

THE UNIVERSITY OF HULL

A study of competencies and personality traits of successful leaders in the Malaysian banking industry and recommendations for averting a capacity gap

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Abstract

An increasing number of organisations are attempting to enhance their pool of available talent as there has been a shrinking pool of potential effective key leaders. Organisations are interested in developing and further enhancing their leaders to boost their efficiency and effectiveness in order to retain a competitive edge. Therefore, this thesis seeks to identify the extent of the capacity gap in leadership, determine the key competencies required in leaders that are influenced by personality and recommendations for averting a capacity gap in the banking industry in Malaysia.

Prior research has demonstrated the beneficial consequences of leadership attributes. However, with the recent financial turbulence and economic meltdown, the subject of leadership has become an intense area of discussion in many fields, such as business, industry, government and even education. As a result, major changes in the way leadership is perceived, sustained and developed are required to understand leadership complexity. The emergence of such leadership, in contrast, has received less scholarly attention, particularly in the banking industry in Malaysia.

To address these issues, the personality traits (Big Five Personality Model), Competencies (Great Eight Competency Model) and Leadership Styles (Multi-Factor Leadership Questionnaire) to transform average leaders to good/effective leaders in the banking industry of Malaysia are examined. This study, with a sample of 150 leaders, first revealed that the personality of introverted leaders who prefer to be modest, silent and approachable is more appropriate than that of extroverted leaders. These introverted leaders tend allow followers to be more open to discuss issues and bring about changes.

Secondly, in terms of competencies, it was found that important competencies such as ‘leading and deciding’; ‘supporting and cooperating’; and ‘interacting and presenting’ are lacking in leaders. Thirdly, transformational leadership style appears to be positively related to personality but transactional leadership style did not show any relationship with personality. More specifically, the transformational leadership style was shown to make a major contribution, in contrast with previous studies, where it favoured females rather than males gender. In addition, sub-attributes of transformational leadership style showed that males are more effective than females in terms of ‘idealised influence’ and ‘intellectual stimulation’, while the reverse is the case for the sub-attributes of ‘inspirational motivation’ and ‘intellectual consideration’. Importantly, the study reveals that in order for females to be visible and successful in senior level management or as CEOs, these sub-attributes of ‘idealised influence’ and ‘intellectual stimulation’ have to be enhanced in order for them to be seen as role models, to outshine males’ gender, and to be effective leaders. These findings confirm the crucial role of minimising the leadership capacity gap in building, maintaining effective leaders and developing a pool of potential leaders within the banking industry.

In sum, this thesis provides empirical evidence for minimising the leadership capacity gap. It also builds new theory to further advance these areas of research. Thus, the thesis contributes to a better understanding of the development of effective leadership for the banking industry in Malaysia. It indicates important directions for future research and outlines practical recommendations on how to nurture personality traits, competencies and leadership styles.

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Chapter 1 – Introduction

1.1 Introduction

Banking is a service industry of great importance to the developing economy of Malaysia. It has emerged over the years as an important source of job creation and national wealth. It has the potential to attract foreign investors from various industries. It is essential to maintain a sustainable banking sector, particularly in a diverse and developing economy. Malaysia needs to have the appropriate skilled leaders to facilitate and develop future leaders, increase productivity and profitability. Recent reports from the government in the financial and banking industry have highlighted a lack of skilful talented leaders with the appropriate leadership skills which will be discussed at length. The importance of examining the leadership skill and competencies in the banking industry of Malaysia is becoming increasingly crucial.

In a recent speech at the inaugural Asia Institution of Finance International Symposium 2011 on Talent Management, The New Paradigm for the Central Bank of Malaysia, as outlined by the Governor, Dr. Zeti Akhtar Aziz, on the 7th April 2011, highlighted the recent global economic turbulence and the role of the financial services has raised the question on the quality of the leadership. There are many factors that have contributed to the financial turbulence. Globally, the key issue is poor management influenced by leader's behaviours which are unethical and lacking integrity, which has led to the failure of the corporate governance (Hinton, 2010). The corporate governance in the banking sector plays a major aspect in the economy and development of the country. Failure in corporate governance has led to the collapse of many large organisations, such as Enron, WorldCom, Global Crossing, Tyco, Adelphia, and Xerox. Fundamental deficiencies and accounting irregularities have been the main reason for the down fall of

these giants. Similarly, large financial institutions either collapsed, were bought out or rescued by the government during the crisis in 2008, including Merrill Lynch, Lehman Brothers, Washington Mutual, and Wachovia (Hinton, 2010).

In Malaysia, giant companies such as Perwaja Steel, Renong and Malaysia Airlines System (MAS) also failed in terms of corporate governance (Haat et al., 2008). The question arises as to what went wrong. Hinton (2010) claims that globally economic conditions were secondary to poor management and other internal issues which contributed to bank failure. For the banking industry, these are not new problems. During the financial crisis in the 1990s, deficiencies were identified in the bank management and control. Furthermore, following a study of over 24 banks conducted by Dziobek and Pazarbasioglu (1997), it was identified that bank lending, risk management, political issues, weak and insolvent banks, shortcomings in accounting, legal and regulatory frameworks, lack of supervision and compliance, were causes of weak banking supervision, political interference and inadequate capital. In another study, Caprio and Klingebiel (1996) studied 29 insolvable banks, obtaining similar results on bank failure due to low quality of bank supervision, regulation and bank management deficiencies. Leadership is about building relationships. It involves working with people and guiding them towards a new direction with integrity, ethics and trust (McShane, 2001). There has been a growing awareness of leadership ethics claims. In this respect, Offermann et al., (2001: p.129) state *“Much of the public discourse on leadership in the United States over the past several years has centred on issues of ethics and values”*.

Yukl (2013) suggested that the personality of an effective leader should have the following qualities: (a) high energy level and stress tolerance (b) self-confidence, (c) internal locus of control, (d) emotional stability and maturity, (e) personal integrity, (f) socialised power motivation, (g) moderately high achievement orientation, and (h) low

need for affiliation. A further important characteristic of leadership is the impact of human talents on increasing the growth of performance, integrity and trust of employees in the organisation (Daft, 2005). Kouzes and Posner (2007) describe how credibility is the foundation of leadership:

“Everyone wants to be fully confident in their leaders, and to be fully confident they have to believe that their leaders are individuals of strong character and solid integrity (Kouzes and Posner, 2007: p.32).

To be credible in action, leaders must be clear about their beliefs; they must know what they stand for. Then they must put what they say into practice: they must act on their beliefs and “do” (Kouzes and Posner, 200: p.41).

Kouzes & Posner (2007) further emphasised honesty and trustworthiness as being crucial aspects of leaders and employees. Greater emphasis on the workforce is essential by focusing on developing ethical and responsible leaders who will have the capabilities to lead a sustainable industry over the medium and long terms.

Some of the challenges faced in the financial services in Malaysia are the skills and knowledge gaps in terms of regulatory standards, communications, leadership skills, risk assessment and management. Aziz (2011) asserts that there will be increasing employment growth in the financial sector, with higher demands for specialised skills and expertise in finance. It has been reported in the press that there are significant shortages in the financial sector of Malaysia, particularly in securing talents for the Islamic financial sector as Malaysia becomes an international Shariah-compliant finance hub (Malay Mail, 2010; The Edge Financial Daily, 2012; Malaysia Financial Sector Blueprint, 2012). Furthermore, it was revealed in a press report that with the new entry of seven foreign banks, there will be a strong surge in competition for talent. Despite the

economic downturn, the entrance of the new foreign banks has created thousands more skilled positions that still need to be filled. Similarly, it has been reported that there is an increasing need for trained human capital and professionals in the Islamic Banking sector, which is lacking in skills and knowledge of human resources (Star, 2010). As discussed, the establishment of new foreign banks in the country will lead to an increasing need for many young leaders in the workforce. The Investment Climate Survey Report by the World Bank (2005) revealed that there is a shortage of skilled labour in Malaysia. According to the report, the skills shortage problem is due to the deficiencies in the area of proficiency in English language skills, professional and technical skills and information and technologies skills (World Bank, 2005). Most organisations use competencies to define and drive high performance to address skill issues, which comprise a mixture of three core elements, which are skills and abilities; knowledge, experiences and understanding; and personal qualities, values or attitudes (Boak and Coolican, 2001; Mitchell and Boak, 2009; Center for Creative Leadership, 2007).

There has been a plethora of research and analysis carried out in the field of leadership which has offered important findings in terms of leaders, followers and leadership. In recent years, there has been an increasing interest in leaders' characteristics and capabilities in the field of leadership from various aspects. There have also been studies carried out on leadership traits, theories of leadership and methodologies (Bass and Avolio, 1994; Edwin A. Fleishman et al., 1991; Hollander, 1992). The empirical studies carried out have evaluated and examined a leader's perspective of capability, which includes personality attributes, motivation, and cognitive abilities to be an effective leader. Leadership trait theories have been used to understand leader performance with leadership being attributed to enduring characteristics of the individual. Mumford et al,

(2000a: p.156) claim that *“skills are seen as developing as a function of the interaction between traits and experience.”* According to Allio (2009: p.4),

“key competence covers all other aspects of leadership tasks including establishing purpose and clarifying the values of the organisation, developing a vision, articulating a strategy, adapting to change, creating a community that is committed to the enterprise and its strategy, monitoring strategy implementation and developing future leaders.”

Allio (2009) asserts the importance of character, while Palanski and Yammarino (2011) stress behavioural integrity as lacking in leaders. Allio (2009) further argues that organisations mostly select and retain leaders that are incapable; lacking in either competence or character or both. The main question is how useful and applicable these theories are in reality and to leaders to relate to them in the practical world of uncertainty.

In a study of leadership behaviour, Hogan et al. (1994) they posed nine questions, three of which are significant to this particular study. The first question was: Does leadership matter? It has been noted from the study that a *“growing body of evidence supports the common sense belief that leadership matters. Consequently, psychologists need to better determine when, where, and how leadership affects organisation effectiveness and help organisations choose better leaders”* (Hogan et al., 1994: p. 494). The second question was: How are leaders chosen? *“Psychologists have known for some time that measures of cognitive ability and normal personality, structured interviews, simulations, and assessment centres predict leadership success reasonably well”* (Hogan et al., 1994: p. 494). Finally: How does one forecast leadership? *“The best way to forecast leadership is to use a combination of cognitive ability, personality, simulation, role play, and multi-rater assessment instruments and techniques”* (Hogan et al., 1994: p. 497). This

discussion reveals the significance of personality influencing leadership traits, which are a matter of concern for organisations today, particularly in the banking industry.

This chapter provides the research problem, identifies and defines the research context and provides justification for undertaking the research. It outlines the research objectives and sets out the research framework. In the banking industry, the financial turbulence and ethical scandals which called into question the integrity of top management, have highlighted the importance of examining leadership traits with respect to personality, as discussed earlier. The significance of personality in relation to leadership traits contributes to the development of future leaders with the right talent, skills and competencies. Similarly Connelly et al., (2000: p.66) assert that *“insight about the nature of the leader capacities impact leaders behaviour and performance is invaluable for selecting and developing necessary skills for leaders to further the goals of the organisation”* in order to remain competitive in the market.

The main purpose of this research is to determine the actual extent of the capacity gap in leadership, determine the key competencies that are required in leaders that are influenced by personality, and recommendations for averting a capacity gap in the banking industry in Malaysia. The research will contribute to the existing body of knowledge in the context of leadership in the banking industry of Malaysia by providing both an exploration and an understanding of leadership, leadership traits, and key competencies influenced by personality traits that would lead to the tailored recommendations for the industry.

1.2 Research Problem

Studies have shown there are poor success rates in executives taking up the role of leadership. It is estimated that “40-50% of newly appointed executives fail within the first 18 months of their tenure” (Michaud, 2011), which incurs hiring costs to the organisation of as much as \$2.7 million (Watkins, 2003). According to Michaud (2011), the failure rate of new executives is between 39% to 60%. Watkins (2003) points out that “for every leader who fails outright, there are many others who survive not realising their full potential”. Ideally, for an executive to be successful and productive it would take between six months and three years to reach the breakeven point; the point at which the executive starts to become productive for the organisation (Michaud, 2011). Every year less than a quarter of managers change their jobs, indicating that on average the managers tend to spend four years in a given position (Watkins, 2003). In Malaysia, most people have at least 11 years of basic education. However, 20% of highly educated Malaysians leave the country for better opportunities outside Malaysia (Employment Outlook Malaysia, 2012). This contributes further to the skills shortage. Although many publications have highlighted the aspects of developing the human capital, talent strategies and enhancing the pool of people, there are pertinent issues and challenges faced by the human resource management of businesses, particularly the banking industry.

Demographic changes in the workforce are not only happening in Malaysia but also around the globe. In most countries they are resulting in labour and skills shortages. With the retirement of the older generation, the shrinking talent pool, and critical skills shortages have the potential to impact on business performance negatively, particularly in the banking sector. According to the Global Talent Index report for 2011 by the Economist Intelligence Unit, Malaysia ranked 36th out of 60 countries in producing

talent. It is also projected that this ranking will fall to the 39th out of 60 countries by 2015, which indicates that the country will be struggling to retain talent (Economist Intelligence Unit, 2011). The Global Talent Index is benchmarked against countries' capacity to attract, develop and retain talent in 2011 and 2015. It has been suggested that in order to overcome talent issues, Malaysia has to place emphasis on a degree of meritocracy in education and employment (National Economic Advisory Council (NEAC), 2011).

1.2.1 Key issues highlighted in the banking sector in Malaysia

As discussed at length earlier in this study, the key issues that have been highlighted in the banking industry of Malaysia by the Central Bank of Malaysia were outlined by the Governor, Dr. Zeti Akhtar Aziz (2011). These are summarised below.

1. Global economic turbulence has raised the question of the quality of the leadership in the financial services.
2. Skills and knowledge gaps in terms of regulatory standards, communications, leadership skills, risk assessment and management.
3. Increasing employment growth in the financial sector, with higher demands for specialised skills and expertise in finance.

1.3 Research Context

Leadership has given rise to an intense area of discussion in many fields, ranging from business, industry, government and even education. As a result, major changes in the way leadership is perceived, sustained and developed are required in the understanding of leadership complexity. Scholars argued that the workforces around the world have

become larger, diverse, more educated, and mobile (Tarique and Schuler, 2010; Briscoe et al., 2009; Friedman, 2006). Industries are experiencing a widening talent gap for highly skilled positions namely, middle and senior leaders for the next generations (Kambil, 2010; D'Alesandro and Crandell, 2009). Some scholars also believe that the retirement of the older generation is a threat to many organisations (Heidrick and Struggles, 2007; TriNet and Group, 2008).

According to Tarique and Schuler (2010), despite economic and workforce conditions, organisations small or large, private or public, have realised that to gain and sustain a global competitive advantage it is essential to manage the workforces effectively. Therefore, leaders must confront the reality of sourcing and obtaining the right talented people for the role of leaders, posing many challenges which human resource management must be prepared to meet (Beechler and Woodward, 2009; Collings and Mellahi, 2009; Tarique and Schuler, 2010).

There is considerable evidence worldwide that organisations are having difficulty in facing these talent management challenges. The key challenges are the ability to attract, develop, and retain a needed supply of critical talent (Coy and Ewing, 2007; Tarique and Schuler, 2010). Athey (2008: p.1) noted that

“Despite millions of unemployed workers, there is an acute shortage of talent: science educators to teach the next generation of chemists, health care professionals of all stripes, and design engineers with deep technical and interpersonal skills, and seasoned marketers who understand the Chinese marketplace. Resumes abound, yet companies still feverishly search for the people who make the difference between 10 percent and 20 percent annual growth, or between profit and loss. Critical talent is scarce. . .”

Therefore, there is a shift in the understanding of leadership, particularly in terms of leadership abilities and competencies for the banking industry in the role of leaders. In this study, the author will cover five key aspects: leadership capacity gap; workforce diversity; leadership traits; and key competencies, including personality, which the author believes plays an important role in the banking industry. This will be discussed at length in the literature review chapter.

This research intends to identify the extent of the leadership capacity gap, which includes the talent gap, capability gap and the development gap from the perception of a leader (Weiss and Molinaro, 2005). The talent gap refers to the shrinking pool of available future leaders; the capability gap reflects the low confidence that leaders have in the ability of leading the organisation towards the future and the development gap refers to the limitations of current approaches to leadership development and learning (Weiss and Molinaro, 2006; Weiss and Molinaro, 2005). It is important to acknowledge and distinguish the terms “leader” and “manager”, which have both similarities and differences. According to Kotter, (2001) management is about the status quo and leadership is about change.

Zaleznik, (2004) asserts that leaders take greater risks, particularly if there are opportunities that are promising, as compared to managers. Some writers have defined the manager’s role as to plan, organise and coordinate while the leader’s role is to inspire and motivate (Kotter, 2001; Belasen and Frank, 2008). However, in this current era, where organisations are looking at people’s knowledge, it is not easy to separate management and leadership. The reason for this is that employees look to managers not only to assign their tasks but also to define and explain the purpose of these, which leads the manager not only to organise the employees but also to ensure the maximisation of efficiency, nurture skills, inspire, motivate and to develop talent.

Drucker, (1999: p.21-22) claims that with the increase in knowledgeable employees *“one does not manage people, the task is to lead people. And the goal is to make productive the specific strengths and knowledge of every individual.”* Spicker, (2012) further asserts that to be in a position of a leader, one needs to have leadership qualities as well as effective management skills. This leads to an understanding that leadership and management are terms that can be used interchangeably. As a leader, it is essential to consider personal and environmental factors in order to understand human behaviour, which can be complex and confusing. The author acknowledges that leadership and management are closely related, but defined differently.

Managers have the potential to express a strategic vision for the organisation, and have the ability to motivate and to persuade others to execute change in organisation. Talent management and developing potential leaders is best carried out by assessing the individual personality and key competencies. This is to understand the ability and adaptability to change required to be an effective leader. These measures would provide potential leaders with the skills that may be lacking, but which are essential to lead and make the transition from being a potential leader to becoming a successful leader. The primary concern for leaders is that the impact of globalisation, workforce diversity, emerging technologies and ethical dilemmas will require the achievement of high quality output in order to meet international competition. With continuous learning to acquire knowledge, technical and interpersonal skills are vital to the development of leaders for them to be able to operate effectively in the new environment. Realising organisational success requires a subtle balance of groups and individuals within organisations and how leaders in an organisation balance competing demands and engage people to work towards the collective goals.

There is a large body of evidence which firmly states that leadership is in large part, gender neutral, and there are vast arrays of opportunities for both men and women to seek and to excel at within the position of leadership. According to Eagly and Johnson (1990), women are perceived to lead in a more interpersonally-oriented style, while men were seen to be have more of a task-oriented style. This study further revealed that women are known to be more democratic or participative while men are known to be more autocratic or directive. It is important to understand the different behaviours underpinning the different types of leadership styles. For instance, transformational leadership has the ability to encourage people to perform and ‘go the extra mile’ to complete a task, while on the other hand transactional leadership is more focused on the interpersonal relationship between leader and employees. Research has shown that women tends to demonstrate more transformational leadership characteristics as compared to men, who demonstrate more of transactional leadership characteristic (Patrick Gavan O’Shea et al., 2009). Despite positive findings on the ability of women to demonstrate transformational leadership characteristics, researchers have indicated that women are still underemployed and are less present at the top management levels (Skaggs et al., 2012). A survey carried out by Catalyst (2004) on 353 Fortune 500 companies disclosed that organisations that have more women at the senior management level outperformed organisations with fewer women in the senior management positions. This finding holds for both the financial measures analysed with a Return on Equity 35% higher than the group of companies with the lowest number of women represented and a Total of Shareholder Return 34% higher than the group of companies with the lowest number of women represented (Catalyst, 2004). Similarly, Erhardt et al. (2003) found that in large US organisations there was a positive relationship between the proportion of women and minorities on corporate boards and

the return on assets, as well as the return on investment. McKinsey & Company (2007), revealed that it is companies where women are most strongly represented at the top management level that perform best. Three years later, McKinsey & Company (2010: p.2) revealed that *“women are still underrepresented in boards in many countries”*. According to Adams and Ferreira, (2009) and Carter et al., (2003) there is a significant positive relationship between an organisation’s value as measured by Tobin’s Q and women on the board from a sample of Fortune 1000 companies. Despite the correlations between corporate performance and women in leadership roles, women continue to be disproportionately underrepresented in such roles worldwide.

It should be noted that most of the findings used are from the perception of Western research, as it is important for developing countries like Asia to learn from the West.

Despite the depth and breadth of the aspects concerning leadership effectiveness, it still remains an indefinable construct. Researchers have not been able to reach a consensus on a definition of effective leadership. According to Hannah et al. (2012: p.144),

“Leaders’ beliefs in their perceived capabilities to organise the psychological capabilities, motivation, means, collective resources, and courses of action required to attain effective, sustainable performance across their unique leadership roles, demands and contexts.”

How can a manager be differentiated from an exceptional leader? Studies have identified trait models (that is, based on the traits and other characteristics of leaders) from behavioural perspectives, in particular the Ohio and Michigan studies, to contingency theories (House, 1971; Vroom and Jago, 1988; Vroom and Yetton, 1973). Furthermore, transactional versus transformational leadership models are in the forefront of leadership research (Avolio et al., 1999).

However, there are no appropriate answers as to what determines exceptional leadership. For instance, does the early 21st century environment demand a different kind of leadership from the last century? Undoubtedly there has been a shift from ‘command and control’ models of leadership towards a more flexible, nurturing, and collaborative styles (Bennis, 1999). Conger (1993) claims that with the increase of global competition, new leadership skills are needed. Savery (1996) asserts that further management expertise, ability to take responsibility, accountability and focus towards the future are an essential aspect of leaders. Some identified the need for interpersonal competence that comprises of self-awareness has the ability to influence effectiveness and what the individual is able to “*see in the environment, how one evaluates it, and how one deals with it*” (Cooper and Argyris, 1998: p.25). Leadership tasks are known to be complex, risky and demanding (Zaccaro, 2001), emphasising psychological needs which influence the personality in terms of behaviours (Kaiser and Hogan, 2011). Kaiser and Hogan (2007) claim that leadership tasks require greater attitude and skills that comprises of personality aspects. Organisations seek different roles with different skill sets that are closely related to personality. It also provides a foundation for understanding the leadership behaviour that shapes the organisation (O’Connor et al., 1995). Currently, leaders have be able to cope with new and challenging imperatives such as increasing global competition demands, and be ready to face drastic changes with immediate impact.

In recent years, organisations have placed more emphasis on personality in the selection and recruitment process, by filling positions with candidates with the desired personality traits (Bartram, 2004). These provide a sound rationale for personality being likely to be related to leadership traits and behaviour of leaders (Kaiser and Hogan, 2011). This research also intends to make suggestions/recommendations to

improve training, identifying the alternative selection and recruitment processes for assessing and developing leaders. Although research in earlier times has suggested that personality was a poor predictor of leadership emergence (Nurcan Ensari et al., 2011) it has become increasingly evident that personality traits can be closely related to leadership (House and Aditya, 1997; Hollander, 1992; Hogan et al., 1994; Edwin A. Fleishman et al., 1991; Bass and Bass, 2008; Kaiser and Hogan, 2011; Bruce J. Avolio et al., 2004; Bono et al., 2012).

There is a growing interest in understanding the personality of leaders (Khoo and Burch, 2008). Some of the tools used to measure personality are known as the Big Five Model (McCrea and Costa, 1987) and Great Eight Competencies Competency Model (Bartram, 2009), which will be discussed in length in the review of the literature.

1.4 Research Objectives

This study investigates specific leaders' personalities, competencies and leadership traits that are effective in the banking industry in Malaysia. The aim of this study is to examine and identify the personality and competencies of leaders and the extent of the leadership capacity gap in the banking industry of Malaysia. This requires the examination of personality, competencies and leadership traits of successful leaders in order to assist in developing the appropriate talent and skills for today's competitive environment.

The research objectives consist of the following

1. To identify the personality traits, and competencies of good leaders.
2. To compare the personality traits, leadership styles and competency of good and average leaders in the banking sector of Malaysia.
3. To examine the transactional and transformational leadership style across gender.

4. To make recommendations to close/minimise the leadership capacity gap.

1.5 Research Questions

This research attempts to answer the following main questions:

1. Are there differences between the personality traits of good and average leaders?
2. Are there differences between the competencies of good and average leaders?
3. Are there differences between leadership styles between the genders?

1.6 Significance of the Study/ Contribution to Knowledge

Many prior studies have been conducted to explore leadership capabilities (Mumford et al., 2000b; Mumford et al., 2000a). However, the root cause of the issues in terms of capabilities of leaders remains unresolved. As highlighted at the beginning of this chapter, there have been issues in obtaining the appropriate talented pool of leaders for the banking industry in Malaysia, as many leaders are lacking in skills and knowledge (Aziz, 2011). Therefore, this study intends to address key issues of leadership capacity, workforce diversity, leadership traits, personality and competencies as have been discussed earlier and will be further discussed at length in the literature. Exploring these will contribute to a concrete and precise recommendations in particular for the banking industry of Malaysia. It will also provide insight into how to conduct a leadership analysis, identify the gaps in both the organisational and individual skills of leadership, analyse the challenges an organisation faces, help to understand an organisation's leadership deficit and hence generate possible recommendations tailored to the banking industry's particular needs and deficiencies. The research can be of significant benefit to leaders, managers, researchers and top management of the Malaysian banking industry seeking to build and strengthen leadership capabilities to deal with future challenges and sustain success. The practical significance of this

research to the banking industry will be to identify better usage of measurement devices in the recruitment and selection processes for leaders in the banking industry; enhancement of the retention figures, as this research seeks to provide a realistic job preview according to a validated findings; and an accelerated production curve – more rapid production due to the goodness of fit with the job.

Chapter 2 - Literature Review

2.1 Introduction

Early theories of leadership focused on the individual leader, while subsequently leadership theories developed over the years based on the context of the leadership situation and the focus has shifted from understanding the “*behaviour of personal attributes to the intellectual exchange and interpersonal relationships*” (Müller and Turner, 2010: p.438). However, leaders currently face many unprecedented challenges due to the constant changes within the internal and external environment. Not only do the knowledge, skills and abilities of leaders play a major part, but, more importantly, the leadership capabilities and competencies to meet the increasing demands of the roles (Lord and Hall, 2005; Avolio and Hannah, 2008). The market requires leaders who have a high level of confidence in their knowledge, skills, and abilities associated with leading others (Hannah et al., 2008). Hannah et al. (2008: p.669) further stress that currently, organisations seek leaders that are able to “step up” to meet complex challenges and to have the requisite agency to positively influence their followers and the organisation's culture, climate, and performance. It is important to attract, train and retain the right leaders in the organisation to remain competitive.

This literature review aims to provide a closer understanding of the core concept of leadership as it enables the researcher to identify the capacity gap in leadership in the banking industry of Malaysia. Thus, its purpose is to determine the key competencies required in leaders that are influenced by personality, and recommendations for averting a capacity gap. This chapter strives to provide an insightful discussion of the core concepts, models and theories that are in line with the aims and objectives of the study and which will facilitate a comprehensive analysis in order to gain an understanding of the literature.

2.2 Concepts of Leadership and Management

The term ‘leadership’ is very broad (Andersen, 2006; DuBrin, 2004; House and Aditya, 1997; Yukl, 1989; Avolio and Hannah, 2008) and over the years, the literature has attempted to distinguish between the terms of leadership and management (Carroll and Levy, 2007; Barker, 2001; Kotter, 1990; Mintzberg, 1998; Zaleznik, 1992). The notion of leadership is one that continues to attract many writers mainly as leadership is viewed as an important feature in all organisations (Clegg et al., 1999b; Kotter, 1997). Studies have shown that leadership may contribute to 45% of an organisation’s performance (Howell and Costley, 2001).

Prior to the 1980s it could be argued that the principal difference between a leader and a manager was purely a matter of rank: leaders were known as the people holding top management positions regardless of what they actually did in the organisation (Kotter, 1997). However, although the terms “management” and “leadership” have different meanings, they have frequently been used interchangeably. During the 1980s and 1990s, a broad range of scholars supported Zalenik’s (2004) view in arguing that management and leadership were not synonymous and that leaders and managers had different philosophies, personalities, and roles in the organisation (Bennis and Nanus, 2007; Zaleznik, 2004; Rost, 1998; Strategic Direction, 2011; Howell and Costley, 2001; Kreitner and Kinicki, 2007; Young and Dulewicz, 2007; Bennis and Goldsmith, 2010).

There are key differences between leadership and management; however, with the right knowledge, one would be able to navigate between both from the same position (Kotter, 2001). In today’s diverse organisations it is crucial to have individuals who can be both effective leaders and managers in order for an organisation to be successful (Lunenburg, 2011; Denning, 2011; Ng, 2011; Kotter, 1997).

Leadership is an elusive quality that can be hard to define. According to Mintzberg (1998), management involves coordinating, controlling, planning organising and directing, while Kotter (1990) asserts it is much more formal and scientific than leadership. Zalenik (2004) claims managers focus on responding to ideas whereas leaders have the capability to shape ideas. In Mintzberg (1998);s view, leadership is characterised as supportive and inspirational while Kotter (1990) sees the formulation of vision as the core of leadership. Leadership is known as a process whence an individual influences a group of individuals to achieve a common goal (Nelson and Quick, 1996; Clegg et al., 1999b). Management is defined as the exercise of executive, administrative, and supervisory direction of a group or organisation (Nelson and Quick, 1996). There are similarities between leadership and management as the nature of both is to influence, work with people, and working with effective goal management (Howell and Costley, 2001). According to Kotter (1996), leadership is an age-old concept that has been known for centuries, while management is a concept developed in the last 100 years, since the industrial revolution. Kotter (1996: p.25) defines management and leadership thus:

“Management is a set of processes that can keep a complicated system of people and technology running smoothly. The most important aspect of management includes planning, budgeting, and organising, staffing, controlling and problem solving.”

