking behavioral data, and providing real-time feedback. These capabilities align well with introverted learning preferences and offer a scalable, inclusive alternative to traditional training. By focusing on how VR supports emotional safety, adaptability, and progressive learning, this review expands the conversation around what effective leadership training can look like.

Future Directions

Future research should explore the long-term impact of VR leadership training on real-world outcomes such as confidence, team performance, and career advancement. There is also a need to examine how AI-driven feedback systems can tailor training to individual learning styles and emotional needs. Additionally, studies should assess the feasibility of implementing VR training at scale, particularly in schools, universities, and corporate settings. Factors like cost, accessibility, and user readiness must be considered to ensure equitable access. As technology continues to evolve, VR has the potential to redefine leadership education by making it more inclusive, data-informed, and psychologically responsive to the needs of all learners.

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The authors have no competing interests to declare that are relevant to the content of this article.

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