“Leadership is a set of processes that creates organisations in the first place or adapts them to significant changing circumstances. Leadership defines what the future should look like, aligns people with that vision, and inspires them to make it happen despite the obstacles.”

More recently, Bennis and Nanus, (2007) summed up managers as people who do things right and leaders as people who do the right thing. Similarly, Zaleznik (2004) holds that managers focus on getting the job done well and leaders are focused on what work is done. In other words, management is more administrative and leadership involves changing and developing organisations. In contrast, Williams (1978) views all managers as leaders because they influence, to varying degrees, the behaviour of others within the organisation. Here it is important to understand that Zaleznik (2004) distinguishes leaders from managers, but not leadership and management. Therefore, from Zaleznik's (2004) perspective, managers and leaders are different types of people, and each has distinctive values and personalities.

In contrast, Kotter (2001) regards leadership and management as different but complementary roles and holds that one is unable to function without the other. A major concern highlighted by Kotter (2001) is that most organisations are over-managed and under-led. This opens a gap for the need to develop the capacity by seeking the right people. The greatest challenge organisations may face is the ability to balance and combine strong leadership and strong management. In this respect, DuBrin, (2004: p.4) stated that *"without having the balance of being led as well as managed, organisation may face the threat of extinction."* Furthermore, some researchers have argued that leaders who can efficiently manage during a complex, challenging, changing and ambiguous environment are critical to the success of the organisation (Beechler and Javidan, 2007; Caligiuri and Tarique, 2009; Khilji et al., 2010). In addition Gorsline (2010), argues that a leader may be great in one organisation but may not be successful in another although the industries are similar, as different times call for different leaders. Therefore, it is essential for organisations to build a portfolio of leaders to be ready to

deal with different types of challenges appropriately in order to overcome leadership capacity gap (Bartram, 2004).

It is also difficult to differentiate between ‘leadership’ and ‘management’ due the way that the terms have evolved in their meaning over time. Changes in the organisation and organisational size in the 21st century have altered much about in the way managers and leaders are conceived. The two concepts are substantially different. It is essential to have a broad understanding of the importance of leadership, identify the leadership style and use the appropriate leadership techniques for an organisation to create a vision of the future. In order for organisations to meet short-term and long-term organisational objectives, employees should be motivated to work towards common goals and leaders or managers have to value individual contributions. Once organisations have a fundamental understanding of the differences between leadership and management, they will be able to train people to provide both strong management and leadership skills to succeed in organisations (Kotter, 2001). In this present research, it is noted that management and leadership are closely related but are defined differently. Nonetheless, it is perceived that a person will be able to take the role of a manager or leader efficiently by mastering both skills, as the leadership and management activities are designed to influence followers to accomplish the common goals of the organisation.

2.3 Theories of Leadership

Lussier and Achua (2010: p.70), claim that leadership style is the blend of “*traits, skills, and behaviours leaders use to interact and interrelate with employees*”. To be able to have an understanding of leadership style it is necessary to understand first how the concept of the leadership came into being. The most prominent leadership theories are the Great Man Theory, the Trait Approach, Contingency Theory, Behaviour Theory, Situational Theory, Participative Theory (Path-Goal), Management Theory

(Transactional) and Relationship Theory (Transformational). Chemers (2000), claims that a leader should be able to adopt a leadership style that establishes and confirms authority by being competent and trustworthy.

According to Bligh and Kohles (2009), certain characteristics or traits are inherent in leaders; this view is associated with The Great Man theory. The Great Man Theory assumes that the traits of leadership are intrinsic and great leaders are born and not made (Kirkpatrick and Locke, 1991). It is believed that the great leaders will rise when faced with the appropriate situation over time. The Great Man Theory was inspired by Thomas Carlyle, a writer and teacher who demonstrated the influential aspect of heroes (Carlyle, 1841). Carlyle (1841: p.127), claims “*The history of the world is but the biography of great men.*” Carlyle (1841) argues that heroes shape history through the vision of their intellect, the beauty of their art, the prowess of their leadership and, most important, their divine inspiration.

Similar in certain aspects to the Great Man Theory, the Trait Theory works on the assumption that leaders inherit some qualities and traits that make them suited for leadership (Northouse, 2007; Bass, 1990). The traits are based on particular personality or behavioural characteristics of leaders (Kirkpatrick and Locke, 1991; Judge et al., 2002). One of the limitations of the trait theory is that leadership skills are not something that can be learned or developed. In contrast with the trait theory, the behavioural theories of leadership reflect the belief of great leaders are made, not born.

The University of Michigan and Ohio State University carried out a study on the behavioural theories of leadership which identified two styles of leadership: job-centred (task) and employee-centred (people) (Lussier and Achua, 2010). The job-centred style involves the leader taking control in ensuring that the job is completed while the

employee-centred style focuses on the leader meeting the needs of employees by building relationships (Lussier and Achua, 2010). The findings of the Michigan study were that leaders who were highly employee-oriented encouraged employee participation and fostered more productive teams as compared with leaders who emphasised accomplishing tasks (Lussier and Achua, 2010). This theory holds that people can learn to become leaders through developing the skills, experience and knowledge.

Fiedler (1967) explored the contingency theories of leadership that focus on particular variables related to the environment that may determine a particular leadership style for that situation. This theory claims that no one leadership style is best in all situations. In Fiedler's Model leadership styles depend on a number of variables which include quality of the followers, leadership style and situation to succeed (Fiedler, 1967; Fiedler, 1971; Ayman et al., 1995). Due to the failure of the trait theory to be consistent and the behavioural theory to be an adequate overall theory of leadership, researchers turned their focus towards the situational theory (Fiedler, 1965; Hersey and Blanchard, 1984; House, 1971).

In contrast to Fiedler's contingency theories of leadership with the assumptions that it is difficult to change the leadership style, the Hersey-Blanchard situational leadership theory suggests that successful leaders have the ability to choose the leadership style that is best suited to the situation (Hersey et al., 2001). The main point in the Hersey and Blanchard leadership theory is the ability to make adjustment based on the follower's level of maturity, as indicated by their readiness to perform in a given situation. It is important to stress that in situational leadership theory, leaders must be able to implement alternative leadership styles as needed. In order to carry out this type

of leadership, it is critical to understand the maturity of followers in terms of readiness for task performance and then use the style that best fits (Hersey et al., 2001).

Building on principles of the contingency theories (House, 1971) suggested that the path-goal theory influences and motivates employees. The employee feels contentment, is pleased at the accomplishment of goals and improves overall work quality according to the leader's direction, training, guidance and support. This is part of the participative leadership theory wherein the leader encourages the participation and contribution of the employee (House, 1971). Cultivating the participation of employees increases the level of commitment and improves the decision-making process.

Management theory is also known as transactional leadership theory, which is characterised by the transaction made between the leader and followers, who develop a mutually beneficial relationship (Judge and Piccolo, 2004). This theory is based on the 'carrot and stick' method, meaning it is dependent on the systems of rewards and punishment. When employees are successful they are rewarded appropriately and when they fail they are reprimanded. Relationship theories are also known as transformational theories. These theories state that the leader's interaction with others and the ability to build a solid bonding working relationship results in a greater degree of trust (Judge and Piccolo, 2004). According to Bass and Riggio, (2006: p.225), "*transformational leadership is, at its core, about issues around the processes of transformation and change.*" Over time, this will result in an increase in motivation, both intrinsic and extrinsic among the leaders and followers. The transformational leaders are known to be inspirational in nature, have charismatic personalities and are flexible in their approaches. They create a sense of belonging for the followers as they can easily identify with the leader and his or her purpose (Herold et al., 2008).

Based on the numerous theories of leadership that have been discussed, this study will focus on transformational and transactional leadership styles. In the 21st Century, it is important for leaders to have the capability to adapt to changes and be ready to face the risks that are associated with uncertainty of the environment. In this study, four critical behaviours of transformational leaders are considered vital for today's leader. First, the leader possesses the ability to communicate with great dignity, and a high level of belief and confidence in the group's ability to accomplish ambitious goals that may have a contagious effect on the organisation as a whole and the followers' level of confidence. Secondly, the leader must have a strong desire to be a role model in order to reach optimum performance. Third, leaders should demonstrate care and concern and foster the sense of belonging that encourages followers to trust that he or she is right behind them. Finally, with participation and encouragement, the transformational leader builds a sense of community. In contrast, the transactional leadership style plays an important role in monitoring and controlling followers through rational or economic means (Bass, 1985).

For an organisation to flourish, the attributes of the leader are essential in leading the employees towards reaching the ultimate mission of the organisation. To be successful, the leaders have to possess the leadership quality to challenge the status quo, drive the organisation toward new paradigms, be innovative and encourage fundamental changes (Denning, 2005). Banerji and Krishnan (2000: p.405), argue that "*Transformational leadership holds great promise for advancing associations, business and society*". Manz and Sims (1991: p.18), further claim that "*the most appropriate leader today is one who can lead others to lead themselves*". This opens further discussion on the transformational and transactional leadership styles that seem most appropriate in this study and which will be discussed at length in section 2.3.2.

2.4 Leadership Capacity Gap

The combination of global economic crises and the complex global environment have led organisations around the world to evolve and become much larger, more educated, diverse and mobile (Friedman, 2006). This has led to changes in the way business is carried out (i.e. technology changes, globalisation) and more significantly, in the way organisations have to manage the workforce effectively. Organisations are aware of the importance of people, and that intellectual capital, and talent are critical to organisation success (Boudreau and Ramstad, 2005). Bryan et al. (2006) assert that managers understand the potential value added by talent but often lack the ability to deploy and enhance key talents effectively. Many organisations are faced with an increasing talent management challenge in term of talent shortage, talent retention and concerns for talent strategy. This has led to debates in the literature in the context of many countries, such as the UK, Australia, USA, and India, and across Asia (Yeung et al., 2008; Bhatnagar, 2007; Farndale et al., 2010).

Talent is currently the “*key differentiator for human capital management for leveraging competitive advantage*” and is grounded within the Strategic HRM literature (SHRM) (Bhatnagar, 2007: p.641). In a competitive environment, one of the main objectives of SHRM is the management of talent by ensuring adequate access and maintaining a sufficient level of manpower both in terms of the quantity and quality of the talent pool of employees to attain overall the organisation goals (Selmer and Chiu, 2004). The notion of talent management originated during World War II (Cappelli, 2008), and subsequently its importance was highlighted by a group of consultants from McKinsey who claimed that human resource management had become “War for Talent” in the late 1990s (Scullion et al., 2010). The war for talent reflected the awareness of the talent shortage and in recent years this has become one of the greatest human resource

concerns for organisations (Mäkelä et al., 2010). Therefore, it is essential for organisations to be interested not only in maximising productivity but also having systematic, effective, and rigorous approaches for the attraction, selection, development and retention of talented key employees (Huselid et al., 2005).

One of the major concerns of this discussion is what the author refers as “leadership capacity gap” that consists of talent gap, capability gap and development gap. In research undertaken by the Nottingham Business School on Talent Management for the Chartered Institution of Personnel and Development (CIPD), a definition of talent was given: *“Talent consists of those individuals who can make a difference to organisational performance either through their immediate contribution or, in the longer term, by demonstrating the highest levels of potential”* (Stewart and Harte, 2010). Talent management is also known as succession planning, which includes HR practices such as recruitment and selection, attracting, retaining and developing individuals of high potential for organisational performance (Stewart and Harte, 2010; Bhatnagar, 2007). Stahl et al. (2007) claim that talent management focuses on a specified pool of employees that is ‘ranked at the top in terms of capability and performance’, and who are known to be the potential leaders. Although hiring talent from outside is a widespread practice, in this study, the focus is on developing the existing employees of the organisation. Despite the recent awareness of talent shortage, there is little evidence as to how organisations exercise talent management in an effective manner (Cappelli, 2008; Cohn et al., 2005; Scullion et al., 2010; Collings et al., 2007). Much of research into this aspect of talent management was done by consultants and practitioners (Iles et al., 2010), rather than academics (Lewis and Heckman, 2006). The most recent research reports that MNCs are generally unable to identify the most talented employees (Collings et al., 2007; Michaels et al., 2001). There is still little research on the

fundamental questions of who is considered to be a talent and why (Lewis and Heckman, 2006).

A notable and respectable business leader and writer Jack Welch, former CEO of General Electric, has been considered as one of the managers who took the initiative to create a large talent pool of people in the organisation prior to his retirement (Ng, 2011). According to Leary-Joyce (2010), 70% of employees leave the organisation because of the reporting line manager and not the job. The question to be asked is how the manager was chosen. Most organisations today would promote internally as a reward based on the job performance. The initial step is to understand the talented people that the organisations have internally and evaluate from the “humanistic” and “demographic perspectives” (Stewart and Harte, 2010: p.510). However, organisation often fail to identify if they possess the right skills for the job or if they would be interested in the new role (Leary-Joyce, 2010).

Shah and Burke (2005: p.45) defined that “*a skill is an ability to perform a productive task at a certain level of competence.*” Skill sets are also known as the knowledge and experience that are necessary to carry out a task productively. According to Asian Development Bank, (2008) the main indicators of skills gap consist of vacancies that are difficult to be filled, increase in staff turnover rate and also wage inflation. With increasing competition, organisations have to select, analyse, and identify employee’s skills, knowledge and competencies to provide proper learning and development (Little, 2010). It is critical to manage talent because it brings valuable changes of business trends and demographic changes (Stewart and Harte, 2010). Little, (2010: p.393) explained if an organisation is able to manage “*learning, performance, career and succession*” effectively, it indicates the organisation’s ability to engage in “*talent management*”. It has a close knit between knowledge, people, competencies and the

organisation. However, if the organisation only has the competencies and knowledge without the “*people and organisation*” they would fail (Little, 2010: p.393). Leadership competencies comprise of abilities, knowledge, attributes and skills that a leader needs to succeed in an organisation. It is defined as ability to adapt, good communication, interpersonal skills and sound decision making skills (Das et al., 2011; Spendlove, 2007).

Spendlove, (2007) defines competencies as the set of behavioural instrument that delivers a desired result that is not easy to learn. It is also a set of guidelines for strategic human resource management in the process of succession and recruitment. Competencies are a useful tool that drives effective leadership. A competent leader is ideally known to have global state of mind, knowledgeable, technology savvy, informative, ability to manage uncertainty, risk taker and exploring into new innovation and people engagement (Das et al., 2011). The drivers for competent leaders are the interpersonal skills, including vision and communication skills, that support the capability to attract, build, retain and develop talent, motivate and drive an organisation towards common goals, (Das et al., 2011). Furthermore, Spendlove (2007) argues that competency models are not prescriptions but represent a measure to capture the experience, lessons learned and knowledge of leaders as a guiding framework that benefits the organisation and others. It is important for competent leaders to keep abreast with the global business world to be able to have the analytical skills necessary to analyse the market trends (Das et al., 2011).

According to Robertson et al. (2002, as cited in Bartram, (2004: p.246), there has been increasing use in recent years of competency profiling, which focuses on “competencies”, which comprise “*sets of behaviours that are instrumental in the delivery of desired results or outcomes.*” This result is generally known as person

specification, as compared to job role description. Knowledge of competencies is useful to identify the ‘gaps’ in which individuals, roles, and organisation require training and development. This will enhance the skills of the people with the knowledge, and ability to deliver the job. The focus of this study is competencies as competency modelling has been increasingly used in the financial and insurance organisations as reported by LOMA, (2005), 75% of financial and insurance organisations adopts competency model. Kurz and Bartram, (2002: p.230) distinguished the differences between competency and competence as follows :

“A competency is not the behaviour or performance itself but the repertoire of capabilities, activities, processes and responses available that enable a range of work demands to be met more effectively by some people than by others....Competence relates to performance or outcomes, and involves the description of tasks, functions or objectives. Competencies however, are concerned with the behaviours and the underpinning successful performance; what it is people do in order to meet their objectives; how do they go about achieving the required outcomes; what enables their competent performance”.

So far, the literature review has demonstrated there is no single agreed-on competency framework for the banking sector. However, there are many competency models which have been developed by researchers, HR academic and consultants that will be adopted for use in this study.

SHL, one of the world’s largest occupational psychology consultancies, carried out an analysis of major key competency models in 2001, to develop a generic model that would be applicable across all aspect of roles in many languages. The Great Eight Competencies comprise leading and deciding; supporting and cooperating; interacting

and presenting; analysing and interpreting; creating and conceptualising; organising and executing; adapting and coping; as well as enterprising and performing (Kurz and Bartram, 2002; Bartram, 2009). The Great Eight Framework identifies eight competency domains which are further broken down into 20 competency dimensions and 112 competency components competencies. The components are clusters of similar workplace behaviour. The eight competency domains and the identified predictors, including the 20 competency dimensions are shown in Table 1 below (see details in Appendix 1).

Many studies have been carried out to examine the individual determinants of job performance that emphasise personality and intelligence (Barrick and Mount, 1991; Hunter and Hunter, 1984; Hurtz and Donovan, 2000; Salgado, 1997). The studies reveal the importance of competency in the various elements of job performance that were seldom distinguished (Bartram, 2005). Elements discussed are personality traits and intelligence which might affect certain elements of performance but no other facets of performance. Further, Bartram (2005) claims that researchers should consider developing a generic taxonomy of competencies, mainly to differentiate the various activities that underpin job performance. Consistent with this proposition, studies have derived specific personality traits that correlate with some, but not all, elements of job performance (Hogan and Holland, 2003; Robertson et al., 2000; Robertson and Kinder, 1993). Similarly, the relation between personality traits and various criterion measures, namely leadership, vary across contexts, presumably because the precise competencies that underpin these criteria are not invariant across these settings (Judge et al., 2002)

The model was validated as being representative of extant competency frameworks and as a valid predictor of future performance (Kurz and Bartram, 2002). Recent studies

carried out using The Great Eight framework have identified key personality and ability predictors for each of the competencies (Bartram, 2009).

Bartram (2005) examined how competencies correlate with personality, performance and ability. Some key insights emerged from this study. First, the eight competencies are minimally correlated with each other, on average; second, many of these competencies are moderately, but not excessively, related to personality. Extraversion is associated with leading and deciding. Openness to experience is related to both the competencies of analysing and interpreting, and creating and conceptualising. Agreeableness is inversely related to enterprising and performing. Furthermore, extraversion, agreeableness, conscientiousness, and emotional stability tend to be associated positively with interacting and presenting, supporting and cooperating, organising and executing, and adapting and coping. Nevertheless, these correlations tend to be moderate, seldom exceeding 0.25, for example. Third, job performance was highly related to analysing and interpreting, organising and executing, enterprising and performing, leading and deciding, and creating and conceptualising.

The Great Eight Framework has been combined with the traits of ‘transformational’ and ‘transactional’ leadership styles into four main functions, each with its own characteristic type of behaviour (Bartram, 2009). The transactional leader depends on subordinates to meet desired organisational goals. In return, the subordinates are given value in terms of pay, praise, feedback, recognition, or promotion in exchange for what the leader values. In contrast, transformational leaders attempt to show care and concern while at the same time focusing on higher-level issues of consequence, working as one in achieving the ultimate organizational goal. These leaders are known to be able to encourage participation and development in followers, and not only to focus on their own needs, but also on the needs of a collective group, society, or nation (Patrick Gavan

O'Shea et al., 2009). Further studies have indicated that the eight factors are not only cost effective but take into account work behaviours in predicting people's potential for success in an organisation.

Bartram (2009) further argues that

“it is important to understand that the terms ‘transformational’ and ‘transactional’ are not used as synonyms for person-centred and task-centred. Rather they focus on the behaviours that drive change (i.e. transformation) as opposed to those behaviours that meet agreed-upon goals (i.e. transaction). It is important to note that they are not purely transactional or purely transformational.”

The definitions of the Great Eight Framework, comprising information on the relationship between competency factors and underlying personality, motivation and ability factors, are seen in Table 1. Table 1 also summarises a range of hypotheses by Bartram (2005) that personality traits and the abilities are likely to predict each of these competencies. Table 2 shows the mapping of the leadership functions, in which measures based on individual attributes like personality that are directly related to and can be expressed through competencies, are referred to as a measure of competency potential. For example, the key competency of “Interacting and Presenting” it is best described by the personality factor of Extraversion (which indicates a personality of a person who is warm, assertive, and excitement-seeking). Therefore, it provides an identification of the important competencies for a work role. This framework indicates the type of personality likely to be most appropriate for each role, which could be of assistance in the selection and development process.

The Great Eight Framework demonstrates the articulation of a work performance domain that is consistent with a wide range of models used by practitioners in

competency practice and supported empirically by the way in which competency ratings cluster when subjected to factor analysis (Kurz, 1999; Kurz et al., 2004; Gotoh, 1999). The Great Eight Framework has been validated in 29 different studies, covering nine different countries and involving over 4 800 study participants.

Table 1: The Great Eight framework and associated predictors of the Big Five Personality Traits

	Competency Domain / Definition	Predictors (Hypothesised Big Five Personality Traits)	20 Competency Dimensions
1	Leading and Deciding -Takes control and exercises leadership. Initiates action, gives direction and takes responsibility	Need for power and control Extraversion	1.1 Deciding & Initiating Action
			1.2 Providing Leadership & Supervision
2	Supporting and Cooperating - Supports others and shows respect and positive regard for them in social situations. Puts people first working effectively with individuals and teams, clients and staff. Behaves consistently with clear personal values that complement those of the organisation.	Agreeableness	2.1 Team Working & Supporting
			2.2 Serving Customers & Clients
3	Interacting and Presenting- Communicates and networks effectively. Successfully persuades and influences others. Relates to others in a confident and relaxed manner.	Extraversion, general mental ability	3.1 Relating & Networking
			3.2 Persuading & Influencing
			3.3 Communicating & Presenting
4	Analysing and Interpreting - Shows evidence of clear analytical thinking. Gets to the heart of complex problems and issues. Applies own expertise effectively. Quickly takes on new technology. Communicates well in writing.	General mental ability, openness to new experiences	4.1 Writing & Reporting
			4.2 Applying Expertise & Technology
			4.3 Problem Solving
5	Creating and conceptualising - Works well in situations requiring openness to new ideas and experiences. Seeks out learning opportunities. Handles situations and problems with innovation and creativity. Thinks broadly and strategically. Supports and drives organisational change.	Openness to new experiences, general mental ability	5.1 Learning & Researching
			5.2 Creating & Innovating
			5.3 Forming Strategies & Concepts
6	Organising and Executing - Plans ahead and works in a systematic and organised way. Follows directions and procedures. Focuses on customer satisfaction and delivers a quality service or product to the agreed standards.	Conscientiousness, general mental ability	6.1 Planning & Organising
			6.2 Delivering Quality
			6.3 Complying & Persevering
7	Adapting and Coping - Adapts and responds well to change. Manages pressure effectively and copes well with setbacks.	Emotional stability	7.1 Adapting & Responding to Change
			7.2 Coping with Pressures & Setbacks

8	Enterprising and Performing - Focuses on results and achieving personal work objectives. Works best when work is related closely to results and the impact of personal efforts is obvious. Shows an understanding of business, commerce and finance. Seeks opportunities for self-development and career advancement.	Need for achievement, negative agreeableness	8.1 Achieving Results & Developing Career
			8.2 Enterprising & Commercial Thinking

Sources: Bartram (2009) and Kurz and Bartram (2002)

Table 2: Relating the UCM Competencies to Leadership Functions and Focus.

	Leadership Functions	Transactional	Transformational
1	Developing the Vision: The strategy domain	Analysing and Interpreting	Creating and Conceptualising
2	Sharing the Goals: The communication domain	Interacting and Presenting	Leading and Deciding
3	Gaining Support: The people domain	Supporting and Cooperating	Adapting and Coping
4	Delivering Success: The operational domain	Organising and Executing	Enterprising and Performing

Source : Bartram, (2009)

Based on the literature surrounding the great eight framework, the following research hypotheses are put forward:

H1a: Good leaders exhibit the personality trait of Extraversion that is positively associated with the competency of Leading and Deciding.

H1b: Good leaders exhibit the personality traits of Openness to Experience that relates positively to competencies of Analysing and Interpreting and Creating and Conceptualising.

H1c: Good leaders exhibit the personality trait of Agreeableness which relates positively to the competency of Enterprising and Performing.

H1d: Good leaders exhibit the personality traits of Extraversion, Agreeableness, Conscientiousness and Emotional Ability that, in turn, are associated positively with the competencies of Interacting and Presenting, Supporting and Cooperating, Organising and Executing and Adapting and Coping.

H1e: Performance of good leaders positively relate to competencies of

- i. Analysing and Interpreting
- ii. Organising and Executing
- iii. Enterprising and Performing
- iv. Leading and Deciding
- v. Creating and Conceptualising

Both the government and the private sector in the United States are facing issues in securing talented staff. In research reported in the Economist, (2006) approximately

62% of organisations surveyed were worried about “*companywide talent shortages*”. Similarly in Malaysia, there are critical skill requirements and shortage among middle to senior level professionals in the banking industry (Kelly Services Inc, 2011). According to Gold et al. (2010), although most organisations have been able to recruit for the positions of leadership and management, there has been little indication of the quality of the recruits. In this respect, based on a report from CIPD (2009), Gold et al. (2010) concluded that “*large organisations in the UK found many managers were below the standard needed for growth and successful international competition*”.

In 2008, IBM carried out a study of over 400 human resource executives from 40 countries and found that one of the major concerns is that not only they are unable to manage with the current leadership capacity, but they are confronted by their inability to develop future leadership talent. A more recent study conducted by IBM in 2010 with over 700 chief human resource executives globally indicated that there is a critical issue in developing future leaders, which was rated as the most important business capability. However, it was also rated as one of their firms’ least effective capabilities (IBM, 2008). Similar findings were seen in the survey conducted by Randstad (2010) with more than 3,000 HR professionals, business managers and CEOs across the Asia Pacific region. The survey revealed that two-fifths of the companies will face talent shortage in their companies, which means there is inadequate leadership to manage in an increasingly complex environment (Hamid, 2011; Randstad, 2010, 2009). It was also noted by the employers in the 2009 Randstad World of Work Report finding is it twice as hard to retain the younger generation of employees (38%) as compared to the older generation of employees (17%).

A survey carried out by Centre for Creative Leadership (CCL) with 2 200 executives and managers from 15 companies and government sectors across the United States, India and Singapore between January 2006 and December 2007 identified the four most important leadership skills for the future that are lacking in leaders today. These are leading people; strategic planning; inspiring commitment; and managing change (Center for Creative Leadership, 2009). In the study 63% of the participants were managers in the finance sector and 37 % were IT managers. Furthermore, the study also found that the organisations in the three countries have insufficient strength in their current leadership competencies to be effective in current leadership roles. This indicates that the leaders today are unskilled, while they should be sufficiently skilled to meet the current challenges. The survey was carried out prior to the economic downturn in 2008; the challenges faced by leaders, particularly in the banking sector will have now increased. Securing the appropriate qualified talented employees for the banking industry is important in order for the industry to grow and remain competitive globally.

According to the Prime Minister's Department, (2010: p.232), *“Currently in Malaysia, only 28% of the total workforce is employed in the higher skilled jobs bracket reflecting the low level of educational attainment among a large segment of the workforce.”* In Malaysia, there is an increasing risk of falling behind in attaining a first-world talent base, as there is a significant gap (Prime Minister's Department, 2010). The Tenth Malaysia Plan, indicated that the “workforce remains relatively unskilled, with 77% educated only up to 11 years of basic education at the Malaysian Certificate of Education (SPM) level or equivalent, and with only 28% of Malaysian jobs in the

higher skilled bracket” (Prime Minister's Department, 2010: p.193). The key factors hindering the employability of the graduates are lack of, soft skills, communications, positive work ethics, leadership skills, decision making and teamwork. There is a considerable gap between the competency levels of graduates and international standards (Prime Minister's Department, 2010).

A survey conducted by The McKinsey Quarterly (2008) identified a talent shortage in European banks, based on data from 13 large European universal banks. One of the findings is that banks currently do not have sufficient qualified people within the organisation to fill critical positions. It was further estimated that by 2011, the talent gap would have expanded, leaving most banks unable to fill 25% to 40% of senior executive positions and roles within the bank with the existing talent pool of people. It is argued by Dive (2009) that the key issue is a “*shortage of banks that actually know how to manage the talent equation*”. In the year 2008, many CEOs of banks have failed (Dive, 2009).

The Federal Deposit Insurance Corporation which administrates bank failures in the United States indicates there are three major causes for a bank to fail: poor corporate governance; weak risk management and poor business models (Hanc, 2005). This indicates that in the banking industry there is a high number of incapable leaders that are unable to provide the direction, follow the procedures, and abide by regulatory issues and with poor leadership skills.

Malaysia is a developing country that is facing a skill shortage (World Bank, 2005; Rahman et al., 2011; Mustapha et al., 2008). In September 2007, with the support of the Central Bank of Malaysia, the Malaysian banking and insurance industry players collaborated with the Institution of Banks in Malaysia (IBBM) to fund and manage the

Financial Sector Talent Enrichment Programme (FSTEP). The main objective of FSTEP is to develop and train human capital to support the dynamic growth of the financial services industry in Malaysia. Based on the Annual Report 2010, from the Central Bank of Malaysia on the labour market indicates that employment expanded by 1.8% which is equivalent to a net of 204,400 new jobs available in all sectors. The service sector itself contributes as the major source of employment, with approximately 96,800 (47%) of jobs. Precisely, in the finance and business services a total of 15 900 (16%) out of the total 96 800 jobs in the service sector were available (Bank Negara Malaysia, 2011). Promod Dass from RAM Ratings head of financial institution explained that training alone is insufficient to nurture banking talent in the industry. However, it is essential to have a work-life balance with comprehensive career opportunities (The Star Online, 2011). The Government is taking different steps to address the critical talent issues; however the measures need to be fast and decisive to cope with the demand for a highly skilled pool of quality talent for the banking sector. As highlighted by Taylor, the director of CCL, *“Identifying gaps in leadership capacity brings a focus to hiring and development decisions and can improve return on talent investment,”* otherwise *“there is a risk that the skills gap will simply widen and that your organisation will not have the leadership resources needed to survive and thrive”* (Center for Creative Leadership, 2009). Evaluating the competencies of leaders will provide with a possible workable model of competency for the banking industry in Malaysia. It is also equally important to review the aspect of personality of the leader. Leaders lead people differently based upon the leader’s different personalities. Leaders should be able to have the skill of flexibility with the ability to deal with people from various backgrounds based upon their personalities. This personality of the leader plays the role of a differentiator between good and great leaders. It is a skill that provides the leader with the ability to

assess the best in everyone and assign roles that fulfil both the organisation's and individual's needs appropriately. This leads to a more detailed discussion of personality.

2.4.1 Personality

Leadership involves people, focusing on the aspect of working, engaging and managing young, mature and older employees. The key differences exist in working with different people with different values and beliefs. People from different backgrounds have different norms, beliefs, attitudes, and values. These background differences reflect their cultural heritages (Hofstede, 1984) that influence the actions and behaviours of different personalities of individuals (Hofstede, 2007; Smith and Canger, 2004). According to Funder (2012), personality is known as the patterns of emotion, behaviour and thought which seem to be remaining consistent over time and across situations.

People over the years have been able to learn not only about themselves but also about others by exploring a “*stable set of characteristics and tendencies that determine commonalities and differences in people's behaviour*” (Gibson et al., 1994: p.124). This set of characteristics is known as “personality,” and is associated and interrelated with attitudes, motivation, and learning. Gibson et al., (1994: p.124), asserts that “*any attempt to understand behaviour [by leaders] is grossly incomplete unless personality is considered*”. Consequently, leadership and personality are highly interrelated.

Certain leaders have strong personalities that are capable of influencing others. The personality of leaders can determine the way the organisations behave (Hogan et al., 1994; Smith and Canger, 2004). If the leader fails to be aware of and address these differences of values and beliefs of individuals, it will create conflict, miscommunication, misunderstanding, unproductivity, disruption of work behaviour and attitude and poor employee participation (Wong et al., 2008). This will lead to poor management or even failure that can be harmful not only to the manager's work but also

to the employees and overall organisational performance. Surveys have also shown that 65% to 75% of employees feel that the worst aspect of their job is their reporting line manager and the base rate for incompetent managers in corporate life range 30% to 75% (Hogan and Kaiser, 2005). The reason for incompetence in managers has been given as *“not having the characteristics needed for success”*, (Hogan and Kaiser, 2005). In order to prevent poor management that could cost the organisation 20 times an executive salary, it is essential for managers to be conscious of the characteristics of managerial failure on a level equal to the characteristics of managerial success (Gentry et al., 2006).

Personality is defined as the combination of stable physical and mental characteristics that gives an individual an identity of themselves (Kreitner and Kinicki, 2007). Personality can be an attribute in understanding leadership because behaviour is a function of personality, whence what one does is a function of who they seem to be (Mount and Barrick, 1998; Ployhart et al., 2001; Smither et al., 2005). Furthermore, personality theories in leadership studies have shown the ability to determine a trait which is consistent across adulthood and has longitudinal predictive power (Costa and McCrae, 1988; Ardel, 2000). An individual's values are likely to influence his or her behaviour in the workplace and the personality is the direct measure of actual behaviour (Wong et al., 2008). According to Hogan and Kaiser (2005), personality consists of two major aspects known as generalisations about human nature and systematic accounts of individual differences. Generalisations concern people who always live in groups and each group has a hierarchy status. This results in an *“important problem in life concerning getting along with people and achieving some measure of status”* (Hogan and Kaiser, 2005: p.170). This highlights the importance of a leader to have the ability to build lasting relationships and acquire status. Kaiser and Hogan, (2007: p.1) explain that in leadership *“personality matters as to who leaders are determines how they lead, for*

better or worse. Personality flaws shape judgment and sometimes lead to ill-advised decisions; they also prompt behaviours that create enemies, alienate co-workers, and undermine teams. Finally, leader personality is most consequential at the top, where there is great freedom of choice and much is at stake”.

The personality, values and beliefs that leaders have influences the leaders; interpretation, perception, usage of information in deciding what they should compete in, what goods or services to offer, resource allocation, and policy implementation that are consequential for organisations (Kaiser and Hogan, 2007). The perception and attitude of a leader plays an important part in an organisation, and are related to personality. Each and every individual is unique but to some extent have similar personalities. Personality has been described as a set of unseen characteristics that brings about a stable pattern of behaviour overtime in response to ideas, objects, or people in the environment (Alkahtani et al., 2011). Therefore, a leader’s personality has a significant influence on the way they think, feel and relate with people within the organisation.

One of the personality instruments known as the Big Five Model (BFM) is commonly used to assess personality, using five broad dimensions that have been agreed on by many researchers (Malkoça, 2011; O’Connor and Paunonen, 2007; Saucier and Ostendorf, 1999; Harms et al., 2011). Digman (1990) claims that the BFM provides useful dimensions with the characteristics of individual differences that can be measured with high reliability and validity and will be able to respond with an appropriate finding on the structure of personality. The BFM has been validated and used successfully across a number of cultures, in different languages and in various organisations provides further evidence for the relevance of this model in the use of personality assessment (O’Connor and Paunonen, 2007; Jang et al., 1996; Paunonen et al., 2001; Hurtz and Donovan, 2000). The BFM consists of emotional stability

(neuroticism), extraversion, openness, agreeableness and conscientiousness (Kreitner and Kinicki, 2007). Emotional stability is characterised as being tense, nervous and experiencing negative affect such as pessimism (Leung and Bozionelos, 2003). Extraversion is characterised as being outgoing, sociable, assertive and the experiencing positive emotional states. Openness refers to being intellectual, imaginative, open-mindedness, and broadness of interests. Agreeableness is characterised as being trustworthy, good-natured, sensitive and cooperative. Finally, conscientiousness reflects the characteristics of dependable, achieving, responsible, dutiful and disciplined individuals.

Some of the critics of the Big Five claim that it does not capture the entire human personality. One of the frequent criticisms is that the Big Five is not theory-driven. The Big Five is based on data-driven research that is clustered together under factor analysis (Boyle, 2008). Notwithstanding criticism of the model (Boyle, 2008; Clark, 1993; Bozionelos, 2003), the BFM has received widespread empirical support (Digman, 1990; Ostendorf and Angleitner, 1992; Goldberg, 1993) and has gained acceptance as the trait personality model that can provide the desired personality variable consistency across samples, contexts and cross-culturally (Jang et al., 1996; Paunonen et al., 2001; Goldberg, 1993).

Hogan and Kaiser, (2005) proposed a model for integrating the literatures on personality, leadership, and organisational effectiveness. The findings suggest that personality predicts leadership style and also that leadership style impacts employee attitudes and team functioning. These variables then predict organisational effectiveness. In addition, this indicates that there is a positive relationship between personality and leadership as many researches have attempted to link leadership and personality by incorporating the BFM (Goldberg, 1993; McCrae and Costa, 1995).

In a meta-analysis, Barrick and Mount, (1991) suggested that Conscientiousness correlates positively with job performance in five broad occupational groups. These are professionals, police, managers, sales, and skilled or semi-skilled work, and can signify that individuals who are dependable, organised, goal oriented and persistent seem to be high performers on any job. The study further reveals that Extraversion correlates positively with job performance in sales and management, and highlights interaction with people as the significant aspect of the job. Ployhart et al. (2001) assert that Extraversion and Openness to Experience predict performance specifically in leadership contexts. Openness to Experience is particularly correlated with cognitive ability, that shows a correlation with leadership emergence and perceptions of leadership (Bass, 1997; Judge and Bono, 2000; Hogan et al., 1994; McCrea and Costa, 1987). Another meta-analysis found that each of the Big Five Personality Traits except Agreeableness was strongly associated with leadership outcomes, particularly leader effectiveness and emergence (Judge et al., 2002) .

Another instrument that has been identified as assisting leaders to measure the personality and understand “*the habits of the mind that make up our interpretation of our day-to-day experiences and influence our choices,*” as suggested by Pearman (1999) is the Myers-Briggs Type Indicator (Myers and McCaulley, 1985; Myers, 1976). Wiggins, (1989: p.147) claims that this instrument is one of the oldest personality assessment tools and has been validated and accepted by the Educational Testing Service.

The MBTI instrument was developed on the basis of Jung’s (1923) four personality types, extraversion–introversion (EI), sensing–intuition (SI), thinking–feeling (TF), and judging perceiving (JP). This combination of preferences forms 16 psychological types. Similar to other personality instrument, MBTI assumes close connections between one’s

style, a professional tool and is known to be one of the most popular instruments for describing personality type in the field of leadership (Hautala, 2006; Hanbury et al., 2004). Despite MBTI being successful commercial instrument evidence supporting the MBTI as a valid measurement of style is inconclusive (Coffield et al., 2004). There has been considerable controversy over the MBTI's measurement of characteristics (Doyle et al., 1997; Healy, 1989; Merenda, 1991; Pittenger, 1993), and its construct validity has been repeatedly questioned, particularly to whether the constructs are best represented as opposing pairs (Bess and Harvey, 2002; Girelli and Stake, 1993).

The personality assessment illustrates the extensive scope of work- and life-related outcomes that are meaningful to organisation (Hough and Oswald, 2008). from Hough and Oswald (2008) determine the values of applied personality assessment across a number of areas. The personality assessment can foresee academic achievement, divorce, mortality, subjective well-being, and occupational attainment (O'Connor and Paunonen, 2007; Roberts et al., 2007; Malkoça, 2011). Moreover, personality also determines the outcomes across contexts: (Ozer and Benet-Martínez, 2006) ,while at the personal level, the personality scale scores relate to the happiness, physical, psychological health, spirituality, and identity of an individual. On the interpersonal level, personality is closely defined as the qualities of family, friends and personal relationships. At the social level, personality reflects on career choices, performance, job satisfaction and community participation.

The concept of personality in terms of work predicts overall job performance (Barrick et al., 2001; Hogan and Holland, 2003), task performance (Hurtz and Donovan, 2000), and performance in teams (Peeters et al., 2006). In the contextual performance of Organisational Citizenship Behaviours, personalities are measured at the level of humanity, job dedication, interpersonal facilitation, and generalised compliance

(Borman et al., 2001; Hurtz and Donovan, 2000; Organ and Ryan, 1995). For skills specification and individual competence, personality predicts training performance and skill acquisition (Barrick et al., 2001; Colquitt et al., 2000), goal setting (Nikolaou et al., 2007; Steel, 2007), teamwork (Barrick et al., 2003), and job and career satisfaction (Ng et al., 2005). Hough and Oswald, (2000) suggests that personality has a high correlation with managerial effectiveness, and promotion among leaders/managers, as well as on leader emergence and effectiveness (Bono and Judge, 2004).

Furthermore, a personality assessment provides a measure for organisations to identify employee engagement and also indicates harmful behaviours that are against the organisation's rules and regulations (Gruys and Sackett, 2003). The personality assessment also provides organisations with the ability to identify unpleasant behaviour, namely disciplinary actions and absenteeism (Ones et al., 2003). Thus, the personality assessment provides various important outcomes to the organisation both at managerial and organisational level. The BFM model of personality is practical because it predicts and clarifies the constructs and phenomena, i.e. characteristics at work. This study will be able to add to the academic literature by focusing on the personality traits and leadership styles that a leader needs in the banking industry. As discussed in the literature, there is a significant relationship between personality and leader behaviours that should be synthesised and analysed in the context of a study that focuses specifically on leadership and is essentially important for the banking industry.

Hogan et al. (1994) claim that personality has a significant influence on the leadership style of a leader. The leadership style indicates how the leader relates to the employees in the organisations. Of particular interest in this study are the theories of transformational and transactional leadership styles because as claimed by Howell et al. (1993) the transformational leadership style of financial managers positively predicted

the performance over a year period whereas the transactional leadership style did not. Furthermore, Geyer and Steyrer (1998) assert that Austrian bank branch leaders have a stronger positive relationship between transformational leadership and long- versus short-term performance. Geyer and Steyrer (1998) argue that the stronger positive relationship between transformational leadership and long-term performance are particularly due to transformational leaders having the ability to cultivate inspiration, commitment and cohesive culture within the bank. However, Bass (1998) stressed that in order to understand transformational leadership style it is important to first have the understanding of transactional leadership style as the transformational leadership style is an extended proposition of transactional leadership styles. This leads to the discussion of transformational and transactional leadership styles.

2.4.2 The Transformational Leadership Style and Transactional Leadership Style

There are different types of leadership style that are based on different assumptions and theories. Leadership style is known as the behavioural pattern including the beliefs, values and preferences and culture of leaders (Jogulu and Wood, 2008). Transformational leadership style is how leader leads an organisation through change and the ability of the leader to guide and direct followers focusing on one clear, directed vision through the application of the components of transformational leadership. As the banking industry continues to change drastically and progress through the twenty-first century, it is essential to have transformational leaders to spearhead this change. It is important to also understand transactional leadership style as transformational leadership concepts were built based on the transactional approach (Burns, 1979).

Transactional leadership style is known as the traditional management techniques that the leaders established in stressing the importance of work standards and task orientation. The leaders are working closely with the organisational goals, rules and

regulations that are usually achieved through rewarding or disciplining with punishment (Strategic Direction, 2011). Transformational leadership style is leaders that have the ability to motivate and inspire people towards the shared vision and also nurturing the individual interest by identifying the potentials (Jogulu and Wood, 2008). The transformational leaders plays a role in providing wider scope for intellectual and creativity development, that enhances the values of the individual working towards achieving the common shared vision (Strategic Direction, 2011). Downton (1973, cited in (Barnett et al., 2001), was the first to distinguish between transactional and transformational leadership.

However, Downton's theory was not seen until which Burn's work on political leaders was published in 1978 (Bass and Avolio, 1994). Burn differentiated the style into two different concepts known as ordinary (transactional) leaders, which comprises of the characteristic of tangible rewards, honesty and loyalty of followers. The second concept is known as the extraordinary (transformational) leaders characterised as those engaged with followers, with intrinsic needs, and raised consciousness about the significance issues and deriving with specific outcomes and innovation (Barnett et al., 2001; Judge and Piccolo, 2004; Clegg et al., 1999a).

The transformational concept was further developed by Bass, who disagreed with Burn that the "*transformational and transactional leadership represent opposite ends of a single continuum*" (Judge and Piccolo, 2004: p.755). Bass recommended that the transformational and transactional are two separate concepts and that ideally as a leader should be able to demonstrate both of the concept (Judge and Piccolo, 2004; Martin, 1997). Further, Bass stressed that transformational and transactional concepts are visible on the behaviours (Clegg et al., 1999a). One of the key reasons organisations are increasingly developing transformational leadership is that studies shown significant

association between the transformational style of leadership, and employees with significantly higher levels of satisfaction, performance, motivation, and commitment (Bass, 1998; Bass and Avolio, 1994) and organisations with higher levels of performance (Bass, 1998; Kreitner and Kinicki, 2007).

The transformational leadership is dominated by four dimensions known the “Four I’s” namely idealised influence, inspirational motivation, intellectual stimulation and individualised consideration (Bass and Avolio, 1994). Idealised influence or also known as charismatic demonstrates as being a role model to the followers. Leaders are “*admired, respected, and trusted*” (Bass et al., 2003: p.208). Inspirational motivation is the level of motivation that the leaders have in order to inspire in followers that encourages team work. This also leads to establishing vision of the future, being optimistic and enthusiastic. The leaders and the followers have to be creative, imaginative and contribute to the development of attractive, alternative futures (Bass et al., 2003). Intellectual stimulation persuades followers to be participative in being innovation and thinking out of the box in problem solving by questioning assumptions (Kreitner and Kinicki, 2007). Individualised consideration is associated with providing coaching, performance development, encouragement, support, empowerment and also recognising and appreciating individual’s needs and desires (Bass et al., 2003; Kreitner and Kinicki, 2007).

The transformational leadership enhances the leaders to motivate, engage trust, demonstrates self-sacrifice, shows moral, seeking opportunities for innovation and development and focusing on both themselves and the followers toward attaining objectives (Kreitner and Kinicki, 2007). Transformational leadership is the development of transactional leadership (Bass, 1998; Bass and Avolio, 1994). The transactional leadership stresses on clarifying the followers role and task requirements;

thus rewarding the followers with positive or negative rewards based on the performance (Bass, 1998; Kreitner and Kinicki, 2007).

Transactional leadership is the primary managerial activities comprises of planning, organising, goal setting, monitoring progress and performance, and rewards that influences the behaviour of the followers. According to Martin (1997) transactional leaders are a barrier to change and foster a climate of mediocrity. The transformational increases the performance in situation of change and uncertainty. With the rapid changes in the environment instigated the emergence of transformational leadership which is most appropriate in organisations which accompanied by the diversity in the workplace (Jogulu and Wood, 2008). The diversity in the workplace requires leaders that are prominent with the behaviour attributes of empowerment, inspirational, nurturing and employee development along with to be seen as a visionary with long terms direction and planning capacity (Jogulu and Wood, 2008). Kreitner and Kinicki (2007) explain that the primary influence of transformational leader behaviour is due to various organisational and individual characteristics. Therefore, an individual's life experience develops transformational leadership and that transformational leadership can be learned (Dvir et al., 2002a).

From the above discussion on personality traits and leadership traits it is clear that both the traits have the ability to influence the leader's behaviour. This research intends to examine the relations between the BFM personality traits and transformational and transactional leadership styles of the leader's in the banking industry of Malaysia. For instance in the study by Judge and Bono (2000) found positive relationships between extraversion, agreeableness, and openness to experience with transformational leadership. Similar findings were supported by the studies carried out by Judge et al. (2002) and also by Hirschfeld et al. (2008).

2.4.3 Interrelationship between Personality and Leadership Style

2.4.3.1 Openness to Experience and Transformational Leadership Style

Openness to experience is related to openness to change. Leaders are supposed to be willing and readily to take risks that lead in bringing changes to the organisation. Detert and Burris, (2007), assert leaders that have the capacity to be open are seen to be a good listener and thus willing to give the followers to voice out opinions freely. This increases the intellectual stimulation as individuals are given the opportunity to share their thoughts and it is being valued. In a study carried out by Hetland and Sandal (2003) revealed that openness to change was significantly correlated to Transformational Leadership style. Furthermore, Judge and Bono (2000), also found that there is correlation between openness to experience and Transformational Leadership style. A leader that is open to experience is considered to be creative, inventive, visionary and willing to embrace change. However, there have also been some studies that found there is no direct relationship between openness to experience and Transformational Leadership style except when a mediator is involved (De Hoogh et al., 2005). Therefore, in this study the following is hypothesised:-

H2a. Openness to Experience is positively related to Transformational Leadership style.

2.4.3.2 Conscientiousness and Transformational Leadership Style

Conscientiousness has shown to be related with Transformational Leadership style as Transformational leaders demonstrates achievement driven, influential, inspirational role models that motivate and stimulate for high standard and exceed expectations. Surprisingly, neither Judge Bono (2000) nor Lim and Ployhart (2004) found conscientiousness to display any significant correlation with Transformational Leadership style. Conscientiousness is associated with strong sense of direction,

cautious, deliberate and self-disciplined as suggested by Costa Jr and McCrae, (1992) there is a link between conscientiousness and contingent rewards. Bass, (1998) asserts that they are dependable, goes extra mile and adhere to responsibilities to fulfil objectives; they are unlikely to be passive leadership hence, the following is hypothesised for this study:-

H2b. Conscientiousness is positively related to Transformational Leadership style.

2.4.3.3 Extraversion and Transformational Leadership Style

Studies carried out by Judge and Bono (2000) and Lim and Ployhart (2004) resulted in extraversion showing a significant correlation with Transformational Leadership style. This was anticipated as extraversion seems to be attributes of transformational leaders. Extraverts are known to be charismatic leaders that have the ability to communicate, be persuasive, and able to rally others to perform. Further in a meta-analysis by Bono and Judge (2004) resulted in extraversion are closely linked to the charisma dimension of Transformational Leadership style. Thus, in this study it is hypothesised that:-

H2c. Extraversion is positively related to Transformational Leadership style.

2.4.3.4 Agreeableness and Transformational Leadership Style

Agreeableness is seen in transformational leaders as it cultivates the attitude of nurturing, generous and concern of others. Hetland and Sandal (2003), claimed agreeableness to be the strongest personality correlate with Transformational leadership style. Similarly Judge and Bono (2004), found that agreeableness resulted in the strongest relationship with Transformational Leadership style. A study by Rubin et al., (2005) supported the dimension of agreeableness as a predictor of Transformational Leadership style. The study also claimed that transformational leaders are more interpersonally sensitive than transactional leaders or those that rely heavily on

contingent reward. Supporting these arguments, Ross and Offerman (1991) also found positive relationships between several aspects of Agreeableness (e.g., compassion, nurturance). Given this argument the following is hypothesised:-

H2d. Agreeableness is positively related to Transformational Leadership style.

2.4.3.5 Conscientiousness and Transactional Leadership Style

Although transformational leadership style has shown to be closely related to several dimensions personality, the focus of transactional leaders place on efficiency and meeting expectations should also be considered. Transactional leaders focus on ensuring performance meets negotiated and clearly specified expectations are met. These leaders emphasise contingent rewards and reinforce the importance of meeting performance expectations. Meaning to say transactional leaders create shared norms associated with behaviours that manifest high levels of Conscientiousness. Given this the following is hypothesised:-

H2e. Conscientiousness is positively related to Transactional Leadership style.

2.4.3.6 Neuroticism and Transactional Leadership Style

Judge and Bono (2000) hypothesised a relationship between neuroticism and Transformational Leadership style. The reason for neuroticism and transformational leadership style to be related was it looks into the aspect of self-esteem and self-confidence. However, the study did not show any significant relationship with transformational leadership style. Similarly were seen by Felfe and Schyns (2006), that neuroticism was negatively related to Transformational Leadership style. It is noted that the attributes of neuroticism are influenced by lower self-esteem and higher anxiety and may experience more insecurity. Thus, they may experience avoidance or withdrawal

when confronted with a transformational leader, hence the following is hypothesised for this study:-

H2f. Neuroticism is positively related to Transactional Leadership style.

The findings on leadership styles and empirical studies are mostly conducted in western countries namely in the United States, United Kingdom and recently in Australia. Very few empirical studies have been carried out in Malaysia and very little are known about the style of leadership that is practiced and valued or the experiences of women in leadership roles in developing industrialised countries. Therefore, this leads the author to explore into the following session on gender differences in leadership behaviour and leadership style.

2.4.4 Gender differences in leadership behaviour and leadership style

The examination of gender's impact on the leadership behaviour has been widely researched. Some research indicated that there are behavioural differences between women and man in the workforce (Gibson, 1995; Rohmann and Rowold, 2009). Eagly and Johnson, (1990) reviewed 171 studies in a meta-analysis of gender differences in leadership and Eagly et al., (1995), carried out a study on 86 participants on gender and leadership effectiveness. According to Pounder and Coleman, (2002) women are characterised as sensitive, emotional, cooperative, expressive, warm, institutive, gentle, submissive, emphatic, talkative tactful and receptive to ideas as opposed to the men who are characterised as independent logical, objective, aggressive, confident, analytical, assertive, decisive, impersonal, ambitious and opportunistic. Gibson,(1995) displayed that there are two types of quality of gender known as agentic and communal attributes. Agentic are characterised as assertive, goal setting controlling, and confident. In the workplace agentic behaviours includes speaking assertively, competing for attention,

influencing others, initiating activity directed to assigned tasks, and making problem-focused (Eagly and Johannesen-Schmidt, 2001).

Communal characterised as the welfare of other people and interpersonally sensitive. In the workplace communal behaviours includes speaking tentatively, not drawing attention, accepting suggestions and ideas, direction, supporting, and interpersonal problems (Eagly and Johannesen-Schmidt, 2001). Gibson (1995), found that more women likely to emphasised on communal attributes and man on agentic attributes. According to Eagly and Johannesen-Schmidt, (2001: p.8) *“Gender roles thus have different implications for the behaviour of female and male leaders, not only because the female and male roles have different content, but also because there is often inconsistency between the predominantly communal qualities that perceivers associate with women and the predominantly agentic qualities that they believe are required to succeed as a leader.”* Schein, (2001) revealed that both women and men managers feel in order to be successful in the managerial role it is likely to be held by men rather than women.

Pounder and Coleman, (2002) found the notion of women and man gender characteristic facilitates the argument that women holds more towards the quality of nurturing, intimacy, relationship oriented style of leadership underlies the transformational leadership style. On the other hand, the men are oriented more towards the impersonal, task oriented underlies on the transactional leadership style (Pounder and Coleman, 2002). Similarly, was the evidence for the gender differences in leadership style found by Eagly and Johannesen-Schmidt, (2001), women are more toward participative style as compared to man more directive style. In a meta-analysis study carried out by Eagly and Carli (2003a), indicated that women to be slightly more transformational than men. The result indicated that men were more likely to have transactional and laissez-faire

leadership behaviours (Eagly and Carli, 2003b). Even though in the study the differences among women and man were small, “*the data attest to the ability of women to perform well in leadership roles in contemporary organisations*” (Weyer, 2007: p.32). Kreitner and Kinicki, (2007) emphasised that organisations have to identify leaders/managers that displays the laissez-faire leadership behaviour; to train and develop to use the behaviour associated with transactional or transformational leadership style.

Bass, (1998) devised the Multifactor Leadership Questionnaire (MLQ), an instrument intended to measure transformational and transactional leader behaviours. This instrument has been used widely to score research studies across various industry military, educational, and commercial organisations (Lowe et al., 1996). Using this MLQ instrument Bass has carried out research in 1985 among 24 leaders derived with a result that women are more transformational and on a separate survey carried out in New Zealand in 1984 with two sample size of leaders; sample one with 23 leaders and sample two with 45 professional administrator and managers resulted women were highly rated as transformational leaders as compared to men (Bass, 1998). Between the years 1986 to 1992 using the Multifactor Leadership Questionnaire with four separate surveys also concluded that women display more transformational leadership style and less of transactional leadership style (Bass, 1998). Bass, (1998) stressed in all the four samples the women attained higher on all the four components of leadership; inspirational motivator, intellectual stimulation, charisma and individualised consideration.

Thus with the agentic attributes that associated with the men and communal attributes associated with the women, derives the impact of gender on leadership style (Rohmann and Rowold, 2009). As evident above woman are more towards transformational

leadership style as comparison to men who are more of a transactional leadership style. The tendency for differences in women and men in transformational leadership style maybe due to the nurturing nature of women (Andersen and Hansson, 2010; Jogulu and Wood, 2008) with the strong element of development (Bass, 1998). One of the core aspects of transformational leadership is to develop and create awareness among followers on the importance of high performance. Thus, it reveals that women and men have different leadership style and as stated by Eagly and Johnson 1990 cited in Bass, (1998: p.248) *“the view, widely accepted by social scientists, experts on leadership that women and men lead in the same way should be substantially revised”*.

According to Bartram (2009) gender differences were found between the competencies of transformational leadership styles and transactional leadership styles. Competencies that comprises as transformational leadership styles are known as Supporting and Cooperating, Interacting and Presenting, and Analysing and Interpreting, which dominates the female gender as compared to the male gender. The competencies that comprises as transactional leadership styles are known as Creating and Conceptualising, Leading and Deciding, and Analysing and Interpreting, which dominates the male gender as compared to the female gender. Given this the following is hypothesised:

H3a: Transformational Leadership styles correlate positively with the female gender.

H3b: Transactional Leadership styles correlate positively with the male gender.

Understanding the leadership capacity, personality and leadership style needs of the leaders in the banking sector will enhance the capabilities to deliver its strategic objectives and business plans. With the instability of the workforce economic, diversity and talent, banks have to invest in the right people. In order to drive towards the needs

of minimising the leadership capacity gap and to compete in an increasingly diverse marketplace, it is essential for organisations to understand and manage to succeed.

2.5 Individual Performance Evaluation

The individual performance has expanded over the years to include core task behaviours, citizenship behaviours, and counterproductive behaviours. Core task performance refers to the daily routine task that an individual has to carry out. Citizenship performance refers to the extra behaviours engaged by employees that take the extra miles which are above the core task requirements, which seeks to drive the organisation effectiveness and bringing closer to the organisations objectives (Hunt, 1996; Organ, 1988). Counterproductive performance refers to voluntary behaviours in protecting and being aware of the well-being of the organisation (e.g., theft; (Bennett and Robinson, 2000)). In this study the performance behaviours in managerial ratings of subordinates' overall job performance will be carried out. In addition the senior level management will also use the same performance evaluation form to evaluate the selected participants on their performance. This is in order to have top management perceptions and expectations.

2.5.1 Scoring of the Performance Evaluation

The rational for choosing Performance Evaluation (adapted from the Bank – Anonymous, 2012) was because the instrument measures work performance, work attitude, personal qualities and managerial skills which is associated with the individual performance and expectation in the banking industry. In the Performance Evaluation scoring the individual participants direct reporting manager evaluates the respective participants based on the criteria of performance.

The maximum scoring of work performance is 25, work attitude is 20, personal qualities are 25 and managerial skills are 15, which sums up to a maximum total of 85. The actual total individual scores are then divided with the maximum possible scoring of 85 and it is then percentage to get the actual percentage of scoring. This is then provides with the final rating of the overall performance as shown in the Table 3 below:

Table 3: Overall Performance Scoring

Overall Performance Rating:	
<input type="checkbox"/> 90 – 100 %	Outstanding : Performance shows exceptional accomplishment and outstanding contribution to the organization
<input type="checkbox"/> 70 – 89 %	Commendable : Performance usually exceeds job requirements with significant contributions in some areas.
<input type="checkbox"/> 50 – 69 %	Average : Performance meets job requirements and assignments given are carried out satisfactorily.
<input type="checkbox"/> 40 – 49 %	Needs Improvement : Sometimes has difficulty meeting job requirements.
<input type="checkbox"/> below 40 %	Unsatisfactorily : Performance fails to meet the minimum job requirements most of the time.

This present study employed the technique of determining the manager's evaluation on the employees reporting to them based on various aspect of performance. This technique was adopted because of its accuracy and reliable method in specific managerial context of the banking industry as this instrument has been used across various banks to measure its employee's performance.

2.6 Demographic Factors

2.6.1 Level of Education

Education has been used as an indicator of a person's skill levels or productivity in many organisations (Benson et al., 2004) and has been a prerequisite in hiring decisions.

Education level is referred to the academic credentials or degrees an individual has obtained. The education level is known as a continuous variable and it is frequently measured categorically in research studies. In this study the term ‘educated leader’ is used to refer to those individuals who hold at least a bachelor’s degrees as it is essential to have it for an entry level into managerial positions within the banking industry.

2.6.2 Age

According to Ali and Davies, (2003) the job performance and productivity increases in alignment with age, however output is seen to be decreasing after the age of 40. This study also revealed that experience and knowledge profound to be a contributor to performance rather than age. Similarly stated Avolio et al., (1990), experience is greater than age as a contributor to performance.

2.6.3 Length of Service

A possible measure of experience might be from the number of positions that a leader has held previously. If a leader has held a several positions in a prior job within the similar industry or role before taking the current role can be considered to be more experience than those who are in the current positions only with a couple of positions or without any prior to this (Bettin and Kennedy Jr, 1990).

2.7 Hypotheses & Theoretical Framework

Table 4 summarises the developed hypotheses based from the preceding literature review:-

Table 4: Summary of Hypotheses

Leadership Capacity Gap - Competency	
Hypothesis 1a	Good leaders exhibit the personality trait of Extraversion that is positively associated with the competency of Leading and Deciding.
Hypothesis 1b	Good leaders exhibit personality trait of Openness to Experience that relates positively to competencies of Analysing and Interpreting and Creating and Conceptualising.
Hypothesis 1c	Good leaders exhibit the personality trait of Agreeableness which relates positively with the competency of Enterprising and Performing.
Hypothesis 1d	Good leaders exhibit the personality traits of Extraversion, Agreeableness, Conscientiousness and Emotional Ability that in turn, are associated positively with the competencies of Interacting and Presenting, Supporting and Cooperating, Organising and Executing and Adapting and Coping.
Hypothesis 1e	<p>Performance of good leaders positively relate to competencies of</p> <ul style="list-style-type: none"> i. Analysing and Interpreting ii. Organising and Executing iii. Enterprising and Performing iv. Leading and Deciding v. Creating and Conceptualising
Personality Traits and Leadership Traits	
Hypothesis 2a	Openness to Experience is positively related to Transformational Leadership style.
Hypothesis 2b	Conscientiousness is positively related to Transformational Leadership style.
Hypothesis 2c	Extraversion is positively related to Transformational Leadership style.
Hypothesis 2d	Agreeableness is positively related to Transformational Leadership style.
Hypothesis 2e	Conscientiousness is positively related to Transactional Leadership style.
Hypothesis 2f	Neuroticism is positively related to Transactional Leadership style.
Leadership Traits and Gender	
Hypothesis 3a	Transformational Leadership styles correlates positively towards the female gender.
Hypothesis 3b	Transactional Leadership styles correlates positively towards the male gender.

Theoretical Framework

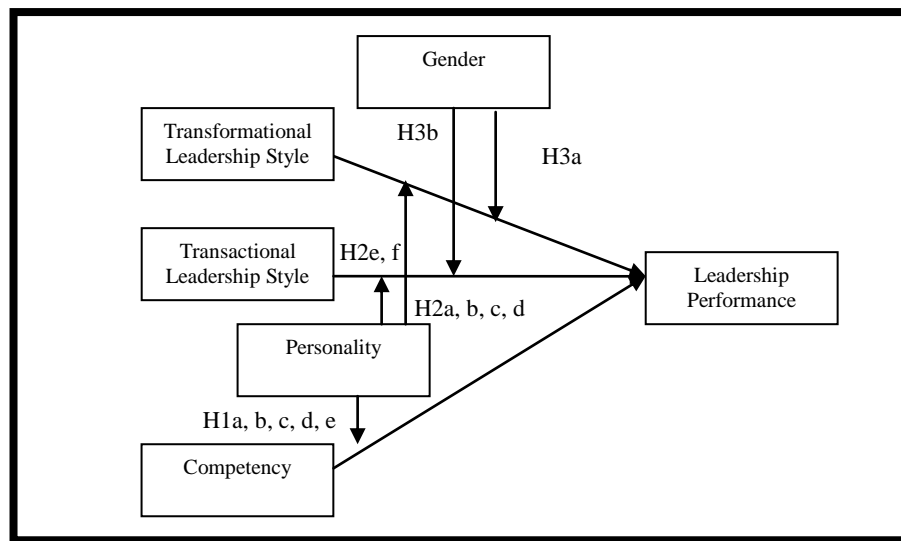


Figure 1: Theoretical Framework

Based on the literature review, the hypotheses and theoretical framework were developed. The hypotheses were drawn up through the use of the literature review to identify the gaps and uncertain relationships that may be productive from a managerial aspect. Assumptions about the role of the managers are clearer in the research framework. Thus, this research framework (Figure 1) illustrates the relationship between the independent and dependent variables that will contribute to performance. It is expected that the performance of the banking industry can be influenced by management factors such as the leadership style (Transformational Leadership Style and Transactional Leadership Style) and competencies and that these are in some way influenced by the personality aspect.

The leader's personality will determine their key competencies (H1a-He) and leadership traits (H2a-H2f). The leadership traits will possibly determine the gender role of the leaders (H3a-H3b). This is the basic structure supporting the research theory and it will

be possible to answer the research questions and meet with the research objectives of this current study. It presents a theory that explains why the problem under study exists and requires investigation. Therefore, this theoretical framework serves as a basis for carrying out this research successfully. The independent variables are competency, personality and leadership traits. The dependent variable is performance. According to Bhal et al. (2009: p.117), *“The significance of understanding leader behaviour is largely determined by understanding its impact on employee behaviour.”* This was supported by Rubin et al. (2009) and Choi (2011), who stated that the role of the leader is crucial in shaping the employees’ attitude, level of commitment and behaviour. The author feels that it is essential to investigate the dependent variables of competencies, personality and leadership traits with the independent variable of performance as they impact the behaviour and attitude of the leader.

In order to measure the level of competency the author uses the Great Eight Competency Model that illustrates the personality traits of the Big Five Model and also incorporates the leadership traits of transformational and transactional leadership styles. It provides an identification of the important competencies for a job role from this model and hence provides the type of personality likely to be best suited, which will be a factor assisting in the selection and development process. The personality will be measured using the Big Five Model. In this study the researcher analyses the correlations between each of the elements in the BFM (stability, neuroticism, extraversion, openness, agreeableness and conscientiousness) with leadership traits. The leadership trait is measured using the MLQ. Therefore, the framework in Figure 1 illustrates the relationship between the independent variable and dependent variables that are developed based on literature review.

Chapter 3 - Research Methodology

3.1 Introduction

Considering the diverse theoretical and empirical environment, this study of leadership presents significant challenges in terms of the choice of research methodology for the collection and analysis of data. This chapter will describe the approach that was adopted for the methodology, data collection method, sampling, instrument used and offer a justification for this approach.

3.2 Research Philosophy

Theories in social sciences are developed from selected philosophical paradigms. The concept paradigm varies between social sciences and business management. Generally, a paradigm is described as the process of scientific practice based on the views of people's philosophies. It is important to be aware of the different philosophical assumptions that underpin the research strategy and methods (Saunders et al., 2009; Collis and Hussey, 2009). According to Collis and Hussey (2009), the research paradigm is a philosophical framework that is established to guide the researcher in carrying out the research based on people's philosophies and assumptions about the world and nature of the knowledge. Saunders et al. (2009) suggested a useful model known as the "research onion", that explains in layers which begin with the research philosophy, the research approaches and selection of research strategy. Therefore, in this study the researcher has used the research onion model to determine the research paradigm and methodology, as detailed in Table 5. Concurrently, the researcher's view of the world determined how the researcher designed the research investigation, and collected and analysed the data (Collis et al., 2003).

Table 6, shows the comparison of four research philosophies in management research. The philosophy adopted will be influenced by practical consideration of particular relationship between knowledge and the process by which it is developed. In this study, the principle of positivism is used throughout, as existing theory and concepts were used to develop hypotheses and were tested using the quantitative survey. Research that adopts the positive paradigm is known to view the research as independent and not affected by the subject or the research (Saunders et al., 2009); in this study it is neutral and author tries not to influence the research in any way. The researcher is also aware that one of the major criticisms of the positivist approach is that it does not provide the appropriate method to carry out investigating the human being and human behaviour in an in-depth way. This is because positivism assumes that human behaviour is independent and derived from human observation of social reality. It seeks to focus on idiosyncrasies rather than looking at individual perceptions as unique cases. This is investigated by understanding the individual perceptions using the traces of commonalities and similar patterns to understand the context of human behaviour. The discussion covers the concepts of ontology, epistemology, and methodology to give an understanding of the nature of the research in order to decide on the appropriate paradigm and research design.

Table 5 : The Research Onion

The Research Onion	
Layer	Approaches
Research Philosophies	a. Positivism, b. Realism, c. Interpretivism (Phenomenology), d. Pragmatism
Research Approaches	a. Deductive, b. Inductive
Research Strategies	a. Experiment, b. Survey, c. Case study, d. Action research, e. Grounded theory, f. Ethnography, g. Archival research
Choices	a. Mono method, b. Mixed method, c. Multi method
Time horizons	a. Cross Sectional, b. Longitudinal
Techniques and procedures	a. Data collection and data analysis

Source : Saunders et al. (2009)

Table 6 : Comparison of four research philosophies in management research

Comparison of four research philosophies in management research				
	Positivism	Realism	Interpretivism	Pragmatism
Ontology: the researcher's view of the nature of reality or being.	External, objective and independent of social actors.	Objective. Exists independently of human thoughts and beliefs or knowledge of their existence (realist), but is interpreted through social conditioning (critical realist).	Social constructed, subjective, may change, multiple.	External, multiple, view chosen is to enable answering research question.
Epistemology: the researcher's view regarding what constitutes acceptable knowledge.	Only observable phenomena can provide credible data, facts. Focus on causality and law like generalisations, reducing phenomena to simplest elements.	Observable phenomena provide credible data, facts. Insufficient data means inaccuracies in sensations (direct realism). Alternatively, phenomena create sensations which are open to misinterpretation (critical realism). Focus on explaining within a context or contexts.	Subjective meanings and social phenomena. Focus upon the details of situation, a reality behind these details, subjective meanings motivating actions.	Observable phenomena and/or subjective meanings can provide acceptable knowledge dependent upon the research question. Focus on practical applied research, integrating different perspectives to help interpret the data.
Axiology: the researcher's view of the role of values in research.	Research is undertaken in a value freeway, the researcher is independent of the data and maintains an objective stance.	Research is value laden; the researcher is biased by world views, cultural experiences and upbringing. This will impact on the research.	Research is value bound, the researcher is part of what is being researched, cannot be separated and so will be subjective.	Values play a large role in interpreting results, the researcher adopting both objective and subjective points of view.
Data collection techniques most often used	Highly structured, large samples, measurement, quantitative but can use qualitative.	Methods chosen must fit the subject matter, quantitative or qualitative.	Small samples, in-depth investigations, qualitative.	Mixed or multiple method designs, quantitative and qualitative.

Source : Saunders et al., (2009)

3.3 Deductive Research

There are two general approaches to reasoning which may result in acquiring of new knowledge; these are known as the deductive research and the inductive research. The deductive research is a theory testing process that establishes theory or generalisation in seeking to see if the theory applies to specific instances (Bryman and Bell, 2007). Deductive research is mainly measured quantitatively. In contrast, inductive research is a theory building process that starts with observations of specific instances, that leads to seeking to establish generalisations about the phenomenon that is under investigation. Inductive research employs qualitative data using various data collection methods in establishing different views of phenomena (Bryman and Bell, 2007). This study is carried out to verify theory and concepts based on the literature, hence a deductive approach will be employed. Therefore, with the data collection and analysis, it enables the researcher to explore and develop theories that will subsequently relate to the literature (Saunders et al., 2009).

One of the advantages of using the deductive approach is that it explains the causal relationship between variables, where the researcher is able to develop hypotheses/objective for testing. The researcher may use a highly structured methodology to facilitate the replication as an important issue in ensuring reliability. As a result, this study will be generalised to understand the nature of leadership capacity gap in Malaysia, which, as mentioned in Saunders et al. (2009) is that the final characteristic of deductive generalisation. Collis et al. (2003) claim that “*generalisation is concerned with the application of research results to cases or situations beyond those examined in the study*”. It is important to understand that in a research to be able to generalise the findings depends on how well the sample represents the total population and how accurately data were collected and analysed. Therefore, generalisation can be

explained as the possibility to enhance the research in order for it to be more valuable. The researcher seeks to identify whether the findings of this research can be generalised beyond the specific context of the banking industry and thus also be valid, applicable and relevant in other industries.

3.4 Ontology

Ontology reflects the research in a fundamental way that is concerned with nature of reality. In terms of ontology, this study is based on a positivist paradigm. According to this paradigm, reality is external and objective to individuals, and can be measured by research instruments; for instance, questionnaires (Collis and Hussey, 2009). This is contrasted with the view of interpretivist paradigm, which claims that reality is subjective and people have their own sense of socially constructed reality, hence there are multiple interpretations of reality (Collis and Hussey, 2009). Within the social research aspect, the key ontological questions concern, argue Ritchie and Lewis, (2003: p.11), *“whether or not social reality exists independently of human conceptions and interpretations; whether there is a share or common social reality or just multiple context specific realities; and whether or not social behaviour is governed by ‘laws’ that can be seen as immutable or generalisable.”* There are three types of ontology; namely, realism, which claims there is an external reality existing independently of people’s beliefs; materialism, which asserts there is a real world but only the material features that keeps the world into reality; and idealism, which claims that reality is only knowable through the human mind and socially constructed values (Ritchie and Lewis, 2003).

Hussey and Hussey (1997) claim that the study of human behaviour should also be carried out in the same manner as the studies of natural sciences. Hussey and Hussey (1997) assert that the positivist law provide with the explanation which anticipates the

phenomena that predicts the controllable occurrences. They argue that this establishes the causal relationship between the variables that links to the deductive theory.

In this study, the researcher applied the realist ontology, which is based on the assumption in the social world that it is independent of people's beliefs. This realist ontology gives the researcher an awareness of the nature of social phenomena and interactions to view the participant's perceptions in an objective-meaning process in establishing the cause and effect relationship.

3.5 Epistemology

Epistemology explains the relationship between the researcher and that which is being researched (Collis and Hussey, 2009). According to Saunders et al. (2009), epistemology "*concerns what constitutes acceptable knowledge in the field of research*".

In this study, the researcher's view of what is considered vital are the objects that are considered "real". Therefore, these objects have a separate existence to that of the researcher and for that reason the researcher claims that the data collected with minimal bias and are more objective (Collis and Hussey, 2009). Hence, as a positivist paradigm, the object of the study is independent of the researcher; the researcher would discover knowledge and verify through observations or measurement of the phenomena, which means he or she would have less authority over the data collected and external reality.

On the other hand, the interpretivist paradigms recognises that the researcher has to participate in the real world to gain a better understanding and has feeling and attitudes with regards to the object of research (Saunders et al., 2009). The researcher is also aware that the interpretivist perspective is highly appropriate in the case of business management research, particularly in the field of organisational behaviour, marketing and human resource management due to the complexity and uniqueness (Saunders et al., 2009). Therefore, considering that the interpretivist perception may be applicable to

this research, the researcher decided to use a highly structured methodology to carry out the data collection, analyse the data and facilitate replication to authenticate the investigation (Saunders et al., 2009).

3.6 Axiology

Axiology is the role of values in the research choices (Saunders et al., 2009). It is vital to consider how the researcher's own values have an impact on the research process. Saunders, Lewis and Thornhill (2009) claim that the researcher's values are the guiding reason for our action in terms of making judgment on the research topic and approaches. It is equally important to have complete understanding and awareness on self-values that are apparently transparent to recognise and articulate the research process. Ideally this would strengthen the research in terms of transparency, ability to minimise biasness in defending the choices based on personal values. As it adopts a positivist philosophy, this study claims that the process of research is free from the researcher's values and hence the object of the research is not be affected by the research process (Collis and Hussey, 2009). However from the perspective of the interpretivist, the research process is a reflection of the researcher's own values and involvement of the researcher in the research (Collis and Hussey, 2009). The researcher is interested in the interrelationship of the objects that is being studied in this research. The researcher also believes that these objects were present before the researcher took an interest in this area of research (Hussey and Hussey, 1997). Table 7, summarises the assumptions of the positivist paradigm.

Table 7 : Assumptions of the main paradigm

Assumptions of the main paradigm		
Assumptions	Question	Positivism
Ontological	What is the nature of reality?	Reality is objective and singular, separated from the researcher.
Epistemological	What is the relationship of the researcher to that of the research?	The researcher is independent from the research.
Axiological	What is the role of values?	Value free and unbiased.
Rhetorical	What is the language of the research?	Formal, set definitions, passive voice, and accepted quantitative words.
Methodological	What is the process of research?	1. Deductive - looking at cause and effect. 2. Static design - categories isolated before the study. 3. Context free 4. Generalisation leading to prediction, explanation and understanding. 5. Accurate and reliable through validity and reliability.

Source : Collis and Hussey, (2009)

3.7 Quantitative and qualitative

By investigating the leadership context in terms of identifying the gaps in the study leadership in the banking industry in Malaysia, the primary focus of the research is to address key issues of leader's key competencies and personality traits and to attempt to close these gaps. A key question in this regard was whether to employ a quantitative or qualitative research method. Quantitative research is a formal, objective and systematic approach which is quantifiable that uses numerical data (Saunders et al., 2009). For example, Antonakis et al., (2004) distinguished between quantitative and qualitative research methods for studying leadership. Antonakis et al. (2004: p.55) noted that *"because the vast majority of research that is conducted in leadership domain is quantitative in nature and because theory can be tested appropriately only with quantitative method"* they decided to focus on quantitative paradigm and its associated methods in their review. Quantitative methods include laboratory

experiments, field experiments, field studies and survey research. The quantitative research approach is used to describe variables, to examine the relationship among variables and also to determine the cause and effect between the variables. It is rooted in statistic and numbers; hence quantitative research has the ability effectively to transform data into quantifiable graphs and charts. The qualitative approach is more subjective as it involves examining and reflecting on perceptions to gain an understanding of social and human processes that generates non-numerical data. In order to produce a rich and deeper understanding of data and investigation of the problem, a mixed method approach is normally used (Sekaran, 2003).

“The quantitative strategies for studying leadership have dominated the literature over the past 100 years” (Avolio et al., 2009: p.422). In a review of the research methods carried out by Lowe and Gardner (2001) revealed that during the first 10 years of *The Leadership Quarterly* 71% of articles employed a quantitative research based approach. This did not change greatly in the second decade of *The Leadership Quarterly*, as the proportion of articles carried out using quantitative research was slightly than in the first decade (Gardner et al., 2010), as seen in Table 8. However, an analysis by Bryman (2011) on the empirical articles published in *Leadership* in its first five years of publication revealed a contrasting outcome, as seen in Table 9. Hence, *“there is a tendency for quantitative research to predominate in the field of leadership and for qualitative research to have a minor role”* (Bryman, 2011: p.76). The findings for the *Leadership Quarterly* by Lowe and Gardner (2001) and Gardner et al. (2010) show the methodological preferences of journals/researchers/authors in this field. It could be argued leadership researchers *“will have to contemplate a wide range of research methods as well as mixing methods” to produce greater findings*” (Bryman, 2011: p.82).

Table 8: The relative incidence of qualitative research, quantitative research and mixed method research in leadership

Research Method	<i>Leadership Quarterly's</i> first decade	<i>Leadership Quarterly's</i> second decade	<i>Leadership's</i> first five years
	%	%	%
Quantitative Research	71	87	21
Qualitative Research	39	24	68
Mixed Method Research	13	12	11

Source: Bryman (2011); Gardner et al. (2010); Lowe and Gardner (2001)

Researchers in leadership seeking to answer questions on various aspect of leadership have found experimental and quantitative methods to be insufficient to explain their studies (Conger, 1999; Hunt, 1999). As a result, qualitative research has been explored and has increased in the field of leadership that views it as a relational phenomenon (Bryman et al., 1996; Sumner-Armstrong et al., 2008; Bryman, 2004; Conger, 1998). Qualitative research can be conducted in the form of ethnography, content analysis or observation, among others (Kroeck et al., 2004). Thus, there has been increased recognition of the strengths of qualitative research generally. Bryman et al. (1996) argue that the importance of qualitative research in the study of leadership is associated with organisational type and occupational settings and provides new insights into the dynamics of leadership.

Table 9 shows that numerous studies of leadership used both the qualitative and quantitative research to investigate various aspect of leadership; namely gender differences, leader behaviours, and leadership style. Based on the above discussion, with the wide usage of both qualitative and quantitave research, as evident in Table 10, it seems clear that there is sound reasoning for incorporating both the quantitative

approach to understand the possible relationship of the developed hypotheses using various instruments as discussed in order to be able to answer the research questions and meet the research objectives, as well as the qualitative approach in order to have an in-depth analysis of the subject and various viewpoints due to the complexity of leadership.

The qualitative aspect helps to see the “human” side of leader’s. Therefore, qualitative methods are also effective in identifying intangible factors, such as gender roles, age, and a good leader’s characteristics, whose role in the research issue may not be readily apparent. When a qualitative method is used along with quantitative methods, qualitative research can help to interpret and better understand the complex reality of the research issues as highlighted in the study and the importance of quantitative data. Importantly the findings from qualitative data are more often extended to people with characteristics similar to those in the study population. Gaining a rich and complex understanding of a specific social context or phenomenon typically takes precedence over eliciting data that can be generalised to other geographical areas. Table 11 shows the classification of research methods in the field of leadership.

This study seeks to use a quantitative approach as the primary method of data gathering in the form of survey and analysis, due to time constraint and restriction from the banking industry of Malaysia. The technique of surveys provides an avenue to introduce and clarify the research to the respondents (Sekaran, 2003). At the same time, the study will also get the reporting line manager to access the performance of the subordinates. The questionnaires are associated with positivism methodology (Collis and Hussey, 2009).

Table 9: Studies of leadership based on qualitative and quantitative research

Year of publication and author(s)	Sector	Research design	Research methods	Nature of key findings	Leadership style and leader behaviour emphasised	Relationship between quantitative and qualitative research
Rosener (1990)	Women managers in USA	Quantitative and Qualitative: Cross-sectional design	Qualitative: qualitative interviews. Quantitative: self-administered questionnaire	The distinctiveness of women's leadership styles.	Women more likely than men to engage in transformational leadership and less likely to engage in transactional leadership. Also, more likely to encourage participation and tend to rely less on formal authority.	Quantitative research generated research questions that were followed up in the qualitative research.
Kirby et al. (1992)	School education in USA	Quantitative and Qualitative: cross-sectional design	Qualitative: qualitative interview. Quantitative: self-administered questionnaire (MLQ) administered to educators regarding their supervisors	Relationships between transformational and transactional leadership and outcome measures (satisfaction and effectiveness). Behaviours and characteristics of extraordinary leaders.	Quantitative research addressed traditional dimensions of transformational and transactional leadership. Qualitative research emphasised importance of leaders: being supportive, honest, knowledgeable, modelling of behaviour expected, challenging followers to grow, communication, and everyday acts (e.g. organising, scheduling).	Qualitative research uncovered aspects of leader behaviour viewed as desirable by interviewees but not covered by MLQ. Also, charisma less important in qualitative research than in quantitative research.
Coleman (2000)	Secondary school head teachers in UK	Quantitative and Qualitative: Cross-sectional design	Quantitative and qualitative: replies to closed and open questions in a self-administered questionnaire data respectively used	Distinctiveness of female head teachers' leadership styles.	Tendency to identify with female rather than male traits, although some identification with the latter. Tend to be people oriented and collaborative.	Qualitative data largely complement and expand upon quantitative findings.

Year of publication and author(s)	Sector	Research design	Research methods	Nature of key findings	Leadership style and leader behaviour emphasised	Relationship between quantitative and qualitative research
Egri and Herman (2000)	Leaders in non-profit and for profit environmental organisations in US and Canada	Quantitative and Qualitative: Cross-sectional design	Qualitative: qualitative interview. Quantitative: self-administered questionnaire	Distinctive values of leaders of environmental organisations and of leaders of non-profit organisations. Leadership styles of leaders in the two types of organisations.	Leaders of environmental organisations tend to practice both transformational and transactional leadership.	Qualitative data are mainly quantified through content analysis. These and the other quantitative data employed for different aspects of overall enquiry. In addition, qualitative data used to illustrate quantitative findings.
Shamir et al. (2000)	Israeli Defence Forces	Quantitative and Qualitative: Cross-sectional design	Qualitative: qualitative interview. Quantitative: self-administered questionnaire (MLQ) administered to educators regarding their supervisors	Impact of leader behaviours on different outcomes.	Importance of leader behaviours like role modelling, educating and giving a sense of collective identity. Differences between armour and infantry leaders.	Qualitative research complements quantitative research by showing wider range of leader behaviours than in quantitative research.
Mizrahi and Rosenthal (2001)	Social change coalitions in US	Quantitative and Qualitative: Cross-sectional design	Qualitative: focus groups and responses to open questions in structured interview. Quantitative: structured interview.	Forms of leader behaviour associated with successful coalition building.	Importance of leaders being persistent, having vision, and possessing necessary skills and knowledge.	Focus group used in generating survey questions. Answers to open questions complement quantitative research and gave insight into leadership processes in coalition formation.

Year of publication and author(s)	Sector	Research design	Research methods	Nature of key findings	Leadership style and leader behaviour emphasised	Relationship between quantitative and qualitative research
Trevelyan (2001)	Academic research teams in UK	Quantitative: cross-sectional design. Qualitative: multiple case study (5)	Qualitative: ethnography (observation and semi-structured interviews). Quantitative: self-administered questionnaire	The impact of a leadership style that allows high levels of autonomy.	Scientists responded best to a leadership style that combined a high level of involvement in the team's work on the part of the leader with a low level of direction.	Some of the quantitative and qualitative data were mutually reinforcing. In addition, they entailed the investigation of different components.
Sagie et al. (2002)	Textile company in Israel	Quantitative: cross-sectional design. Qualitative: case study	Qualitative: qualitative interview. Quantitative: self-administered questionnaire	How far leaders' direction and their participativeness have implications for job satisfaction and organisational commitment.	Important for leaders to allow some direction (e.g. vision) while simultaneously being participative.	Qualitative data broadly support quantitative findings. Combines confirmation with a discovery approach.
Martin et al. (2003)	University heads of department and subject coordinators in Australia	Quantitative and Qualitative: Cross-sectional design	Quantitative and qualitative: qualitative interview used for collection of both quantitative and qualitative data	The ways, in which the leadership of teaching is perceived by heads, subject coordinators of large courses, and by teachers.	Heads and subject coordinators frequently had different conceptions of leadership. For example, heads were more likely to emphasise instilling a bureaucratic structure; coordinators to emphasise negotiation. Teachers had yet another view. Relationship between teachers' experience of teaching and approaches to teaching.	Two sets of findings are employed to deal with substantially different research questions: one set to do with experiences of leadership (qualitative); other set to do with relationships between variables (quantitative).

Year of publication and author(s)	Sector	Research design	Research methods	Nature of key findings	Leadership style and leader behaviour emphasised	Relationship between quantitative and qualitative research
Shamir and Lapidot (2003)	Israeli Defence Forces	Quantitative: longitudinal. Qualitative: Cross-sectional design	Qualitative: qualitative and group interviews; responses to open questions in questionnaire. Quantitative: self-administered questionnaire	Cadets' levels of trust in team commanders and their variation over time. Significance of trust in system in which leadership embedded.	Forms of behaviour associated with trust in leader.	Qualitative research complements quantitative research by showing trust in leader is a collective as well as individual phenomenon.
Voelck (2003)	University library managers in USA	Quantitative and Qualitative: Cross-sectional design	Quantitative and qualitative: qualitative interview used for collection of both quantitative and qualitative data	Gender differences in managerial style.	Male and female managers differ in self-descriptions of management traits. Male managers are more directive; female managers are more supportive.	Qualitative data are used broadly to support the quantitative findings and to expand on them

Source : Bryman, (2004)

Table 10: Classification of Research Methods in the field of leadership

	Research Method	Author & Year
1	Questionnaire	Greene (1975)
2	Experiment	Barling et al. (1996); Howell and Frost (1989); Lowin and Craig (1968); Rush et al. (1977)
3	Observation - Structured observation	Luthans and Lockwood (1984)
4	Observation - Observation in qualitative Studies	Maitlis and Lawrence (2007); Roberts and Bradley (1988)
5	Interview - Structured interview	Mizrahi and Rosenthal (2001)
6	Interview - Qualitative Interview	Maitlis and Lawrence (2007); Roberts and Bradley (1988); Trevino et al. (2003)
7	Content Analysis - traditional content analysis	Bligh et al. (2004); Meindl et al. (1985)
8	Content Analysis - historiometric studies	Mumford (2006)
9	Content Analysis - qualitative/textual content analysis	Boje et al. (Chapter - 38); Jackson and Guthey (2007); Mumford and Van Doorn (2001)
10	Discourse analysis	Alverson and Sveningsson (2003)
11	Meta-analysis/systematic review	Avolio et al. (2009); DeGroot et al. (2001); Lord et al. (1986)
12	Mixed methods research	Berson and Avolio (2004); Holmberg et al. (2008); Rowland and Parry (2009)

Source: Bryman et al., (2011)

The questionnaires are carefully structured questions, chosen based on the literature with a view to eliciting reliable responses from a chosen sample. The aim is to have an understanding of what the selected participant's perception on the subject of research (Collis and Hussey, 2009). In this study, this would focus on participants' views of the situation being studied, to seek understanding of necessary characteristics, personality and leadership traits that are vital for the researcher to have a depth understanding of the perception of the respondents to understand the key competencies.

3.8 Survey

Survey is a strategy used to answer questions that have been raised in the study and to solve the problems that have been identified. It also provides an assessment of the set

goals in determining if the objectives are met (Graziano and Raulin, 2004). It establishes the baseline and comparison can be made to analyse the trends across time and describe what exists, in what amount and in what context (Graziano and Raulin, 2004). Table 11 shows the methods that maybe relevant to different types of research based on types of research questions. In this study, the survey strategy is adopted as this research seeks to address descriptive and explanatory questions with the aim of producing a first-hand understanding of people and events. It is an appropriate strategy of data collection from a population of interest that later can be generalised back to the population. Furthermore, it tends to be quantitative in nature and aims to gather information from a sample of a population through the use of structured and standardised questionnaire. It also involves examining the relationships among variables. Finally, the survey is well suited to gathering demographic data that describe the composition of the sample.

Table 11: Different Research Strategies

Research Strategy	Form of Research Question	Control over behavioural events?	Focuses on contemporary events
Experiment	how, why	yes	yes
Survey	who, what, where, how many, how much	no	yes
Archival Analysis	who, what, where, how many, how much	no	yes/no
History	how, why	no	no
Case Study	how, why	no	yes

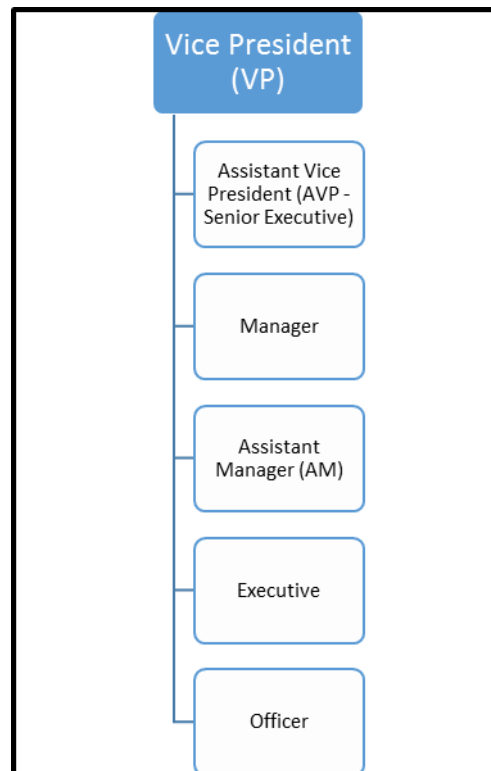
Source : Yin, (1994)

3.9 Questionnaire Development/Instrument

This study consists of an in-depth questionnaire targeted at leaders in the banking sector in Malaysia. Figure 2 shows the organisational structure of the selected bank. It consists of the Vice President as the top leader, followed by the Assistant Vice President, Manager, Assistant Manager and Executive. The focus is to have a clear and specific

understanding of leader's key competencies based on their behaviour and personality to provide recommendations to identify and develop current and future leaders as well as for training and development and recruiting and selection to use when having to deal with the complex themes of personality, aptitude, motivation and values.

Figure 2: Organisational Structure



The following methods are used in determining the 'good leaders'

- a. The organisation's Key Performance Indicator (KPI) are used to identify the 'good leaders' and the 'average leaders.' The KPI's are rated from 1 to 5. Score Rating of 1 = exceptionally above average, 2 = above average, 3 = average, 4 = below average, 5 = unable to meet the requirements. 'Good leaders' are sampled as leaders (Assistant Manager, Executive and Officer) who scored the year end appraisal rating as '1's and '2's which indicates that the leader's achievement is above average scoring. 'Average leaders' are sampled as leaders (Assistant Manager, Executive and Officer) that scored the year end appraisal rating as '3's and '4's which indicates that the leader's achievement is average or below average scoring.

- b. The second method used to identify a 'good leader' was to seek the judgement of senior executives to evaluate the performance of their leaders. This was done to understand from their point of view on what being a 'good leader' means. This is a top-to-bottom management review. These are potential leaders who are likely to move on to the next level.
- c. Finally, to determine a 'good leader' the researcher looked at the career hierarchy of leaders who have been promoted internally from Officer to Assistant Manager Position.

In this study, the establishment of the competencies, personality and leadership traits are used to evaluate the leadership qualities of the bank leaders using the Great Eight Competency Model, Big Five Model and Multi-Factor Leadership Questionnaire. These instruments have been validated and used successfully across a number of cultures in different languages in various organisations. Specifically, in this study the researcher analysed the correlations between each of the elements in the BFM (stability, neuroticism, extraversion, openness, agreeableness and conscientiousness) with leadership styles. A self-report questionnaire on the BFM measured the levels of core personality traits, which are stability, neuroticism, extraversion, openness, agreeableness and conscientiousness, to derive with perspectives on what types of individuals might be leaders, and what these individuals associate with leadership. The Great Eight Competency is a useful model for talent management. The MLQ was used to measure transformational and transactional leadership traits that are vital for leaders. Therefore, this model is applicable in this study to identify and measure the key leaders that are responsible for leading and developing future leaders.

The performance evaluation instrument is used to measure the evaluation of the senior level management on the selected participants based on their performance. This is to understand top management expectations and evaluations in terms of leadership

attributes that are essential for the selection and development of the future potential leaders as this strengthens the interpretation of their performance within the organisation. This positions individuals relative to the market and the organisation's strategy.

Organisations usually evaluate the underlying intellect, leadership and interpersonal skills against top management benchmarks. This gives a comprehensive assessment of personal qualities and leadership potential. It is also meaningful to analyse the middle management expectations and evaluation from the year-end appraisal scoring of rating.

Finally, enables the researcher to provide with the recommendations to develop current and potential leaders. This helped to identify and evaluate where the critical skills and capabilities lie in leaders of the bank. This leadership analysis can then be compared with the organisation's plan, ultimately generating a route map for the way forward in terms of personal skills development as well as new skills required.

By recognising the competencies it would be useful for the banking industry to know the 'gap' in leaders and areas of training and development that are required to enhance skills in the people with the knowledge and skills required to deliver the job. Therefore, the researcher believes that the BFM, Great Eight Competency Model and MLQ models are suitable because the models are recognised as being among the most advanced, are used widely and have been academically validated; hence they are replicable for this study.

3.9.1 Measurement of Demographic Variables

Previous studies have demonstrated that leadership aspects are related to age, education, salary, job level, and management experiences (Schein, 2001; Kreitner and Kinicki, 2007; OECD, 2008; Judge and Piccolo, 2004). Consistent with previous studies, this research also collected data on the following demographic variables:

- Gender
- Age
- Education level
- Years of employment experience
- Current position
- Number of years in current position
- Previous performance appraisal rating
- Service excellent award

3.10 Validity and Reliability Issues

3.10.1 Reliability

According to Saunders et al. (2009) reliability analysis is used to evaluate the stability and consistency of the measurement items in each latent construct. The factors that determines deletion of an item are dependent on its corrected items to total correlation and the questions asked whether this deduction improved the corresponding alpha values (A Parasuraman et al., 1988). A high reliability analysis identifies these as reliable questionnaires. Therefore, from the perspective of a positivist, the replication of research is important (Collis and Hussey, 2009). In this study, the Cronbach alpha analysis was used to measure the reliability and confidence of the question (Sekaran, 2003). The personality traits questionnaire adopted from the Big Five Inventory is at 0.90 and the Great Eight Competency Model “empirical validation found the average of correlation across 125 jobs between the competency is at 0.86” (Bartram, 2006). The leadership traits questionnaire adapted from MLQ is at 0.83 (Judge and Piccolo, 2004). The Cronbach alpha value of the questionnaire used in this study is high and exceeded

the coefficient of 0.70 recommended by Nunnally (Nunnally, 1967, 1978; Peterson, 1994).

3.10.2 Validity

The validity of the instrument plays a vital part in a research as it ensure that the data collected represent the intention of the research (Collis and Hussey, 2009). Hence, in this research a pre-test was conducted to make sure that the respondents understood the question and error of measurement. The validity of the instruments had been tested in previous studies.

The value of personality traits has received substantial research attention over the years (Hurtz and Donovan, 2000; Jang et al., 1996; Malkoça, 2011; O'Connor and Paunonen, 2007; Paunonen et al., 2001; Saucier and Ostendorf, 1999). Similarly, the Great Eight Competency Model has been used and tested since 2001 (Bartram, 2009; Kurz and Bartram, 2002), and this model has received the universal status. Bass (1998) devised the Multifactor Leadership Questionnaire (MLQ), an instrument intended to measure transformational and transactional leader behaviours. This instrument has been used widely to score research studies across various industry military, educational, and commercial organisations (Lowe et al., 1996). This explains the internal validity of the instruments, while the external validity refers to the findings that can be generalised to particular persons, settings, or times (Ghauri and Grønhaug, 2002). In this research, the external validity is used as a basis for generalising the implementation of key competency, personality traits and leadership traits in the financial institution in developing leaders today in securing potential leaders for tomorrow. The importance of understanding validity has an effect on the research findings. If the research lacks construct validity, the findings are seen to be meaningless, destroying the internal and external validity of the findings (Ghauri and Grønhaug, 2002).

3.11 Population and Sampling Procedure

Purposive sampling method, a form of non-probability sampling is used. Purposive sampling is defined as a sampling method which groups participants according to pre-selected criteria relevant to a particular research question (Sekaran, 2003). This method is used to obtain information from specific target group, confined to specific types of people who can provide desired information, either because they are the only ones who have it or conform to some criteria set by the research (Sekaran, 2003). It is useful in this study as a targeted population can be reached quickly and there is strong likelihood of obtaining their opinions (John and Ross, 1998). According to Sekaran, (2003) the appropriate sample size of a study should be more than 30 and fewer than 500 for most research.

In this study concerning leadership in the banking industry in Malaysia, the target population is all the leaders that are working in the banking industry. There are 63 banks across Malaysia. However, due to restriction of access and data protection the researcher was only able to carry out the study on one established bank through personal contacts. The survey was carried out across four divisions of the established bank namely; the Payments Division, Loan Division, Foreign Ex-change Division and Operations Division. Given the nature of the research and time factor, the target population total employees are 315, out of which 188 are leaders and approximately 130 were targeted. The stratified sampling method is used to select the participants as the researcher is interested in specific characteristics of the population. Therefore, the quantitative study is focused on leaders that have achieved score rating of '1's, '2's, '3's and '4's on the KPIs for the year end appraisal. Every 3rd person on the list was selected for this study. The sample size based on the population of 188 leaders was approximately 130, (Krejcie and Morgan, 1970), as per Table 12.

Furthermore, in this study, the sample size of 15 senior executives were used to evaluate the performance of each of their leaders. The purpose of this was to have a holistic understanding on the perspective of leadership.

Table 12: Determining Sample Size from a Given Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: 'N' is population size and 'S' is sample size.

Source : Krejcie and Morgan (1970)

3.11.1 Response Rate

In this present study, although the sampling target was 130 respondents for a population of 188 (Krejcie and Morgan, 1970), 300 questionnaires were sent out. There were 162 completed questionnaires returned, but only 150 were usable. This indicates a response rate of 50 per cent . For questionnaires, as a ‘rule of thumb’, a 30 per cent return is seen as fairly satisfactory and more than 50 per cent is good (Gillham, 2000).

3.12 Questionnaire Distribution

A pilot study was carried out among selected participants from the banking industry. The test is necessary to detect the understanding of context, to identify the weakness of phrases/wordings, format and also to correct any other errors.

In the research field work, the method of questionnaire distribution was through self administered distribution and as an alternative, e-mail, to the potential respondents for the data collection. The potential respondents were approached first through self administered distribution. However, when the response rate was low in a given timeframe, the questionnaires were distributed via Internet link to the corresponding financial institutions. According to Andrews et al. (2003) online surveys are a feasible measure to accomodate the principles of paper questionnaire design and provides automatic feedback with completion rate, prevent survey alterations and also provides automatic transfer of responses to a database. Furthermore, considering other aspects that may impact the research investigation, such as conventional accessibility, cost, datelines and also the nature of the research, the online survey is the best solution.

3.13 Data Analyses

3.13.1 Descriptive Statistic Analysis

In this study, descriptive statistics are used to enable the researcher to synthesise and analyse the quantitative data (Locke et al., 2010). In the process of completing the task of data collection, a preliminary analysis was conducted to identify the response rate, validity and reliability of the study construct. For this, purpose reliability tests were conducted to identify the reliability and validity of Big Five Personality, Great Eight Competencies Model and Multi Factor Leadership Questionnaire. In this study the descriptive statistics were used to enable the researcher to synthesise and analyse characteristics of respondents were described in descriptive statistic such as means and frequencies. To test the hypotheses, specifically Pearson correlation, ANOVA, T-Test and regression analyses were conducted.

These analyses were chosen in alignment with the nature of the data and the appropriateness to answer the research questions, as suggested by previous studies. The first research objective was achieved by carrying out a correlation analysis, as suggested by Bartram (2005), who studied Great Eight Competencies based only on personality scales shown to good correlations across all the 8 competencies. Secondly, this study draws to compare the personality, leadership style and competency with the different level of performance i.e. of good and average leaders in the banking industry. It aims to investigate the different implementations of competencies and leadership style among leaders that can be distinguished by analysis enabling the comparison between two groups; t-test analysis is appropriate to compare between these groups. The third research objective was answered by t-test analysis to identify the leadership style across gender. As discussed by Bartram, (2009) gender differences were found between the

competencies of transformational leadership styles and transactional leadership styles. Finally, the fourth research objective was answered by the secondary findings.

3.13.2 Goodness of Fit

3.13.2.1 Bivariate Correlations and Multiple Regressions

Bivariate correlations were carried out for different purposes, in this study to test the relationship between personality and competency and personality and leadership style. A correlation survey design intends to show the relationship existing between the independent and dependent variables of the study (Locke et al., 2010). The relationship between the variables was investigated in order to determine the strength of their relationship and the coefficients.

At the same time, multiple regression testing was used to reveal the significance of dependent variables (performance appraisal) from independent variables competencies, personality and leadership style. Multiple regression analysis is the statistical analysis that provides an understanding of how much variance in the dependent variable is explained by independent variables when theorised to influence simultaneously the former (Sekaran and Bougie, 2010).

3.13.2.2 T-test

In this study the Independent t-Test involves examination of the significant differences the dependent variables between means of two independent groups (e.g., male vs. female) (Sekaran, 2003). Statistical significant indicates whether the difference between the averages is likely to represent an actual difference between populations and the effect size indicates whether that difference is large enough to be practically meaningful.

3.14 Time Horizon

This study on leadership is constructed within a specific timeframe and is not aimed at studying changes over time. The objective of this study is to critically evaluate and correlate leadership capacity gap and provide with recommendations that are tailored for the banking industry in Malaysia from a practical context. Hence, a cross sectional time horizon is considered to be most suitable in this study. The cross sectional studies are associated with the survey strategy and explain how factors are related in different organisations including the relationship between variables (Saunders et al., 2009).

3.15 Ethical Consideration

This study closely deals with human participants for sampling and data analysis, therefore, appropriate research ethics were observed. Participants were treated fairly and the researcher contacted the relevant financial institutions and requested formal permission to carry out the survey. The researcher provided a clear explanation of what was required of the participants, how much time it would involve, the purpose of the study, the level of anonymity involved, the strict confidentiality on the part of the researcher and collected data. Neither the identity of the financial institution nor the participant's identities will be revealed; the institutions and participants will be coded by numbers. Collis and Hussey, (2009) ethical issues comprises of negotiating with companies, access to personal data, privacy, confidential information and informant consent. Researcher is aware of the consequences, approval, acknowledgement, usage and importance of ethical issues from the perspective of participants and institutions that are involved in this study.

During data collection the researcher was fully aware of the participants rights, in particular their individual right if they were not willing to answer any part of the questionnaires. Simultaneously, the participants personal details were retained and

secured. Therefore, a copy of the questionnaire was sent to the participants prior to the data collection. Moreover, required information from the participating financial institution was obtained as early as possible for better understanding of the environment.

Chapter 4 - Quantitative Data Analysis and Results

4.1 Introduction

This chapter is concerned with presenting results and analysing data. The pilot test, including goodness of measures through the reliability and validity analysis are related to the research objectives and research hypotheses. The first section explains the analysis strategy and reports the reliability and validity analysis. This is followed by a discussion on the assumption violations of data, also looking at the correlations, t-test, ANOVA and regression analyses to test the hypotheses of the study.

4.2 Pilot Test

In the first stage, a two-month feasibility study was carried out between the months of August 2012 and October 2012 to develop an exploratory framework. It was a small-scale study to explore the research questionnaires prior to the actual administration.

The questionnaire design had three different instruments which involved the use of Likert-scales, examining the beliefs, attitudes and behaviour of leaders within the banker sector in terms of their competencies, personality and leadership styles. This enabled the researcher to determine whether they responded in a positive or negative way to the instruments. Once this was completed a generic email was sent out to 25 people holding various positions (Officer, Executive, Assistant Manager, Manager and Senior Manager) from 6 divisions (Payments Division, Loan Division, Foreign Exchange Division, Operations Division, Customer Service Division and Call Centre Division) from a reputable bank within Malaysia to participate in this pilot test. Out of the 25 people targeted only 10 responded. This number was considered sufficient to determine the feasibility of a larger study. The purpose of this pilot test was to ensure that participants are able to understand the context, to identify the weaknesses of phrases/wordings, format and also to correct unforeseen errors and to validate the goal

of the research. It was a first important step in the preparation towards the extended fieldwork.

The discussion from the pilot test enabled the researcher to detect minor grammatical mistakes or difficulties in completing the questionnaires and any issues that arose were corrected prior to the main survey being carried out. However, there were more major changes to the second part of the questionnaire for the Senior Manager level. The questionnaire developed did not seem to be entirely appropriate. Therefore, the researcher met with the senior managers of the bank, had a look at the work performance evaluation being used and adopted the work performance evaluation for this survey as it would be useful in evaluating the perception of the line managers and Senior Level Management evaluations. Analysing the recommendations provided by the pilot test, together with the implementation of the in-house performance evaluation enabled the study to be strengthened further. As the purpose of the performance evaluation questionnaire was to describe the performance of the reporting employee based on work performance, work attitude, personal qualities and managerial skills from the perception of the line manager.

As Bryman, (2004) suggests it is important for the pilot test to be carried out as the researcher would usually not be present to clear up any misunderstanding or confusion. The pilot test provides the researcher the opportunity to clarify and clear any doubts that may arise. It also allows the researcher to have an understanding of how well the questions flow and if they require any amendments or corrections.

4.3 Field Work

After the feasibility study, the changes were made. The field work was carried out in Kuala Lumpur, Malaysia to test the hypotheses. The total population is approximately 150 officers, executives and assistant managers from the banking industry of Malaysia

with the addition of 15 senior level managers. The self-completed questionnaires were the methods of data collection in this study.

Initially, there were hesitations about participation from the banks. However, establishing trust was extremely important and personal contacts were used to approach the respective senior level managers of the banks to consider participation for the purpose of the fulfilment of a PhD study. The researcher personally distributed the questionnaires to the relevant line managers to be distributed among the employees. The importance of the study, the aim and also the rationale and ensuring the confidentiality and anonymity of the research were clearly explained. The researcher had to constantly follow up with each of the line manager to know the progress of the survey. A total of 300 questionnaires were distributed; however, approximately 162 were completed and returned out of which only 150 were usable.

Once the first stage of the survey was almost completed, arrangements and meet ups were made to schedule for appointments to conduct the subordinate performance evaluation with the senior managers. The performance evaluation questionnaires were emailed to the respective fifteen senior level managers and were closely followed up to clarify doubts.

4.4 Reliability Test

4.4.1 Reliability Test on the Pilot Test Data

In this study the reliability of the questionnaires was tested using the Cronbrach's Alpha coefficient. The Cronbrach's Alpha coefficient for each instrument is presented in Table 13. As suggested by Nunnally (1978) internal consistency must be in the range if 0.7 to 0.9 as sufficient indicators for the use of the instrument. The reliability of the pilot test on the Big Five Model of Personality on 44 items the Cronbach's alpha reliability was at 0.893, which indicates a high level of internal consistency. In the reliability test

conducted on the MLQ on 45 items the Cronbach's alpha reliability was at 0.891, which also indicated a high level of internal consistency. However, the pilot test on Performance on 17 items the Cronbach's alpha was below 0.7; was at Cronbach's Alpha of 0.672. Similarly, for Great Eight Competencies, on 8 items the Cronbach's alpha was at 0.568. This indicates that the internal consistency is questionable. Hair et al. (2006) assert that this value can be accepted as it is nearer 0.60 and the instrument consists of a set of few items.

Table 13 : Reliability Statistics Pilot Test

Reliability Statistics - Pilot Test			
Attributes	Cronbach's Alpha	Cronbach's Alpha Based on Standardised Items	N of items
Personality Traits	0.893	0.913	44
Multifactor Leadership	0.891	0.899	45
Performance Evaluation	0.672	0.577	17
Great Eight Competencies	0.568	0.570	8

4.4.2 Reliability Test on the Actual Data

Table 14 shows the reliability for the Personality Traits compiled among 150 participants, the BFF score was computed for each participant on the 44 items in the actual collected data. The reliability of the entire personality traits constructs was at Cronbach's alpha reliability of 0.821, which indicates a high level of internal consistency.

Table 14: Reliability Test & Descriptive Analysis of Personality Traits

Personality Traits				
Variables (Items)	N	Mean	Standard Deviation	Personality Cronbach's Alpha (44 items)
Extraversion (8 items)	150	2.21	0.66	0.82
Conscientiousness (9 items)	150	2.43	0.58	
Aggreableness (9 items)	150	2.39	0.65	
Neuroticism (8 items)	150	2.13	0.56	
Openness (10 items)	150	2.38	0.54	

The Cronbach's alpha reliability for the MLQ was 0.833 (Table 15), which also indicates a high level of internal consistency. Thus, this indicates an alpha of greater than 0.8 is probably a reasonable goal as a high value for Cronbach's alpha indicates good internal consistency of the items in the scale, although it does not mean that the scale is uni-dimensional (Pallant, 2013).

Table 15: Reliability Test & Descriptive Analysis of MLQ

Multifactor Leadership Style				
Variables (Items)	N of Items	Mean	Standard Deviation	MLQ Cronbach's Alpha (45 items)
Transformational Leadership Style (20 items)	150	2.62	0.72	0.833
Transactional Leadership Style (8 items)	150	2.40	0.77	
Laissez_Faire (8 items)	150	1.67	0.87	
Extra Effort (3 items)	150	2.55	0.80	
Effectiveness (4 items)	150	2.66	0.81	
Satisfaction (2 items)	150	2.84	0.84	

However, Performance score were computed on the 17 items the Cronbach's alpha was 0.673 (Table 16), and also for the Great Eight Competencies Model on the 8 items the Cronbach's alpha was 0.575 (Table 17), which indicates that the internal consistency is questionable. As explained in the pilot test by Hair et al. (2006), this value can be accepted as it is nearer 0.60 and it comprises a set of a few items in the instrument.

The reliability indicates that the respondents are consistent in responding to the items of scale over the content or time variation.

Table 16 : Reliability Test & Descriptive Analysis of Performance Evaluation

Performance Evaluation				
Variables (Items)	N of Items	Mean	Standard Deviation	MLQ Cronbach's Alpha (17 items)
Total Work Performance (5 items)	150	2.21	1.28	0.673
Total Work Attitude (4 items)	150	2.17	1.32	
Total Personal Qualities (5 items)	150	2.35	1.27	
Total Managerial Skills (3 items)	150	2.65	1.22	

Table 17: Reliability Test & Descriptive Analysis of Great Eight Competencies

Great Eight Competencies Model				
Variables (Items)	N of Items	Mean	Standard Deviation	Great Eight Competencies Model Cronbach's Alpha (8 items)
Leading & Deciding	150	0.36	0.27	0.575
Supporting & Co-operating	150	-0.27	0.33	
Interacting & Presenting	150	0.35	0.24	
Analysing & Interpreting	150	0.09	0.30	
Creating & Conceptualising	150	0.12	0.33	
Organising & Executing	150	-0.25	0.31	
Adapting & Coping	150	0.02	0.30	
Enterprising & Performing	150	0.17	0.44	

4.5 Analysis Strategy

The data collection was carried out through a process of screening to identify data errors, missing data and outliers. These were identified from the analysis that was carried out using the descriptive analysis, frequency and exploration data among the 150 cases. The aim of this strategy is to ensure that the data collected are accurate for the analysis (Tabachnick, 2007).

4.5.1 Data Screening

All the data were entered into SPSS database; the data were screened to ensure that there were no errors during data entry. This was carried out by identifying the data located outside of the specific range with the use of descriptive and frequency commands in SPSS. The results derived from the descriptive analysis indicated that the mean and standard deviations for the continuous variables were within the appropriate range, which indicates that the variable data were clean (Meyers et al., 2013).

4.5.2 Recording Data

Three sets of questionnaires were coded and entered into SPSS database. The Big Five Personality Questionnaire comprises positive and negative statement items. The items with negative statements have to be recorded into the same variables. As suggested by Montag and Comrey (1982) and Spector (1992), if positively and negatively worded items were used in the study, the negative items must first be reversed scored into the database prior to any analysis being carried out. The negative item scores were recorded by reversing rating items; the highest score items were converted into a low score and vice versa (Pallant, 2013; Coakes and Steed, 2003). In this study the recording of the reverse score were only applicable to the personality trait variables.

4.5.3 Missing Data

According to Hair et al. (2010), missing data are known as the valid values of variables which are not available for the analysis. The missing data have an effect on the data analysis, particularly the sample size, generalisation and bias when the data are not random and also if the application of remedies is inappropriate. In this study, the descriptive analysis showed that there were no missing data from the data collected.

4.5.4 Outliers

In this study, the outliers were examined by identifying the extreme scores in box plots to check the univariate outliers. Explained by Meyers et al. (2013), an extreme score can affect many of the statistical results that would normally be computed during the course of performing the routine statistical analyses. In this case during the analysis on the variables of BFF Model: Extraversion, Agreeableness Conscientiousness, Neuroticism and Openness indicated that there were no extreme points or outliers seen in the data. On the MLQ instrument, when the analysis was carried out on the variables of Transformational Leadership, and Laissez-Faire indicated that there were no extreme

points or outliers seen in the data. However, for Transactional Leadership there were two outliers seen on ID numbers 84 and 104. Finally, the analysis were carried out on the Performance variables of Work Attitude, Personal Qualities and Managerial Skills which indicated that there were no extreme points or outliers seen in the data. However, for the Work Performance variable there were three outliers seen on ID numbers 63, 119 and 129. The data were reviewed with the original questionnaires against the data tabulated and no mistakes were identified. The scores are checked and were within the range of possible score of that variables. This is to avoid any possibility of errors during data entering and coding. There were no indications of errors during the data entering process.

Therefore, to confirm the data were clean from outliers in the preliminary stage a further analysis were carried out to screen for the outliers by comparing the gap differences between mean and 5% trimmed mean in the descriptive analysis (Pallant, 2013). The comparisons seen in figures between mean and trimmed mean were small in all the instruments which indicated that there were no outliers appear in this data. The data in this study can be considered as inappropriate for elimination for further analysis. If the mean and trimmed mean values are very different then they may need to be considered for further investigation. According to Pallant (2013), if the mean and trimmed mean values were similar; the cases can remain in the data file. Hence, in the preliminary data analysis stage all the data were retained. Further elaborated Hair et al. (2010), even if the outliers were to occur in a situation of a unique combination of a high and low different cases out of the range of the majority of participants, there is no valid reasoning or indicator of degrading it in the population.

4.5.5 Normality

Another analysis that was applied for the univariate normality is known as skewness and kurtosis. This analysis includes the Kolmogorov Smirnov test and Shapiro Wilk test. It is vital to consider the assumption of normality by most statistical procedure particularly for parametric statistical analysis. This analysis assumes a certain distribution of data which is usually a normal distribution. If the assumption of normality is violated interpretation and inference may not be reliable or valid.

Pallant (2013) asserts with large enough sample sizes (> 30 or 40), the violation of the normality assumption should not cause major problems. This implies that parametric procedures can be even considered when the data are not normally distributed (Elliott and Woodward, 2007). According to Hair et al. (2010), if the test is NOT significant, then the data are normal, so any value above 0.05 indicates normality. If the test is significant, with less than 0.05 is, then the data are non-normal (Hair et al., 2010). Table 23 shows the K-S and S-W test results. In this study Extraversion and Agreeableness indicates values above 0.05, which means normality. However, for Conscientiousness, Neuroticism and Openness it shows values that are less than 0.05 which means that the data are non-normal. The MLQ variables show the Transformational Leadership, Transactional Leadership and Laissez-Faire indicates values below 0.05 which means non normality. This was also seen in the Performance variables, where the significant value is 0.000, which is non-normality. Thus, in this study there is a combination of normal and non-normal data that was not a serious violation of the normality assumptions for a large sample size.

According to Field (2009), the acceptance of normality with the point of the central limit theorem suggest that studies with large sample size that is more than 30, the sampling distribution will be shaped as a normal distribution despite the shape of the

population from which the sample was drawn. The central limit theorem describes the sample means of moderately large samples that are normally seen to be of a normal distribution even if the data are not normally distributed. In this study where the sample size was large it would be appropriate to inspect the shape of the distribution instead of using formal inference. The reason for this is the equation for standard error in Kolmogorov Smirnov contains N which indicates that the normality is likely to be rejected with a larger sample size even if there is slight deviation expressed Tabachnick & Fidell (2007). Similarly, Pallant (2007) stressed that the non-normality suggests that there is a violation of the assumptions of normality is quite common in larger samples. The issue of violation of normality were not seen as significant in this study due to the sample size of 150 which shows a strong sample with some of the data has met the assumptions of normality with the significance of a p value greater than 0.05 (see Table 18).

Table 18 : Test of Normality

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Extraversion	.067	150	.092	.991	150	.467
Agreeableness	.065	150	.200 [*]	.984	150	.083
Conscientiousness	.100	150	.001	.981	150	.035
Neuroticism	.085	150	.011	.981	150	.038
Openness	.075	150	.040	.977	150	.014
TL_Total	.061	150	.200 [*]	.989	150	.294
TrL_Total	.056	150	.200 [*]	.990	150	.383
Laissez-Faire	.084	150	.012	.969	150	.002
A_Total_Work_Performance	.084	150	.012	.969	150	.002
B_Total_Work_Attitude	.161	150	.000	.922	150	.000
C_Total_Personal_Qualities	.136	150	.000	.928	150	.000
D_Total_Management_Skills	.158	150	.000	.930	150	.000
a. Lilliefors Significance Correction						
*. This is a lower bound of the true significance.						

4.5.6 Description of the Respondents

The descriptive statistics for the respondents in the survey are presented in Table 19. A total of 150 returned and usable responses were received for this study.

Table 19: The Description of Respondents (Individual Characteristics)

Mean Average		
Age	between 25 to 29 years	
Employment Experience	between 6 to 10 years	
Number of years in current position	2 years greater than equivalent to 3 years	
Previous Performance Appraisal	Rating 3 "Average"	
Demographic		
Gender	Number	Percentage
Male	82	54.7
Female	68	45.3
Total	150	100
Education Level	Number	Percentage
Diploma/Certificate	9	6
Undergraduate	118	78.7
Master	22	14.7
PhD	1	0.7
Total	150	100
Service Excellence Award	Number	Percentage
Three times or more	10	6.7
Twice	14	9.3
Once	31	20.7
Never	85	56.7
Not applicable	10	6.7
Total	150	100

Table 19 indicates the background information on the respective respondents that participated in this study. The respondents were employees in the banking industry of Malaysia. The average range of age of the respondents was between 25 and 29 years old, with years of working experience between 6 and 10. Out of these, an average of greater than 2 years or equivalent to 3 years of working experience in the current position of the banking industry with the average of performance appraisal rating 3 which is an average is indicated. With respect to the individual background, 54.7% of the respondents were male and 45.3% of the respondents were female. On the level of education, 78.7% of the respondents had a first degree (undergraduate level) while 0.7% holds a PhD. It should be noted that 56.7% of the respondents had never received a service excellence award and about 20.7% received the service excellence award once in their tenure.

Table 20 : Respondents from various levels in the banking industry

Current Position	Number	Percentage
Senior Manager	1	0.7
Assistant Manager	54	36
Executive	42	28
Officer	53	35.3
Total	150	100

Table 20 presents the information on the background of respondents who participated in this study. It can be seen that participants are from various level of position of the banking industry that carries various roles and responsibilities. The officer level is known as those in the customer service that provides interactions with the public which includes front-line banking services. In this study it comprises of 35.3% of the participants falling into the officer level category. A bank executive is basically someone who does the administration tasks in the bank. On a regular basis the bank executive reviews the operations at the bank, identifies problems and concerns mainly within the administrative aspect that focuses on the operations which include clear lines of communication with others, and these represent 36% in this study. Typically the next level are the assistant manager (28%) who should have some years of experience in the industry as they are the first point of contact for customers to address any complex issues within the department. The role of the Assistant Manager is not only seen as a motivator but more likely to ensure smooth flow of the operations. Finally, there is the manager level (0.7%) of those who oversee the entire operations with the responsibilities to inspire and lead employees as the aspiring role model, resolving any unforeseen circumstances, driving sales force, compliance issues, and keeping employees fully trained and motivated by driving the employees in meeting the financial goals of the bank.

Table 21: Age and Designation

		Current Position				
		Senior Manager	Assistant Manager	Executive	Officer	Total
Age	18-20	0	0	11	26	37
	21-24	0	5	13	22	40
	25-29	0	5	11	4	20
	30-34	0	5	4	1	10
	35-39	0	10	2	0	12
	40-44	0	6	1	0	7
	45-49	1	8	0	0	9
	50-54	0	8	0	0	8
	55-59	0	6	0	0	6
	60-64	0	1	0	0	1
Total		1	54	42	53	150

From Table 21 it can be seen that the majority of the sample population for this survey were in the age groups of 18 to 20 (70%) and 21 to 24 (55%) who were holding an officer position in the banking industry. This was similar in the Executive position; 18 - 20 (29.7%), 21-24 (32.5%) and 25-29 (55%). It is also seen that 83% of the participants under the age of 35 were holding the position of Assistant Manager. However, only 0.01% (age group 45 – 49) falls into the category of Senior Manager Level.

Table 22 : Gender and Designation

		Current Position				
		Senior Manager	Assistant Manager	Executive	Officer	Total
Gender	Male	1	36	23	22	82
	Female	0	18	19	31	68
Total		1	54	42	53	150

Table 22 above demonstrates the gender of the respective participants for this survey. Based on the survey it is noted that 45.5% of the female participants' are at officer level as compared to males at 26.8%. However, moving up in the hierarchy the numbers of female are slightly decreasing as seen at Executive Level, Assistant Manager and Senior Manager Level. It is notable that at Assistant Manager Level the male (43.9%) participants considerably outnumber the female (26.4%) participants.

Table 23: Previous Performance Appraisal

Performance Rating	%
Rating 1 exceptionally above average	10.67
Rating 2 above average	8.67
Rating 3 average	60.67
Rating 4 below average	20.00

Table 23 above shows the previous performance appraisal evaluation of the participants. In this study the Performance Appraisal of the banking industry comprises of Rating 1 “Exceptionally above average” which is defined as the individual performance are at the exceptional accomplishment and outstanding contribution to the bank. Rating 2 “Above Average” denotes the individual performance that exceeds the job requirements with significant contribution in some areas. Rating 3 “Average” denotes the individual performance meets job requirements and assignments given are carried out at satisfactory level. Rating 4 “Below Average” denotes individual performance fails to meet the minimum job requirements.

Majority of the participants falls in the Rating “3” category (60.67%) of the performance appraisal. Followed by Rating “4” (20%) which were below average. This is worrying and alarming particularly in the banking industry as a whole majority of the employees (80%) are either average or below average in term of performance. Only a handful 10.67% and 8.67% were Rating “1” and “2” respectively.

Table 24 : Previous Performance Appraisal against Designation

Previous Performance Appraisal					
Current Position	1 exceptionally above average	2 above average	3 average	4 below average	Total
Senior Manager	0	0	0	1	1
Assistant Manager	14	1	36	3	54
Executive	1	5	25	11	42
Officer	1	7	30	15	53
Total	16	13	91	30	150

Further analysis was drawn to have a closer look on the pervious performance appraisal evaluation against the designation held as seen in Table 24. Assistant Manager Level reveals that 66.66% falls into the Rating 3 (Average) as compared with Assistant Manager with the Rating 1 (Exceptionally above average) 25.92%. At Officer Level 56.60% of the participants were seen to fall into the category of Rating 3(Average), which is similarly seen at Executive Level where 59.52% rated at Rating 3 (Average). As for Rating 4 (below average) 28.30% of the participants were at Officer Level and 26.19% were at Executive Level as compared with a handful of participants' falls into Rating 2 (Above Average) 13.20% and 11.90% for Officer and Executive Level respectively. Therefore, it is crucial for the banking industry to effectively manage the employee performance and development as it is the key to its ongoing strategic plan and success. The analysis shown attention needed to develop effective learning and development program which includes developing the leadership competencies and skills at levels to increase the individual performance.

Table 25: Employment Experience against Designation

Current Position	Employment Experience							
	None	1-5years	6-10years	11-15years	16-20years	21-25years	26-30years	31 or more years
Senior Manager	0%	0%	0%	0%	0%	0.67%	0%	0%
Assistant Manager	0.67%	6.67%	2.67%	5.33%	3.33%	5.33%	7.33%	4.67%
Executive	4.67%	17.33%	5.33%	0%	0.67%	0%	0%	0%
Officer	7.33%	27.33%	0.67%	0%	0%	0%	0%	0%

Table 25 shows the years of employment experience of the participants according to their respective positions. At the officer level, 27.33% of the participants had between 1 to 5 years of employment experience, at Executive Level (17.33%) and at Assistant Manager Level (6.67%). Participants at Assistant Manager Level had between 26 to 30 years (7.33%) of employment experience prior to joining this current organisation.

Table 26: Number of years in current position against designation

Current Position	Number of years in this position					
	less than or equal to 1 year	1 year greater than or equal to 2 years	2 years greater than or equal to 3 years	3 years greater than or equal to 4 years	4 years greater than or equal to 5 years	greater than 5 years
Senior Manager						0.67%
Assistant Manager	0.67%	4.67%	5.33%	4.67%	8.67%	12.00%
Executive	2.00%	11.33%	7.33%	6.00%	1.33%	
Officer	10.00%	22.00%	3.33%			

Table 26 shows the number of years that the participants had been in the current position. Most of the participants at the Officer Level (22%) and Executive Level (11.33%) had been in the current position for a year or more than or equivalent to 2 years. The majority of Assistant Manager Level (12%) of the participants had been in the current position for more than 5 years and 8.67% of the participants had been in the current position 4 years or more than or equivalent to 5 years. This indicates that the participants not only had considerable employment experience within the industry particularly from the Officer Level up to the Assistant Manager Level but also had sound experience within the current respective positions.

4.6 Inter correlations

Table 27 displays the two-tailed inter-correlations of the variables that were included in this study. Although not hypothesised, performance measures variables were seen to be significantly related to most of the variables except for neuroticism and the Great Eight Competencies Model.

Table 27: Two-Tailed Correlation Matrix of Variables (n=150)

Pearson Correlation - Sig. (2-tailed)		Extraversion	Aggrea l eness	Conscientiousness	Neuroticism	Openness	Sum of Transformational Leadership Style	Sum of Transactional Leadership Style	Laissez_Faire	Leading & Deciding	Supporting & Co-operating	Interacting & Presenting	Analysing & Interpreting	Creating & Conceptualising	Organising & Executing	Adapting & Coping	Enterprising & Performing	Performance Measures
Extraversion		1.000	-0.008	0.319**	-0.152	0.333**	0.208*	0.006	-0.227**	-0.002	-0.029	0.460**	0.060	0.015	-0.480**	-0.470**	-0.005	0.487**
	Sig. (2-tailed)		0.923	0.000	0.063	0.000	0.011	0.946	0.005	0.985	0.724	0.000	0.465	0.854	0.000	0.000	0.947	0.000
Aggrea l eness			1.000	0.174*	-0.183*	0.397**	0.300**	0.089	-0.141	-0.023	-0.350*	0.141*	0.025	0.015	-0.410**	0.430*	0.330*	0.271**
	Sig. (2-tailed)			0.033	0.025	0.000	0.000	0.280	0.086	0.782	0.000	0.000	0.764	0.855	0.000	0.000	0.000	0.001
Conscientiousness				1.000	-0.035	0.290**	0.295**	0.105	-0.184*	0.113	-0.013	0.154**	-0.001	-0.049	-0.490**	-0.320*	-0.420**	0.279**
	Sig. (2-tailed)				0.673	0.000	0.000	0.200	0.024	0.168	0.873	0.000	0.991	0.548	0.000	0.000	0.788	0.001
Neuroticism					1.000	-0.057	-0.087	0.106	0.081	-0.148	0.015	-0.020	-0.052	-0.059	-0.089	-0.072	-0.009	0.033
	Sig. (2-tailed)					0.487	0.289	0.197	0.327	0.071	0.857	0.811	0.524	0.474	0.279	0.384	0.915	0.686
Openness						1.000	0.463**	0.105	-0.332**	-0.007	-0.027	0.129	-0.740**	0.730**	-0.058	-0.015	0.015	0.651**
	Sig. (2-tailed)						0.000	0.200	0.000	0.935	0.743	0.116	0.000	0.000	0.481	0.859	0.858	0.000
Sum of Transformational							1.000	0.546**	-0.148	0.010	0.002	0.103	0.053	0.135	-0.012	0.055	0.052	0.457**
	Sig. (2-tailed)							0.000	0.071	0.908	0.976	0.212	0.517	0.099	0.884	0.503	0.527	0.000
Sum of Transactional Leadership Style								1.000	0.231**	-0.007	0.029	0.062	0.127	0.064	-0.006	0.026	0.138	0.218**
	Sig. (2-tailed)								0.005	0.934	0.722	0.453	0.122	0.440	0.945	0.750	0.093	0.007
Laissez_Faire									1.000	-0.090	0.144	-0.086	-0.092	-0.060	-0.120	0.012	-0.083	-0.186*
	Sig. (2-tailed)									0.272	0.078	0.293	0.262	0.463	0.143	0.884	0.311	0.022
Leading & Deciding										1.000	-0.191*	0.178*	0.265**	0.203*	0.175*	0.155	0.269**	0.290**
	Sig. (2-tailed)										0.019	0.030	0.001	0.013	0.032	0.058	0.001	0.000
Supporting & Co-operating											1.000	0.092	0.055	0.312**	0.077	0.190*	-0.105	-0.026
	Sig. (2-tailed)											0.265	0.505	0.000	0.349	0.020	0.202	0.756
Interacting & Presenting												1.000	0.180*	0.230**	0.053	0.042	0.077	0.145
	Sig. (2-tailed)												0.027	0.005	0.516	0.610	0.347	0.077
Analysing & Interpreting													1.000	0.411**	0.222**	0.232**	0.103	-0.055
	Sig. (2-tailed)													0.000	0.006	0.004	0.211	0.507
Creating & Conceptualising														1.000	0.181*	0.147	0.346**	0.400**
	Sig. (2-tailed)														0.027	0.072	0.000	0.000
Organising & Executing															1.000	0.027	0.261**	-0.081
	Sig. (2-tailed)															0.745	0.001	0.325
Adapting & Coping																1.000	-0.140	0.006
	Sig. (2-tailed)																0.088	0.944
Enterprising & Performing																	1.000	0.340**
	Sig. (2-tailed)																	0.007
Performance Measures																		1.000
	Sig. (2-tailed)																	

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

4.7 Hypotheses Testing

The result of data analysis can be used to reject or accept the hypotheses depending on the test performed on the observed variables. The results are determined by the significance of the data at a level of significance of 0.05, 0.01 or 0.001, which represent acceptable significance, high significance and low significance respectively.

4.7.1 Great Eight Competency and Personality Traits

The hypotheses were developed to identify the nature of the relationship between Great Eight Competency and personality traits. Pearson correlation coefficient was used carry out this analysis, as seen in Table 27. In general, small and medium correlations were mainly found in this study. The following are the hypotheses results:

Hypothesis 1a: A good leader has a personality of Extraversion that is associated positively with competency of Leading and Deciding.

There is no correlation seen between Extraversion and competency of Leading and Deciding. Therefore, this hypothesis is rejected.

Hypothesis 1b: A good leader demonstrates the personality trait of Openness to Experience that relates highly to the competencies of Analysing and Interpreting and Creating and Conceptualising.

There is a significant relationship between Openness to Experience ($r = -.740$, $n = 150$, $p < .01$) and the Analysing and Interpreting competency of good leaders with a negative direction. There is also a significant relationship between Openness to Experience ($r = .730$, $n = 150$, $p < .01$) and Creating and Conceptualising competency of good leaders with a positive direction. The relationship between these variables shows a large level of correlation associated with a high significant. Hence, this hypothesis is accepted.

Hypothesis 1c: A good leader has the personality trait of Agreeableness which positively correlates with the competency of Enterprising and Performing.

There is a medium relationship between Agreeableness ($r = .330$, $n = 150$, $p < .05$) and Enterprising and Performing competency of good leaders with a positive direction. Hence, this hypothesis is accepted.

Hypothesis 1d: A good leader reflects the personality traits of Extraversion, Agreeableness, Conscientiousness and Emotional Ability that associates positively with the competencies of Interacting and Presenting, Supporting and Cooperating, Organising and Executing and Adapting and Coping.

Table 28: Extraversion and competencies

Personality	Competencies	r
Extraversion	Interacting & Presenting	0.460**
	Supporting & Cooperating	-0.029
	Organising & Executing	-0.480**
	Adapting & Coping	-0.470**

**, Correlation is significant at the 0.01 level (2-tailed).

*, Correlation is significant at the 0.05 level (2-tailed).

Table 28 illustrates there is a medium relationship between Extraversion ($r = -.460$; $-.480$; $-.470$, $n = 150$, $p < .01$) and Interacting and Presenting, Organising and Executing and Adapting and Coping respectively, in good leaders with a positive direction for Interacting and Presenting and the other two competencies had a negative direction. However, there were no correlations found between Extraversion and Supporting and Cooperating.

Table 29: Agreeableness and competencies

Personality	Competencies	r
Agreeableness	Interacting & Presenting	0.141*
	Supporting & Cooperating	-0.350*
	Organising & Executing	-0.410**
	Adapting & Coping	0.430*

**, Correlation is significant at the 0.01 level (2-tailed).

*, Correlation is significant at the 0.05 level (2-tailed).

Table 29 illustrates there is a small relationship between Agreeableness ($r = .141$, $n = 150$, $p < .05$) and Interacting and Presenting with a positive direction. A medium relationship between Agreeableness ($r = -.350$, $n = 150$, $p < .05$) and Supporting and Cooperating; also a medium relationship ($r = -.410$, $n = 150$, $p < .01$) and Organising and Executing with a negative directions. There was a medium relationship found between Agreeableness ($r = .430$, $n = 150$, $p < .05$) and Adapting and Coping in good leaders.

Table 30: Conscientiousness and competencies

Personality	Competencies	r
Conscientiousness	Interacting & Presenting	0.154**
	Supporting & Cooperating	-0.013
	Organising & Executing	-0.490**
	Adapting & Coping	-0.320*

**, Correlation is significant at the 0.01 level (2-tailed).

*, Correlation is significant at the 0.05 level (2-tailed).

Table 30 illustrates that there is a small relationship between Conscientiousness ($r = .154$, $n = 150$, $p < .05$) and Interacting and Presenting with a positive direction and a medium relationship between Conscientiousness ($r = -.490$, $n = 150$, $p < .01$) and Organising and Executing with a negative direction. There is also a medium relationship between Conscientiousness ($r = -.320$, $n = 150$, $p < .05$) and Adapting & Coping with a negative direction. However, there were no correlations seen between Conscientiousness and Supporting and Cooperating.

However, when the personality of Neuroticism was examined with among the competencies of Interacting and Presenting, Supporting and Cooperating, Organising and Executing and Adapting and Coping there were no correlations seen.

From the above results, Hypothesis 1d, is accepted.

Hypothesis 1e: The performance of good leader positively relates to competencies of

- i. Analysing and Interpreting
- ii. Organising and Executing
- iii. Enterprising and Performing
- iv. Leading and Deciding
- v. Creating and Conceptualising

Table 31: Performance and competencies

Performance	Competencies	r
Performance	Analysing & Interpreting	-0.055
	Organising & Executing	-0.081
	Enterprising & Performing	0.340**
	Leading & Deciding	0.290**
	Creating & Conceptualising	0.400**

**, Correlation is significant at the 0.01 level (2-tailed).

*, Correlation is significant at the 0.05 level (2-tailed).

Table 31 illustrates there is no relationship found between the performance and Analysing and Interpreting and Organising and Executing. There was a medium relationship between Performance ($r = .340$, $n = 150$, $p < .01$) and Enterprising and Performing and ($r = .400$, $n = 150$, $p < .01$) Creating and Conceptualising with a positive direction. A small relationship was found between Performance ($r = .290$, $n = 150$, $p < .01$) and Leading and Deciding with a positive direction. In this study this hypothesis is accepted.

4.7.2 Personality Traits and Leadership Traits

The following hypotheses were developed to identify the nature of the relationship between personality traits and leadership traits. To test these hypotheses on the relationship between Personality Traits and Leadership Traits was investigated using the Pearson correlation coefficient.

4.7.2.1 Hypotheses 2a, b c and d: Testing of Personality Traits against Transformational Leadership Style

The purposes of the hypotheses are to examine the relationship between the Big-Five Personality factors and MLQ factors of the leaders in the banking industry of Malaysia. Table 32 shows the correlations between the Big Five Personality and MLQ factors. It indicates that the personality attributes correlates positively with the transformational leadership style, however there seem to be no relationship between the personality and transactional leadership style and there seem to be some negative correlation between personality and laissez-faire attributes.

Table 32: Correlations between Big Five Personality and MLQ Dimensions

Attributes	Transformational Leadership Style	Transactional Leadership Style	Laissez-Faire
Agreeableness	+	NR	NR
Extraversion	+	NR	-
Conscientiousness	+	NR	-
Neuroticism	NR	NR	NR
Openness	+	NR	-

Note: + = Positive Relationship; - = Negative Relationship; NR = No Relationship Predicted

Table 33: Leadership Style and Personality

Leadership Style	Personality	r
Transformational	Openness	0.463**
	Conscientiousness	0.295**
	Extraversion	0.208*
	Aggreableness	0.300**

**, Correlation is significant at the 0.01 level (2-tailed).

*, Correlation is significant at the 0.05 level (2-tailed).

Hypothesis 2a: Openness to Experience is positively related to Transformational Leadership style.

This hypothesis was developed to test the previously reported phenomenon that a Personality Trait of Extraversion relates positively with the Leadership Style of Transformational. To confirm the hypothesis the Pearson correlation was conducted on leaders in the banking industry.

Table 33 illustrates the significant relationship between Openness to Experience ($r = .463$, $n = 150$, $p < .01$) and transformational leadership style of good leaders with a positive direction. The relationship between these two variables showed a medium level of correlation associated with a high significant. This finding was consistent with Judge and Bono (2000), who found that there is a correlation between Openness and Transformational Leadership Style. Therefore, hypothesis 2a, concerning the relationship between Personality Traits of Openness and Transformational Leadership Style was accepted.

Hypothesis 2b: Conscientiousness is positively related to Transformational Leadership style.

There is a significant relationship of the good leaders between The Personality Trait of Conscientiousness ($r = .295$, $n = 150$, $p < .01$) and Transformational Leadership Style were seen in this study. There was a high significant relationship indicated with a small

level of positive correlations between the Personality Trait of Conscientiousness and Transformational Leadership Style. Therefore hypothesis 2b, considering the relationship between personality traits of conscientiousness and transformational leadership style was accepted. Conscientiousness related to transformational leadership style because conscientious individuals have integrity and engender trust Hogan et al., (1994) that is closely related to the banking industry; because they excel at process aspects of leadership, such as setting goals; or because they are more likely to have initiative and persist in the face of obstacles.

Hypothesis 2c: Extraversion is positively related to Transformational Leadership style.

The present study illustrates the significant relationship between Personality Trait of Extraversion ($r = .208, n = 150, p < .05$) and Transformational Leadership style. There was a high significant relationship indicated with a small level of positive correlations between variables. Bono and Judge (2004) claimed that extraversion was the strongest and most consistent which correlates with transformational leadership style. Hence, this hypothesis is accepted.

Hypothesis 2d: Agreeableness is positively related to Transformational Leadership style.

The present study illustrates the significant relationship between Personality Trait of Agreeableness ($r = .300, n = 150, p < .01$) and Transformational Leadership style. There was a high significant relationship indicated with a medium level of positive correlations between variables. Bono and Judge (2004) agreed that agreeableness was consistent which correlates with transformational leadership style. Hence, this hypothesis is accepted.

4.7.2.2 Hypotheses 2e and f: Testing of Personality Traits against Transactional Leadership Style

Conscientiousness are known as those have the personality of cautious, deliberate, self-disciplined, and well organised (Costa Jr and McCrae, 1992). It is suggested that there is a correlations between conscientiousness and contingent reward that is related within the contingent-reward leadership entails defining constructive transactions that falls in transactional leadership style as well as passive leadership style (Bass, 1998). It was hypothesised that there would be a positive relationship between Conscientiousness and Transactional Leadership Style. To confirm this hypothesis, a Pearson correlation was conducted to show the significant results according to the variables.

Table 34: Transactional Style and Personality

Leadership Style	Personality	r
Transactional	Conscientiousness	0.105
	Neuroticism	0.106

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Hypothesis 2e: Conscientiousness is positively related to Transactional Leadership style.

Table 34 illustrates that there was no relationship between Conscientiousness and Transactional Leadership Style. The conscientiousness leaders are known for their integrity (Hogan and Ones, 1997), or “honour (their) transactions with people” (Avolio et al., 1999: p.37). Hogan and Ones, (1997), stress that conscientious individuals are goal and detail oriented they may be more likely to engage in management by exception-active. This hypothesis was rejected as there was no relationship was found between the Conscientiousness and Transactional Leadership Style.

McCrae & Costa, (1992) illustrated that those who score high on measures of Neuroticism are lack self-confidence and self-esteem. However Bass (1990), argued

self-confidence is an essential characteristic of transformational leaders. Thus, it was hypothesised that there will be a positive relationship between Neuroticism and Transactional Leadership Style. To confirm this hypothesis, a Pearson correlation was conducted to show the significant results according to the variables.

Hypothesis 2f: Neuroticism is positively related to Transactional Leadership style.

Table 34 illustrates that there were no relationship between Neuroticism and Transactional Leadership style among the good and average leaders of the banking industry of Malaysia. It is conceivable that there was no relationship as agreed by Northouse (2007: p.17), self-confidence is requisite to the initiation of leadership. Further, Bass (1985: p.173), elaborated those who have scored high in neuroticism should be less likely to attempt to lead and less likely to “involve themselves in their subordinates’ efforts” tending to avoid leadership responsibilities. The reasoning being they are not likely to be seen as a role model to gain the trust (Kirkpatrick and Locke, 1991) and in presenting a positive, compelling, and inspiring view of the future (Yukl, 1998). Thus, this hypothesis which assumed to be positively related to Transactional Leadership style of the leaders in the banking industry of Malaysia was rejected.

4.7.3 Leadership Traits and Gender

4.7.3.1 Hypotheses 3a and 3b

Research has shown that it is important to be aware on one’s personality and behaviour as leaders will benefit on identifying the leadership style which has gained a considerable amount of attention in recent years (Bono and Judge, 2004; Hetland and Sandal, 2003; Judge et al., 2002; Northouse, 2007; Brown and Reilly, 2009; Carroll, 2010; Hautala, 2008). This has also opened various discussions on views that male and female leaders may view things differently due to stereotypes and different expectations mainly on personality types.

Eagly et al. (1995) and Northouse (2007) claimed that males and females were more effective in leadership roles congruent with their gender. It is common for males to be associated with the characteristics of being more assertive, independent, rational and decisive, while the females are more concerned for others, have more warmth, are helpful and nurture (Hoyt et al., 2009). Neubert and Taggar (2004) stress that females that do not project as a role models according to the socially defined roles may receive negative feedback. It would therefore jeopardise females in their leadership roles if they demonstrate masculine attributes than feminine ones (Kunda and Spencer, 2003). This may be the reason for some studies reporting that females are undervalued by male subordinates despite applying a Transformational leadership style (Northouse, 2007). Thus, it has been hypothesised there is a positive relationship between transformational leadership style and the female gender. To confirm this hypothesis an independent sample t-test was carried out.

Hypothesis 3a: Transformational Leadership styles correlates positively towards the female gender.

Table 35: Comparison of Male and Female Means and Standard Deviations of Self Rating on Attributes of Transformational Leadership Styles

Transformational Attributes	Gender	N	Mean	Std. Deviation
Idealised_Influence	Male	82	2.58	.64
	Female	68	2.52	.57
Inspirational_Motivation	Male	82	2.68	.81
	Female	68	2.70	.82
Intellectual_Stimulation	Male	82	2.78	.69
	Female	68	2.75	.66
Intellectual_Consideration	Male	82	2.53	.74
	Female	68	2.54	.70

All Dimension	Male	82	2.62	0.73
	Female	68	2.59	0.69

The Table 35 indicates the lowest mean was for idealised influence (2.52) with a standard deviation (.60) while the highest mean was for intellectual stimulation (2.78) with a standard deviation (.69). At the same time, the mean for all dimensions was (2.61) with a standard deviation (.71).

This shows that the male transformational leaders` behaviours were seen to be evaluated as more effective on the attributes of idealised influence and intellectual stimulation as compared to females. On the other hand females are seen to be more effective on transformational attributes of inspirational motivation and intellectual consideration as compared with the male transformational leaders. It should be noted highlight that there were few of differences in the mean differences between male and females attribute in transformational scoring. Table 36 shows the means, standard deviations, and mean differences of male and female ratings regarding all the dimensions.

Table 36: Descriptive Summary of Gender Differences in Self Rating for Transformational and Transactional Leadership Style

Gender		N	Mean	Std. Deviation	Std. Error Mean
Transformational Leadership Style	Male	82	2.6414	.57909	.06395
	Female	68	2.6264	.52365	.06350
Transactional Leadership Style	Male	82	2.4939	.54540	.06023
	Female	68	2.2904	.47129	.05715

Table 37: Independent Samples T-test: Transformational and Transactional Leadership Style on Gender

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Transformational Leadership Style	Equal variances assumed	.619	.433	.165	148	.869	.01501	.09098	-.16477	.19479
	Equal variances not assumed			.167	146.864	.868	.01501	.09012	-.16310	.19311
Transactional Leadership Style	Equal variances assumed	3.259	.073	2.417	148	.017	.20346	.08417	.03713	.36979
	Equal variances not assumed			2.450	147.734	.015	.20346	.08303	.03938	.36754

Table 36 shows the descriptive summary on the gender differences in self-rating for Transformational and Transactional leadership styles. There were no significant gender differences in the way participants rated their leadership behaviour on the leadership styles. Table 37 shows the results of independent-samples t-test to compare the transformational leadership style scores for male and female participants. Levene's test was used together with the t-test to determine the equality of variances. The significant level for Levene's test is 0.43, which is larger than the cut off of 0.05. This indicates that the assumption of equal variances has not been violated. The output of Sig. (2-tailed) value is 0.869 which is above the cut off of 0.05 therefore there is no statistically significant difference in the mean of transformational leadership scores for males and females. As seen in the results of transformational leadership style there was no significance difference in scores for males ($M = 2.64$, $SD = .57909$) and females ($M = 2.6264$, $SD = .52365$) $t(148) = 0.165$, $p = 0.87$ (two-tailed). The magnitude of difference in the means (means differences = .01501, 95% CI: -.16477 to 1.9479) was very small (eta squared = 0.000184), as per the guide lines by Cohen (1988: p.284-287) for interpreting the eta effect, 0.01 small effect; 0.06 moderate effect and 0.14 large effect.

Table 38 : Results of Independent Samples t-test on Each Attributes of Transformational Leadership Style on Gender

Transformational Attributes	Levene's Test for Equality of Variances		t-test for Equality of Means		
	F	Sig.	t	df	Sig. (2-tailed)
Idealised_Influence	1.14	0.29	0.58	148.00	0.57
Inspirational_Motivation	0.10	0.75	-0.14	148.00	0.89
Intellectual_Stimulation	0.98	0.32	0.31	148.00	0.76
Intellectual_Consideration	0.29	0.59	-0.11	148.00	0.91

Further analysis was carried out to evaluate to see which of the transformational attributes may show significant differences between male and female leaders. However as seen in Table 38, the results of independent samples t-test shows no significant differences between male and female transformational leaders on each of the attributes. Although some studies have shown that there was a significant difference between female and male transformational leaders' behaviours the result of this study did not support gender differences in the transformational leaders' overall behaviours,

This hypothesis assumed that there is a difference in female leadership style as compared with that of males in terms of the transformational style being deemed to be more oriented towards female attributes. However, this assumption was rejected in view of the fact that there is no significant differences in value between transformational leadership style and female gender were found. This is despite some previous researches indicating that female are more transformational in their leadership style than men (Avolio et al., 1999; Northouse, 2007; Carless, 1998) and also studies that suggest that there are no differences in leadership style attributable to gender (Brown and Reilly, 2009; Kent et al., 2010; Manning, 2002; Oyster, 1992). Hence, the result in this study indicates that transformational leadership style is not greatly related to the female gender. Therefore hypothesis 3a was rejected.

Eagly et al.'s (2003) meta-analysis in general revealed that, compared with male leaders, female leaders were (a) more transformational and (b) engaged in more of the contingent reward behaviours. Further, Eagly et al. (2003) claimed that male leaders were more likely than female leaders to manifest into the aspects of transactional leadership. These gender differences were small, but prevailed in the meta-analysis as a whole as well as in auxiliary analyses of (a) the MLQ norming study, (b) the other studies that used the MLQ, and (c) the studies that used other measures of these styles (Shelby et al., 1980; Swim et al., 1989). Thus, it has been hypothesised there is a

positive relationship between transactional leadership style towards the male gender. To confirm this hypothesis an independent sample t-test was carried out.

Hypothesis 3b: Transactional Leadership styles correlates positively with the male gender.

Table 39: Comparison of Male and Female Means and Standard Deviations of Self Rating on Attributes of Transactional Leadership Styles

Transactional Attributes	Gender	N	Mean	Std. Deviation
Contingent_Reward	Male	82	2.70	.70
	Female	68	2.57	.80
Mgmt_by_Exception_Active	Male	82	2.59	.75
	Female	68	2.53	.74
Mgmt_by_Exception_Passive	Male	82	2.18	.80
	Female	68	1.78	.77
All Dimension	Male	82	2.49	0.75
	Female	68	2.29	0.77

The Table 39 indicates the lowest mean was for management by exception passive (1.78) with a standard deviation (.77) while the highest mean was for contingent reward (2.70) with a standard deviation (.70). At the same time the mean for all dimensions was (2.39) with a standard deviation (.76).

This shows that the male transactional leaders` behaviours were seen to be evaluated as more effective across all the attributes of transactional leadership as compared to female. Table 39 showed the means, standard deviations, and mean differences of male and female ratings regarding all the dimensions.

Table 40 shows the results of independent-sample t-test to compare the transactional leadership style scores for males and females participants. Levene's test was used together with the t-test to determine the equality of variances. The significant level for

Levene's test is 0.73, which is larger than the cut off of 0.05. This indicates that the assumption of equal variances has not been violated. The output of Sig. (2-tailed) value is 0.017 which is less than the cut off of 0.05; therefore there is a statistically significant difference in the mean of transactional leadership scores for males and females.

Hence the transactional leadership style derived with a significance difference in scores for males ($M = 2.4939$, $SD = .54540$) and females ($M = 2.2904$, $SD = .47129$) $t(148) = 2.417$, $p = 0.017$ (two tailed). The magnitude of difference in the means (means differences = .20346, 95% CI: .03713 to .36979) was small (eta squared = 0.0379733).

Table 40 : Results of Independent Samples t-test on Each Attributes of Transactional Leadership Style on Gender

Transactional Attributes		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Contingent_Reward	Equal variances assumed	1.58	.21	1.13	148.00	.26
Mgmt_by_Exception_Active	Equal variances assumed	1.20	.28	.53	148.00	.60
Mgmt_by_Exception_Passive	Equal variances assumed	.18	.67	3.14	148.00	.00

Further analysis was carried out to evaluate to see which of the transactional attributes may have significant differences between male and female leaders. Table 40, indicated that there was a significant difference between male and female transactional leaders' behaviours only on management by exception passive where male leaders scored higher on that dimension. No significant differences were shown between male and female transactional styles regarding the other dimensions: contingent reward or management by exception active. As shown in Table 46, the independent sample t-test by gender revealed that the only significant difference in ratings was in the management by exception passive.

This hypothesis assumed that there is a difference in male leadership style as compared with that of females in that the transactional leadership style is deemed to be more oriented towards male attributes. Hence, this assumption was partially accepted in view of the fact that there are significant differences in value between transactional leadership style and male were found with a small magnitude of difference in mean. The result of the analysis indicates that transactional leadership style has some degree of effect on the male gender. Therefore, hypothesis 3b is partially accepted.

Gender differences in transformational and transactional leadership have implications on some aspects of the leadership style. Several possibilities as discussed in (Eagly et al., 2003): (a) the transformational repertoire (and contingent reward behaviours) may resolve some of the typical incongruity that exists between leadership roles and the female gender role because these styles are not distinctively masculine (Eagly and Karau, 2002), (b) gender roles may influence leadership by means of the spill over and internalisation of gender-specific norms, which could facilitate women's focus on the more feminine aspects of transformational leadership (e.g., individualised consideration), and (c) the glass ceiling and the associated double standard for the selection and promotion of managers may produce more highly skilled female than male leaders.

Hautala and Rissanen (2002) stress that some studies revealed that certain personalities are more masculine than others; thus it is to be expected that personality impacts on leadership ratings even more than gender. It may be that the contradictory results of previous studies have not found compelling evidence, because there are more aspects than just gender that may impact on leadership style, such as aspects of personality.

4.7.4 Further Analysis – Regression

4.7.4.1 Performance – Gender – Transformational Leadership Style

A hierarchical regression was used to assess the ability of Gender and Transformational Leadership Style to predict level of performance as seen in Table 41. This shows that there is an additional 23% of variance in performance measures even when effects of gender and leadership style of transformational responding are statistically significant. This is a statistically significant as indicated by the Sig. F change value which is 0.000. As seen from the ANOVA table 42, the model as whole is significant ($F(2, 147) = 21.94, p < 0.05$). It derived that both gender ($\beta = 0.14, p < 0.05$) and transformational leadership style ($\beta = 0.46, p < 0.001$) were statistically significant.

Table 41: Regression – Performance – Gender – Transformational Leadership Style

		R - Squared	Adjusted R-Squared	Beta	Std. Error Beta	Standardized Coefficients Beta
Step 1						
	Constant			38.29	0.96	0.14**
	Gender	0.02	0.12	2.4	1.42	
Step 2						
	Constant			19.19	3.22	
	Gender			2.51	1.26	0.14*
	Transformational Leadership Style	0.23	0.22	7.23	1.14	0.46**

**, P is significant at the 0.01 level.

*, P is significant at the 0.05 level.

Table 42: ANOVA

ANOVA ^c						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	213.850	1	213.850	2.858	.093 ^a
	Residual	11075.490	148	74.834		
	Total	11289.340	149			
2	Regression	2595.191	2	1297.595	21.940	.000 ^b
	Residual	8694.149	147	59.144		
	Total	11289.340	149			

a. Predictors: (Constant), Gender

b. Predictors: (Constant), Gender, Sum of Transformational Leadership Style

c. Dependent Variable: Total of Performance Measures (sum of A,B,C and D)

4.7.4.2 Performance – Gender – Transactional Leadership Style

A hierarchical regression was used to assess the ability of gender and Transactional Leadership style to predict level of performance as seen in Table 43. This shows that there is an additional 81% of variance in performance measures even when effects of gender and leadership style of transactional responding are statistically significant. This is statistically significant as indicated by the Sig. F change value which is 0.000. As seen from the ANOVA table 44, the model as whole is significant ($F(2, 147) = 6.48, p < 0.05$). It was derived that both gender ($\beta = 3.26, p < 0.05$) and transactional leadership style ($\beta = 4.24, p < 0.05$) were statistically significant.

Table 43 : Regression – Performance – Gender – Transactional Leadership Style

		R - Squared	Adjusted R-Squared	Beta	Std. Error Beta	Standardized Coefficients Beta
Step 1						
	Constant	0.02	0.12	38.29	0.96	1.34
	Gender			2.4	1.42	
Step 2						
	Constant	0.81	0.68	27.72	3.48	1.87*
	Gender			3.26	1.41	
	Transactional Leadership Style			4.24	1.32	

**, P is significant at the 0.01 level.

*, P is significant at the 0.05 level.

Table 44: ANOVA

ANOVA ^c						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	213.850	1	213.850	2.858	.093 ^a
	Residual	11075.490	148	74.834		
	Total	11289.340	149			
2	Regression	914.437	2	457.219	6.478	.002 ^b
	Residual	10374.903	147	70.578		
	Total	11289.340	149			

a. Predictors: (Constant), Gender

b. Predictors: (Constant), Gender, Sum of Transactional Leadership Style

c. Dependent Variable: Total of Performance Measures (sum of A,B,C and D)

4.7.4.3 Performance – Personality – Competency

To test assess the ability of Personality and Competency to predict level of performance a hierarchical regression was carried out and results, as seen in Table 45. It indicated that there is an additional 54% of variance in performance measures even when effects on personality and competency that was statistically significant. This is a statistically significant, as indicated by the Sig. F change value which is 0.000. As seen from the ANOVA table 46, the model as whole is significant ($F(13, 136) = 12.13, p < 0.01$). However, based on the personality only the Extraversion ($\beta = 0.347, p < 0.01$) and Openness ($\beta = 0.494, p < 0.01$) were statistically significant.

Table 45: Performance – Personality – Competency

		R - Squared	Adjusted R-Squared	Unstandardized Coefficients		Standardized Coefficients
Model				B	Std. Error	Beta
Step 1	(Constant)	0.56	0.51	2.248	3.871	
	Extraversion			4.442	.861	0.35**
	Aggreaableness			1.281	.877	.095
	Conscientiousness			.206	.930	.014
	Neuroticism			2.032	.920	.131
	Openness			8.176	1.101	.505
Step 2	(Constant)	0.54	0.49	1.185	4.065	
	Extraversion			4.608	.891	0.347**
	Aggreaableness			1.283	.918	.095
	Conscientiousness			.035	.973	.002
	Neuroticism			2.154	.958	.139
	Openness			7.987	1.144	0.494**
	Leading & Deciding			1.761	2.161	.055
	Supporting & Co-operating			.329	1.755	.013
	Interacting & Presenting			1.975	2.269	.054
	Analysing & Interpreting			-1.842	1.973	-.065
	Creating & Conceptualising			-.263	1.972	-.010
	Organising & Executing			-.538	1.747	-.019
	Adapting & Coping			1.379	1.877	.047
	Enterprising & Performing			.612	1.358	.031

**, P is significant at the 0.01 level.

*, P is significant at the 0.05 level.

Table 46: ANOVA

ANOVA ^c						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5939.109	5	1187.822	31.970	.000 ^a
	Residual	5350.231	144	37.154		
	Total	11289.340	149			
2	Regression	6060.604	13	466.200	12.126	.000 ^b
	Residual	5228.736	136	38.447		
	Total	11289.340	149			

a. Predictors: (Constant), Openness, Neuroticism, Conscientiousness, Extraversion, Aggreaableness

b. Predictors: (Constant), Openness, Neuroticism, Conscientiousness, Extraversion, Aggreaableness, Enterprising & Performing, Supporting & Co-operating, Analysing & Interpreting, Interacting & Presenting, Adapting & Coping, Organising & Executing, Leading & Deciding, Creating & Conceptualising

c. Dependent Variable: Total of Performance Measures (sum of A,B,C and D)

4.7.4.4 Performance – Personality – Transformational Leadership Style

To assess the ability of Personality and Transformational Leadership Style to predict the level of performance a hierarchical regression was carried out and results, as seen in Table 47. It indicated that there is an additional 55% of variance in performance measures even when effects on personality and transformational leadership style were statistically significant. This is a statistically significant as indicated by the Sig. F change value, which is 0.000. As seen from the ANOVA table 48, the model as whole is significant ($F(6, 143) = 20.10, p < 0.01$). However, based on the personality only the Extraversion ($\beta = 0.328, p < 0.01$) and Openness ($\beta = 0.442, p < 0.01$); with the Transformational leadership style ($\beta = 0.179, p < 0.05$) were statistically significant.

Table 47: Performance – Personality – Transformational Leadership Style

		R - Squared	Adjusted R-Squared	Unstandardized Coefficients		Standardized Coefficients
Model				B	Std. Error	Beta
Step 1	(Constant)			2.248	3.871	
	Extraversion			4.442	.861	0.335**
	Aggreableness	0.53	0.51	1.281	.877	.095
	Conscientiousness			.206	.930	.014
	Neuroticism			2.032	.920	.131
	Openness			8.176	1.101	0.505**
Step 2	(Constant)			-.988	3.966	
	Extraversion			4.357	.843	0.328**
	Aggreableness			.977	.865	.073
	Conscientiousness	0.55	0.53	-.216	.922	-.015
	Neuroticism			2.123	.901	.137
	Openness			7.155	1.140	0.442**
	Transformational Leadership Style			2.813	1.026	0.179*

**, P is significant at the 0.01 level.

*, P is significant at the 0.05 level.

Table 48: ANOVA

ANOVA ^c						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5939.109	5	1187.822	31.970	.000 ^a
	Residual	5350.231	144	37.154		
	Total	11289.340	149			
2	Regression	6206.353	6	1034.392	29.101	.000 ^b
	Residual	5082.987	143	35.545		
	Total	11289.340	149			

a. Predictors: (Constant), Openness, Neuroticism, Conscientiousness, Extraversion, Agreeableness

b. Predictors: (Constant), Openness, Neuroticism, Conscientiousness, Extraversion, Agreeableness, Sum of Transformational Leadership Style

c. Dependent Variable: Total of Performance Measures (sum of A,B,C and D)

4.7.4.5 Performance – Personality – Transactional Leadership Style

The ability of Personality and Transactional Leadership Style to predict level of performance a hierarchical regression was carried out and the results are seen in Table 49. It indicated that there is an additional 55% of variance in performance measures even when effects on personality and transactional leadership style were statistically significant. This is statistically significant as indicated by the Sig. F change value which is 0.000. As seen from the ANOVA table 50, the model as a whole is significant ($F(6, 143) = 28.67, p < 0.01$). However, based on the personality only the Extraversion ($\beta = 0.339, p < 0.01$) and Openness ($\beta = 0.495, p < 0.01$) were statistically significant.

Table 49: Performance – Personality – Transactional Leadership Style

		R - Squared	Adjusted R-Squared	Unstandardized Coefficients		Standardized Coefficients
Model				B	Std. Error	Beta
Step 1	(Constant)			2.248	3.871	
	Extraversion			4.442	.861	0.335**
	Aggreableness			1.281	.877	.095
	Conscientiousness	0.53	0.51	.206	.930	.014
	Neuroticism			2.032	.920	.131
	Openness			8.176	1.101	0.505**
Step 2	(Constant)			-1.904	4.147	
	Extraversion			4.491	.846	0.339**
	Aggreableness			1.148	.863	.085
	Conscientiousness	0.55	0.53	.022	.916	.001
	Neuroticism			1.762	.910	.114
	Openness			8.017	1.083	0.495**
	Transactional Leadership Style			2.400	.957	.144

** . P is significant at the 0.01 level.

*. P is significant at the 0.05 level.

Table 50: ANOVA

ANOVA ^c						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5939.109	5	1187.822	31.970	.000 ^a
	Residual	5350.231	144	37.154		
	Total	11289.340	149			
2	Regression	6164.238	6	1027.373	28.666	.000 ^b
	Residual	5125.102	143	35.840		
	Total	11289.340	149			

a. Predictors: (Constant), Openness, Neuroticism, Conscientiousness, Extraversion, Aggreableness

b. Predictors: (Constant), Openness, Neuroticism, Conscientiousness, Extraversion, Aggreableness, Sum of Transactional Leadership Style

c. Dependent Variable: Total of Performance Measures (sum of A,B,C and D)

4.7.4.6 Performance – Competency – Gender

When the ability of competency and gender to predict level of performance were carried out no significant results were derived.

Chapter 5 – Discussion

This chapter discusses and interprets the results and links them with the findings of similar studies to highlight the similarities and differences. The results of this study are important to the Malaysian banking sector in terms of understanding the true extent of the capacity gap in leadership, determining the key competencies required in leaders that are influenced by personality, and recommendations for averting a capacity gap. In the following discussion, the hypotheses and findings are discussed in relation to the research questions.

5.1 Personality Traits and Competency of Good Leaders

The results show that when Big Five measures are used with the Great Eight Competency Model, this provides insights into how good leaders' personality characteristics are related with the perceived interpersonal competencies. The evidence suggests that applying both the personality and competency model it provides a clearer pattern of the relationships that exist between these attributes.

In this study, no relationship was found between the personality of extraversion and the competencies of leading and deciding. However, previous studies have shown that extrovert personalities appear to have advantages in organisations (e.g., Bono and Judge, 2004; Judge et al., 2002; Ployhart et al., 2000).

Despite some say that their strengths are less obvious and less effective in organisation, current study contributes to the banking industry that introvert personality may seem to be an important personality. The finding is further supported by a research on performance outcomes who have found that extroverted personality or charismatic CEO's does not always have the ability to generate high profitability within the organisation. For instance, Agle et al., (2006) claimed that ratings of CEO charisma/extrovert were positively related to their salary however were not positively

related to the overall organisation performance. Also illustrated by Tosi et al., (2004) who examined the relationship between perceived charismatic/extrovert of CEO's, the CEO compensation packages, and organisation performance over a 10 year period. Surprisingly, they found CEO charisma/extrovert ratings tend to be directly related to the salary but no relation to the organisation performance.

Research has also shown that individuals tend to hold implicit theories of leaders as extroverts, suggesting that supervisor and subordinate evaluations of extroverted leaders may be enhanced by a "halo effect" (Grant et al., 2011). This may occur because extraverted leaders match the prototypes of charismatic leaders that dominate both Western (Lord et al., 1986) and Eastern cultures (Leung and Bozionelos, 2004) and are particularly prevalent in business (Agle et al., 2006).

However, recent studies have emerged to challenge these assumptions. For example, Grant et al., (2011) found that introverted leaders tend to demonstrate greater group performance when leading proactive employees whereas extroverted leaders group show greater group performance when leading passive employees. This implies that introverted leaders are more willing to listen and take suggestions as they feel less threatened or feel less need to assert their dominance. Collins, (2001), also found that a Level Five Leader does not have a charismatic or outgoing personality but is nonetheless the most transformative. Similarly, Tosi et al. (2004) examined the relationship between perceived charismatic/extrovert personalities of CEOs, CEO compensation packages, and organisation performance over a 10 year period and found that while CEO charisma/extrovert ratings tended to be directly related to the salary, they had no relation to the organisational performance. The researcher therefore argue that while extrovert leaders may be able to convince the organisation of their importance, they may not always produce a tangible organisational performance.

Hence, it appears results that an introverted personality may be suitable for the banking industry, as the nature of this industry means it is likely to require leaders that has attributes such as being a good listener, being analytical and calm in decision making. Moreover, they appear approachable to their followers, who are also likely to be more open, discuss issues and bring about changes.

The findings it disclosed that this personality of introvert might be much suitable for the banking sector as such leaders would be able to portray as approachable by followers. This is supported by Collins, (2001) in a landmark study analysing the progress of organisation from good to great and looking at determining one of the key drivers was a Level Five Leader. The findings revealed that this leader does not portray charismatic or outgoing personality but the most transformative with a mixture of personal humanity and professionalism. As described by Collins, (2001: p.67) *“they are timid and ferocious, shy and fearless. They are rare and unstoppable.”* The leaders outshine the stereotype of leaders/CEO by portraying genuine modesty of true-self. Collins stresses the importance of such leaders in organisation as they would be capable to transform from good to great and they are the key attributes of the organisations success. These findings surprisingly support the current findings that quiet introverted leaders can possibly create major success in the organisation.

Previous researchers have identified that openness to experience positively relates to analysing and interpreting; however the researcher found that openness to experience relates negatively to analysis and interpreting.

In the current study leaders are low in openness to experience; meaning that leaders that have low scores on openness are more down-to-earth, simple, focused in their interest and thinking are likely to be able to provide a healthier working environment for discussion and information exchange (Schilpzand et al., 2011). Leaders with this type

of personality demonstrates lower levels of divergent thinking (Schilpzand et al., 2011) as they are comfortable with things that are much more routine based. Therefore, low openness of experience leaders are known to be direct in dealing with daily activities with a high level of analysis and interpretation competencies.

Leaders with this combination (personality low in openness to experience and analysis and interpretation competencies) prefer to adopt familiar ways of carrying out their daily tasks, which in turn reduces uncertainty in their decisions. Research has suggested that leaders who are high in openness to experience are more likely to venture down new paths and are independent thinkers (Barrick and Mount, 1991). Furthermore, leaders' with high openness to experience are often less concerned with what others think and willing to undertake unfamiliar tasks.

Hence, in the banking industry it may be better to have leaders who have low openness to experience with analysis and interpretation competencies as compared with high openness to experience, as this is associated with higher risk propensity, which may put the bank in danger of risky decisions.

Leaders who scored high in openness to experience tend to be imaginative, adventurous, and unconventional (McCrea and Costa, 1987; Chernyshenko et al., 2011) and openness to experience is also associated with divergent thinking (McCrea and Costa, 1987) and creativity (Feist, 1998). In several studies, creativity has been identified as an important skill of an effective leader (Bass, 1990). This suggests that openness to experience may be associated with leadership ratings.

In the study, openness to experience was found to relate positively to creating and conceptualising. This is an essential aspect for the banking industry, as leaders need to have the personality of openness to experience to drive the organisation towards the organisational mission and vision and at the same time look into new venture and

potential opportunities by being more creative. Leaders with scores high on openness to experience may generate creative ideas (i.e., divergent thinking), whereas those whose scores are low on this aspect will be able to bring their followers back to reality by focusing on the appropriateness of the ideas (i.e., convergent thinking) (Schilpzand et al., 2011).

The study supports previous findings that by having this combination of these attributes, leaders can easily become involved with others to bring changes into the organisation (McCrae and Terracciano, 2005; McCrea and Costa, 1987; Schilpzand et al., 2011). They are open towards unusual ideas that are likely to draw intellectual debate among employees and this will develop a healthy interactive working environment. Similarly, Bartram (2009, 2004, 2006, 2005) found that leaders with the competencies of creating and conceptualising have the ability to handle situations and problems with innovation and creativeness and broad- mindedness with strategic thinking that supports and drives changes within organisation is related to the personality of openness to new ideas and experiences. Therefore, leaders with openness to experience are individuals that exhibit a positive attitude within the organisation (Department of Statistic Malaysia, 2011) and at the same time adapt to traditions and social obligations (Judge and Bono, 2000; Employment Outlook 2012 Malaysia, 2012).

The current study found a significant positive relationship between personality of agreeableness and competencies of enterprise and performance. This shows that leaders with the personality of agreeableness have attributes of friendliness, generosity, and helpfulness and are willing to compromise their interests for those of the organisation. The type of leader that has agreeableness and competencies of enterprise and performance may have a strong tendency not only to achieve personal work goals and objectives but also to work energetically and enthusiastically in pursuing to encourage employee development and self-development. Given the nature of the industry, which

is complex and risky, it is essential to have leaders that are honest, decent and trustworthy with high morality and integrity. Thus, our result shows that this is an important attribute for leaders in the banking industry. It can be achieved with the leader's combination of competencies of entrepreneurial and commercial thinking that can enlarge potential business opportunities and is aware of the financial capacity and organisational issues.

The findings is strengthened by empirical research, such as Digman (1990), who asserts that an agreeable leader has the capability to handle conflict in a professional manner by being cooperative and collaborative. Further, according to Liu and Cormer (2012), a leader who is associated with cooperation (trusting and caring) is known to be likeable (gentle, cheerful and good natured). The current finding indicate that more successful leaders are more likely to have personality of agreeableness together with competencies of enterprising and performing.

In relation to the personality of extraversion and competencies of interacting and presenting, the current study indicates that there is a significant positive medium relationship between them. In the banking industry it is important to have leaders with this combination of personality and competencies. An extraverted personality has the working style of seeking opportunities by personal interaction with others. This encourages leaders to be seen as a role model and also abilities to approach not only employees but also potential clients or business partners. This type of leader also contributes actively to meetings. This may be seen as essential for leaders in the banking industry because they are mainly focused on people and activities that are energised by interacting with others. Leaders with this personality are seen to be passionate about participating, organising, socialising and they also love to talk (McCrae and Costa, 1995, 1987; Chernyshenko et al., 2011). As seen from the current study, there is a significant medium positive relationship between these attributes

(extraversion and competencies of interacting and presenting), showing that such leaders have the ability to motivate and work well in teams, and have essential skills of networking and the potential to promote the organisation by being positive.

Furthermore, being in a leadership position often involves expressing optimism and positive emotions (Connelly and Ruark, 2010) and thus being positive results in extroverts being perceived as leaders. Given these theoretical links between extraversion and leadership, it is perhaps not surprising that research our research also has shown that the broad trait of extraversion is related to being perceived as more 'leaderlike' (Hogan et al., 1994), which may lead to leader effectiveness (Costa and McCrae, 1988).

The research found a significant medium negative relationship between extraversion and organising and executing, as well as adapting and coping. This means that leaders with a less extroverted personality are more likely to be better at organising and executing, and adapting and coping. The findings shown that when leaders are less extrovert are likely to be more effective as followers can be more proactive in organising and executing, and adapting and coping. According to Grant and Ashford (2008), proactivity relates to action taken to create change. Griffin et al (2007) state that leaders are not always able to predict and control internal and external issues, and thus they have to rely on followers to take the initiative to create constructive change. Therefore, less extraverted leaders may tend to care less about power and status (Barrick et al., 2002), and be more receptive to followers' opinions. Less extraverted leaders have a strong tendency to notice followers' efforts to solve important problems, which may enhance performance (Detert and Burris, 2007). Furthermore, less extraverted individuals tend to spend more time listening and less time talking (Ramsay, 1966), and feel more apprehensive about initiating communication in groups (Opt and Loffredo, 2000) and speaking in public (Feingold, 1983).

Moon et al., (2008), illustrated as followers take the initiative to bring forward new ideas, a less extraverted leader may embrace the ideas more willingly, hence using it to develop more efficiently and effectively. Also less extraverted leaders have high tendency to take interest and notice followers' efforts to voice important problems, which may enhance performance (Detert and Burris, 2007). Thus, respond to upward influence with attention of solving problems that may bring forward changes with respect to strategically significant issues (Dutton et al., 2001).

In addition, less extraverted leaders may listen more carefully to followers' ideas and suggestions. Whereas highly extraverted leaders' tend to be more assertive and confident in building visions and expressing their ideas, leaders' lower in extraversion tend to be quieter and more reserved (Fleeson, 2001; Gosling et al., 1998). To strengthen further on the findings, Scherer, (1978) indicates that on average, less extraverted leaders' speak more quietly than their highly extraverted leaders', which suggests that less extraverted leaders' communication styles leave more room for follower's voice. Furthermore, less extraverted individuals tend to spend more time listening and less time talking (Ramsay, 1966), and feel more apprehensive about initiating communication in groups (Opt and Loffredo, 2000) and speaking in public (Feingold, 1983).

The current study shows that less extraverted leaders are likely to spend more time listening and less talking (Ramsay, 1966) and tend to consider the contribution and suggestions of employees, which brings support and cooperation from employees (Grant et al., 2011). Therefore, it is not surprising that the research suggests that extraverted leaders are less likely to have the competencies of supporting and cooperating.

The study found a small positive relationship between agreeableness and interacting and presenting. Agreeableness reflects tendencies towards being honest, trusting, sensitive and warm (McCrae and Costa, 1987) and also the ability to build and maintain social relations (Jensen-Campbell and Graziano, 2001). Brown and Trevino (2006) claim that 'honesty' and 'trustingness' form part of agreeableness and are important characteristics for leaders to be perceived as ethical. Being ethical as part of personality of agreeableness would be a valuable quality to possess in the banking industry where the leaders are expected to communicate and work in a team. Leaders with this combination would be able to communicate and present between different departments and with people on different levels. The current study has shown that to some degree, leaders are sensitive and able to show interest in the feelings of others with the basic beliefs of decency, honesty and trustworthy (McCrae and Costa, 1987; Jensen-Campbell and Graziano, 2001). Leaders with highly agreeable personality are more likely to avoid conflicts that in time will lead to poor leadership (Suls et al., 1998; Bernardin et al., 2000). However, the personality of agreeableness may not be appropriate in certain complex situation as they may seem not to be sufficiently assertive (Suls et al., 1998).

Furthermore, the study revealed a medium negative relationship between agreeableness and supporting and cooperating, and with organising and executing. Den Hartog and De Hoogh (2009) suggest that the personality of agreeableness is associated with ethical leadership. Leaders should be able to balance criticism with empathy by being firm in transmitting the message and be able to recognise the impact on employees. However, less agreeable leaders are perceived as to be more tolerant because they are less concerned about protecting social harmony (McCrae and Costa, 1987). As a result, they tend to be less distracted by stressful conflict (Suls et al., 1998), and are more likely to be focused on organising and executing the task.

The researcher found a medium positive relationship between agreeableness and adapting and coping. These leaders are more tolerant (McCrea and Costa, 1987), able to cope with conflict (Suls et al., 1998) and display ethical behaviour (Den Hartog and De Hoogh, 2009) that enhances their adaptability to cope with complexity and changes in the workplace and at the same time support colleagues. Furthermore, this combination of personality and competencies are useful in the banking industry as leaders' tend to drive the organisation with new suggestions and ideas (McCrae and Costa, 1987). Therefore, such implementation requires leaders that are understanding and have the ability not only to adapt to the new ideas but also to be prepared for uncertainty and changes along the way. One that is tolerant of ambiguity is also cope with setbacks and resistance and manage pressure well.

The present study shows a small positive relationship between conscientiousness and interacting and presenting. Leaders with this combination of personality and competencies demonstrate persistence, goal oriented and high achievers. A meta-analysis by Ones et al., (1993) concluded that a combination of general mental ability combined with an assessment of conscientiousness provides the most effective personnel selection procedure. Further, Barrick and Mount (1991), concluded that conscientiousness consistently affects all job performance criteria for all occupational groups, and Bass and Stogdill, (1990: p.573) claimed conscientiousness correlates to success in the workplace more highly than any other personality trait.

Conscientious individuals are known to be well organised, efficient, systematic, and dependable (Costa Jr and McCrae, 1992). Hofmann and Jones, (2005: p.513) claim that *“such conscientious leaders value the diligent performance of role behaviour with great emphasis given to the task at hand”*. They normally set high standards for themselves and for their followers (Marcus and Schuler, 2004). As a highly conscientious leader may be a negative influence (e.g., setting expectations that are too high) their tendency

to take ownership of work-related problems will diminish (Meyer et al., 2002), thus prompting a decline in affective commitment from followers. Furthermore, (Judge et al., 2009: p.868) assert that *“leaders that are highly conscientious may be threatened by turbulent circumstances and organisational change, and experience stress when impending deadlines and daunting workloads compromise their strong desires to follow strict and organised procedures.”* With this in mind the researcher further reasoned that the banking industry would require a leader that is not only able to follow the rules and regulations but can also adapt and cope with the complexity.

Highly conscientious leaders tend to be less adaptable to change (LePine and Van Dyne, 2001), which could result in poor organisational performance, failure to capitalise on organisational resources, or missed opportunities for aggressive investment into new ventures. Thus; the researcher found no relationship between conscientiousness and supporting and cooperating. The findings can be related to Hogan and Hogan, (2001) who assert that a high conscientious leaders *“may emerge as perfectionists, inflexible about procedures and policies, and critical of their team's performance”*, which may lead to ineffective leadership. Further, the study is also in line with (Bono and Judge, 2004), who found that conscientious leaders are unlikely to be perceived as charismatic or inspirational for the organisation in the long term.

The present study supports previous researchers in finding no relationship between neuroticism and interacting and presenting; supporting and cooperating; organising and executing and adapting and coping (Bartram, 2009, 2004, 2006, 2005). Moutafi et al. (2007), suggests that leaders' with high neuroticism may be more prone to anger and aggression primarily because they are more reactive to negative situations with low self-esteem and prone to risk aversion. Current findings support that negative reactive behaviour would have a negative impact on an organisation that is highly complex and changeable in nature. Similar findings have been reported in previous research,

indicating that neuroticism is negatively related to performance in demanding and stressful tasks, but positively related to performance in relatively simple and monotonous tasks (Corr, 2003; Beier and Oswald, 2012; Oswald F. L. et al., 2007; Poposki et al., 2009). In this light, for the banking industry it is important to minimise such neurotic personality. As proposed by Moutafi, Furnham & Crump, (2007) such neurotic behaviours are “*self-evidently not desirable at middle or senior management level.*” Therefore, in in this study the hypotheses were accepted.

The quality of an organisation’s human resources is perhaps the leading indicator of its growth and sustainability in the long run. An organisation is measured by the number of high-calibre employees, and always starts with the selection of the right people for the right jobs. As these employees start making appropriate decisions and actions for the organisation, this will affect the success of the organisation. Therefore, performance is an important criteria of measurement. The study found no relationship between performance and analysing and interpreting or organising and executing. A leader is sensitive to changing circumstances and is always ready to adjust their approach for maximum effectiveness. This also reveals that the leaders in this study have thoroughly understood their duties and responsibilities, are alert to changes within the complex environment and respond rapidly. Further, it indicates that these leaders have a clear understanding of the organisation’s mission and the values and how they impact day-to-day operations. These findings are somewhat inconsistent with previous studies, which showed a positive relationship between performance and competencies. The reason could be that the leaders are aware that these are the basic competencies required to carry out daily tasks.

This study further revealed there is a significant medium positive relationship between performance and enterprising and performing; and creating and conceptualising. This shows that leaders’ are quick in recognises new opportunities either for business

requirement or even for self/staff development. Leaders demonstrate great initiative in carrying out these opportunities with minimum supervision. This is essential as the banking sector requires leaders that are vigilant of outside market opportunities and also to keep up to date with the new developments in their field to add value to the organisation and to share best practices among colleagues. This is further supported by Ulrich et al., (2013), who stated that “*leadership attributes*” consist of three “*broad categories: who leaders **ARE** (values, motives, personal traits, character); what leaders **KNOW** (skills, abilities, traits); and what leaders **DO** (behaviour, habits, styles, competencies)*” which are all put together to derive the desired outcome that determines the success for the organisation. That the banking sector requires leaders’ that are capable has been highlighted in the objective by Aziz (2011), stating that one of the keys is to have capable future leaders to drive the emergence of new opportunity for the banking sector. Therefore, this is one key element that might be helpful to further development in Malaysia. As indicated in this study that there is relationship between performances and enterprising and performing, reflecting that leaders are more likely to show an interest in self-development (Farr et al., 1993). This is because leaders wish to enhance their current competencies and are motivated by growth and development needs (Brockner and Higgins, 2001).

The study also supports previous findings that there is a significant medium positive relationship between performance and creating and conceptualising. Bank leaders will have to be able to develop survival strategies to move forward with being competitive and with the changes that are inevitably ahead of them. Furthermore, with the recent financial turbulence, bank leaders have to be resourceful in devising new plans with integrity to accomplish new goals. For instance Baer and Oldham (2006: p.963) state that “*employee creativity can make a substantial contribution to an organisation’s . . . competitiveness.*” Similarly, in the banking sector it is an essential attribute with the

underlying argument that encouraging creative ideas may improve internal operations and eventually meet external demands with improvement in the procedures, products, and services.

This study shows a significant small positive relationship between performance and leading and deciding. Leading can mean leading oneself, colleagues and employees of the organisation, bearing in mind that the way the leader leads depends on the situation, perspective and on the nature and needs of those involved. A leader has to be able to lead using different approaches depending on the situation. Surprisingly, the current study only shows a small relationship, as for the banking sector, this might have been one of the crucial aspects to measure a leader's performance. The reason for this may be that the majority of the participants in this survey are aged between 21 and 24, holding the position of either Officer or Assistant Manager, and are still in the process of learning to be a leader, while leading and deciding are to a large extent more related to senior level management/CEO of the organisation. It is also noted that 80% of the respondents had either 'average' or 'below average' scores in their yearly performance. This means there is still room for improvement in this core competencies essential for the banking sector. Martin and Schmidt (2010) claim that in fact, only 30% of the high performers have a high potential for the organisation.

In the study, this hypothesis was accepted. It has been highlighted in this study that the three key competencies that leaders should have are to be proactive, meaning dedicated to continuous learning and researching, being open to new ideas, information and technology and aware of the surrounding environment in terms of change and improvement (Creating and Conceptualising). This is followed by thinking broadly and strategically with an entrepreneurial mind set (Enterprising and Performing). The third aspect of leaders is that they should be able to understand the goals and objectives and work towards the organisational mission and vision by being role models and being

flexible, with interpersonal and self-management skills to work closely on plans, projections, maintaining productivity and quality and driving results in the organisation (Leading and Deciding). A summary of the discussion on personality traits and competency of good leader is presented in Table 51.

Table 51 : Summary of Personality Traits and Competency of Good Leaders

	Hypothesis	Result	Summary
1	Hypothesis 1a: Extraversion > Leading and Deciding.	<p>There is no correlation between Extraversion and competency of Leading and Deciding.</p> <p>Therefore, this hypothesis is rejected.</p>	<p>The study did not show any relationship between the personality of extraversion with the competencies of leading and deciding. The study indicated that introvert personality may seem to be an important personality for banking industry as it may require a leader that has attributes such as being a good listener, analytical and calm at making decision.</p> <p>Consistent with the findings (Agle et al., 2006) found that ratings of CEO charisma were positively related to their salary however were not positively related to the overall organisation performance. Further supported by Tosi et al., (2004) who examined the relationship between perceived charismatic of CEO's, the CEO compensation packages, and organisation performance over a 10 year period. Surprisingly they found CEO charisma ratings to be directly related to the salary but no relation to the organisation performance. A recent example in Grant et al., (2011), examined the mediating effects of employee proactivity on the relationship between extroversion and group performance. They found the important attributes from these findings is that introverted leader are seen to be more than willing to listen and take suggestions which makes them to feel less threatened or the need to assert their dominance. Another key essential finding illustrated by Collins (2001) on the progress of organisation from good to great and looking at determining one of the key drivers was a Level Five Leader. The findings revealed that this leader does not portray charismatic or outgoing personality but the most transformative with a mixture of personal humanity and professionalism. As described by Collins (2001: p.67) "they are timid and ferocious, shy and fearless. They are rare and unstoppable." The leaders outshine the stereotype of leaders/CEO by portraying genuine modesty of true-self. Collins stresses the importance of such leaders in organisation as they would be capable to transform from good to great and they are the key attributes of the organisations success. This findings surprisingly support the current findings that quiet introverted leaders can possibly create major success in the organisation.</p>
2	Hypothesis 1b: Openness to Experience > Analysing and Interpreting	<p>There is a significant large negative relationship between the Personality of Openness to Experience and the competencies of Analysing and Interpreting.</p>	<p>The study revealed significant negative relationship between personality of openness to experience and competencies of analysis and interpreting. Current study indicates that low on openness are more down to earth, simple, narrow in their interest and thinking can high likely provide with a healthier working environment for discussion and information exchange (Schilpzand et al., 2011). Further supported by Schilpzand et al., (2011) these leaders' demonstrates lower levels of divergent thinking as they are comfort in things that are much more of routine based. Leaders' who are high in openness to experience are more likely to venture into new things and are independent thinkers (Barrick and Mount, 1991). However, in the banking industry it may be better to have leaders' that are with low in openness to experience as high openness to experience is also associated with high risk propensity, which may put the bank at stake for high risk decisions.</p>

	Openness to Experience > Creating and Conceptualising.	<p>There is a significant large positive relationship between personality of Openness to Experience and the competencies of Creating and Conceptualising.</p> <p>Hence, this hypothesis is accepted.</p>	<p>The study revealed that personality of openness to experience has significant positive relationship with the competencies of creating and conceptualising. Leaders that are scored high in openness to experience tend to be imaginative, adventurous, and unconventional (McCrea and Costa, 1987; Chernyshenko et al., 2011) and also is associated with divergent thinking (McCrea and Costa, 1987) and creativity (Feist, 1998). In several research, creativity has been identified as an important skill of an effective leader (Bass, 1990). This suggests that openness to experience may be associated with leadership ratings. Hence, in the study showed that openness to experience relates positively to creating and conceptualising. This is an essential aspect for the banking industry as leaders need to have the personality of openness to experience to drive the organisation towards the organisational mission and vision same time look into new venture and potential opportunities by being more creative.</p>
3	Hypothesis 1c: Agreeableness > Enterprising and Performing	<p>There is a significant medium positive relationship between the personality of Agreeableness with the competencies of Enterprising and Performing.</p> <p>Therefore, this hypothesis is accepted</p>	<p>The researcher found a significant medium positive relationship between personality of agreeableness and competencies of enterprising and performing.</p> <p>The nature of the industry itself; which is complex and risky it is an essential aspect to have leaders' that are honest, decent and trustworthy with high morality and integrity. Thus, the result has shown that it is an important attribute for leaders in the banking industry. Empirical research for instance Digman, (1990) asserts that an agreeable leaders has the capability to handle conflict in a professional manner by being cooperative and collaborative by striving into common understanding while maintaining social affiliations. Liu and Cormer (2012), further illustrated that a leader that associated with cooperation (trusting and caring) is known to be likeable (kind, cheerful and good natured), therefore, resulting in them being more adventurous to gain success within the organisation by acquiring and being inquisitive.</p>

4	<p>Hypothesis 1d:</p> <p>Extraversion > Interacting and Presenting; Supporting and Cooperating; Organising and Executing; Adapting and Coping</p>	<p>There is a significant medium positive relationship between the personality of Extraversion and the competencies of Interacting and Presenting</p> <p>There is a significant medium negative relationship between the personality of Extraversion and the competencies of Organising and Executing, and Adapting and Coping</p> <p>There is no relationship between the personality of Extraversion and the competencies of Supporting & Cooperating.</p> <p>Hence, this hypothesis is accepted.</p>	<p>The study indicates that there is a significant positive medium relationship between personality of Extraversion with competencies of Interacting and Presenting. Leader in the banking industry are mainly focused on the people and activities that are energised by interacting with others. Leaders' with these personality are seen to be passionate in participating, organising, socialising and also loves to talk (McCrae and Costa, 1995, 1987; Chernyshenko et al., 2011). They have high tendency to evaluate things while they are talking and physically engaging the environment.</p> <p>This research found a significant medium negative relationship between personality of Extraversion with competencies of Organising and Executing; and Adapting and Coping. The findings shown that when leaders are less extravert it may high likely be more effective because followers can be more proactive in organising and executing, adapting and coping. According to Grant and Ashford (2008), being proactive are action taken to create change, further asserts Griffin et al, (2007) as a leader one is not able to always predict and control internal and external issues, thus leader has to rely on followers to take initiative to create constructive change. Therefore, being less extraverted leaders they tend to careless about power and status (Barrick et al., 2002), has the ability to be more receptive on followers voice.</p> <p>As the researcher have seen and understand from the current study that less extraverted leaders are high likely to spend more time in listening and doing less of the talking (Ramsay, 1966), therefore it is not surprising that the research suggests that extraverted leaders are more likely not to have the competencies of supporting and cooperating. Less extraverted leaders' are better at being a good listener and have the tendency to consider the contribution and suggestions of employees and this would than bring in support and cooperation within employees in organisation (Grant et al., 2011). In contrast a highly extroverted leader when employees proactively share their views and suggestions openly they often take precedent or being in the 'spotlight' of challenging leaders' dominance, authority, and status (DeYoung et al., 2007).</p>
	<p>Agreeableness > Interacting and Presenting; Supporting and Cooperating; Organising and Executing;</p>	<p>There is a significant small positive relationship between the personality of Agreeableness and the competencies of Interacting and Presenting.</p>	<p>The study found a significant small positive relationship between personality of agreeableness with competencies of interacting and presenting. Agreeableness reflects the tendencies to be honest, trusting, sensitive and warm (McCrae and Costa, 1987) and also ability to build and maintain social relations (Jensen-Campbell and Graziano, 2001). Brown and Trevino, (2006) claimed that 'honest' and 'trusting' that forms part of agreeableness is also an important aspect for leaders to be perceived as ethical. Being ethical as part of personality of agreeableness would be probably a quality to possess in a banking industry where the leaders' are expected to communication and work as a team work for a healthy and productive organisation. Current study has shown that to some degree the leaders' are sensitive and able to show interest to the feelings of others with the basic belief of decency, honesty and trustworthy (McCrea and Costa, 1987; Jensen-Campbell and Graziano, 2001).</p>

	and Adapting and Coping	<p>There is a significant medium negative relationship between the personality of Agreeableness and the competencies of Supporting and Cooperating; and Organising and Executing.</p> <p>There is a significant a medium positive relationship between the personality of Agreeableness and the competencies of Adapting & Coping</p> <p>Hence, this hypothesis is accepted.</p>	<p>The study shown a significant medium relationship between personality of Agreeableness with competencies of Supporting and Cooperating; and Organising and Executing. Den Hartog and De Hoogh (2009) suggest that personality of agreeableness are likely to be associated with ethical leadership. Thus; a leader has to be able to deliver not only good messages all the time, but at times one has to deliver bad news and criticism on the task and not on the employees. Therefore a less agreeable personality would be better off as compared with highly agreeable leader. By being able to tell employees things they do not want to hear and being honest would lead less agreeable leaders' to gain full support and cooperation from employees at all level. Furthermore, these leaders are perceived as to be more tolerant because they are less concerned about protecting social harmony (McCrea and Costa, 1987). As a result, they tend to be less distracted by stressful conflict (Suls et al., 1998), and are more likely to be more focused on organising and executing the task.</p> <p>The researcher found a significant medium positive relationship between personality of agreeableness with competencies of adapting and coping. These leaders with these attributes are more tolerant (McCrea and Costa, 1987), able to cope with conflict (Suls et al., 1998) with ethical behaviour (Den Hartog and De Hoogh, 2009) that enhances them to demonstrate adaptability to cope with complexity and changes in the workplace same time supporting fellow colleagues. Furthermore, these combinations of personality and competencies are useful in the banking industry as leaders' tend to drive the organisation with new suggestion and ideas (McCrae and Costa, 1987).</p>
	Conscientious ness > Interacting and Presenting; Supporting and Cooperating; Organising and Executing; and Adapting and Coping	<p>There is a significant small positive relationship between the personality of Conscientiousness and the competencies of Interacting and Presenting.</p> <p>There is a significant medium negative relationship between the personality of</p>	<p>In the present study it shows that there is a significant small positive relationship between personality of conscientiousness with competencies of interacting and presenting. These combination of personality and competencies demonstrates persistence, goal oriented and high achievers. A meta-analysis by Ones et al., (1993) concluded that a combination of general mental ability combined with an assessment of conscientiousness provides the most effective personnel selection procedure. Further Barrick and Mount, (1991), concluded that conscientiousness consistently affects all job performance criteria for all occupational groups, and Bass and Stogdill, (1990: p.573) claimed conscientiousness correlates to success in the workplace more highly than any other personality trait.</p> <p>Current study found a significant medium negative relationship between personality of conscientiousness with competencies of organising and executing; and adapting and coping. Hofmann and Jones, (2005: p.513) claimed that "such conscientious leader value the diligent performance of role behaviour with great emphasize given on the task at hand". They normally set high standards for themselves and for their followers with high expectations, Hence they</p>

		<p>Conscientiousness and the competencies of Organising and Executing and Adapting & Coping.</p> <p>There is no relationship between the personality of Conscientiousness and the competencies of Supporting & Cooperating.</p> <p>Therefore, this hypothesis is accepted.</p>	<p>have high tendency to reinforce norm adherence (Marcus and Schuler, 2004). As a high conscientiousness leader may portray negative influence (e.g. Setting high expectations or even reinforcing norm adherence), and their tendency to take ownership of work-related problems will diminish (Meyer et al., 2002), thus, prompting a decline in affective commitment from followers. Moreover, given the propensity of conscientious leader to follow rules, choose their words with care, and prefer order and regularity (Goldberg, 1999). Our study is also consistent with Judge et al., (2009: p.868) “leaders that are highly conscientious may be threatened by turbulent circumstances and organisational change, and experience stress when impending deadlines and daunting workloads compromise their strong desires to follow strict and organised procedures.” With this in mind the researcher further reasoned that, to the extent in a banking industry would require a leader that is not only able to follow the rules and regulations but simultaneously able to be adapting and coping with the complexity.</p> <p>The researcher found that there is no relationship between personality of conscientiousness with competencies of supporting and cooperating. The findings can be related with Hogan and Hogan (2001) who asserts that a high conscientious leaders “may emerge as perfectionists, inflexible about procedures and policies, and critical of their team's performance”, which may lead to ineffectiveness of leadership. Further the study is also in line with (Bono and Judge, 2004) that conscientious leaders are unlikely to be perceived as charismatic or inspirational for the organisation in the long term.</p>
	Emotional Ability >Inter acting and Presenting; Supporting and Cooperating; Organising and Executing; and Adapting and Coping	<p>There is no relationship between the personality of Neuroticism and the competencies of Interacting and Presenting; Supporting and Cooperating; Organising and Executing; or Adapting and Coping</p> <p>Hence, this hypothesis is accepted.</p>	<p>The present study supports previous researchers that there is no relationship between neuroticism and interacting and presenting; supporting and cooperating; organising and executing or adapting and coping (Bartram, 2009, 2004, 2006, 2005). Moutafi et al., (2007), suggested that leaders’ with high neuroticism may be more prone to anger and aggression primarily because they are more reactive to negative situations with low self-esteem and prone to risk aversion. Current findings supports that negative reactive behaviour would create negative impact for an organisation that is highly complex and changing in nature. Similar findings have been reported in previous research indicating that neuroticism are negatively related to performance in demanding and stressful tasks, but positively related to performance in relatively simple and monotonous tasks (Corr, 2003; Beier and Oswald, 2012; Oswald F. L. et al., 2007; Poposki et al., 2009). Therein, for a banking industry to sustain ideally it is important to minimise such neurotic personality as opposed by Moutafi, Furnham & Crump, (2007) such neurotic behaviours are “self-evidently not desirable at middle or senior management level.”</p>

5	<p>Hypothesis 1e: Performance to competencies of</p> <ul style="list-style-type: none"> i. Analysing and Interpreting; ii. Organising and Executing; iii. Enterprising and Performing; iv. Leading and Deciding; and v. Creating and Conceptualising. 	<p>There is no relationship between Performance and the competencies of Analysing and Interpreting and Organising and Executing.</p> <p>There is a significant medium positive relationship between Performance and the competencies of Enterprising and Performing; and Creating and Conceptualising.</p> <p>There is a significant small positive relationship between Performance and the competencies of Leading and Deciding</p>	<p>The study found that there is no relationship between performance and analysing and interpreting; and organising and executing. A leader is sensitive to changing circumstances and is always ready to adjust their approach for maximum effectiveness. This also reveals that the leader in this study have thoroughly understands the duties and responsibilities and are alert to changes within the complex environment and responds rapidly The above finding have found to be rather inconsistent with the previous studies, that there are positive relationship between the performance and competencies. The reasoning could be that the leaders' aware that this are the basic competencies that are required to carry out the daily task.</p> <p>This study revealed there is a significant medium positive relationship between Performance with competencies of Enterprising and Performing; and Creating and Conceptualising. This shows that leaders' are quick in recognises new opportunities either for business requirement or even for self/staff development. Leaders demonstrate great initiative in carrying out these opportunities with minimum supervision. This is essential as in banking sector requires leaders that are vigilant of the outside market opportunities and also to keep up dated with the new development in their field to add value to the organisation with this knowledge and to share best practices among colleagues. This is further supported by Ulrich et al., (2013) leadership is about the capability of accessing situation and taking independent action when condition requires not only having the attributes of leadership but also has to be result oriented. As banking sector requires leaders' that are capable that has been highlighted in the our objective by Aziz (2011) one of the key essential is to have capable future leaders to drive the emergence of new opportunity for the banking sector this is one key element that might be helpful to further develop in Malaysia. As indicated in this study that there is relationship between performances and enterprising and performing reflects that leaders are determine in learning opportunities and are more likely to show interest in self-development (Farr et al., 1993). The researcher also found that leaders have to be creative; for instance, Baer and Oldham (2006: p.963) state that "employee creativity can make a substantial contribution to an organisation's . . . competitiveness," and Redmond et al., (1993: p.120-121) state that "People's creative efforts make an important contribution to firm performance." Similarly in regards to the banking sector it is an essential attribute with the underlying argument that encourages creative ideas may likely to improve internal operations and eventually meet external demands with detailed care and improvement on the procedures, products, and services.</p> <p>We found a significant small positive relationship between performance and competencies of leading and deciding. A leader has to be able to leader using different way/approaches depending on situation. Surprisingly, current study only shown a small relationship, as for the banking sectors this might have been one of the crucial aspect to measure leader's performance. The reason for this result may likely be because majority of the participants that participated in this survey are within the age group of 21 to 24 and are those holding the position of either Officer or Assistant Manager, and are still in the learning process of being a leader. Moreover, leading and deciding which to a large</p>
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		<p>Hence, this hypothesis is accepted.</p> <p>.</p>	<p>extent is more related towards senior level management/CEO of the organisation. Therefore, high possibility the way the respondents responded to the questions might have been different if they had been on Senior/Top Level Management themselves. Also looking back to the respondent profile, it is noted that 80% of our respondents are either 'average' or 'below average' scoring of their yearly performance. Meaning to say as there is still room for improvement in this core competencies that are essential for the banking sector. Martin and Schmidt, (2010) illustrated only "30% of the high performers are in fact high potentials to organisation."</p>
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5.2 Personality Traits and Leadership Styles

5.2.1 Transformational Leadership Style

In the current study, transformational leadership theory was used to understand leaders' influences. The study shows a medium significant positive relationship between openness to experience and transformational leadership style. This finding is consistent with previous studies (Judge and Bono, 2000; Judge et al., 2002; Judge and Piccolo, 2004). The result indicates that leaders who have a personality of openness related to a transformational leadership style are emotionally responsive and have the intellectual capacity to be flexible and engage with divergent thinking (McCrea and Costa, 1987). It is an important aspect of leader to be able to exhibit inspirational leadership attributes and be insightful, eventually leading followers towards a brighter future for the organisation. There is empirical evidence that transformational leadership attributes can be learned (Barling et al., 1996; Dvir et al., 2002a) over time; thus, working and life experiences would be an advantage for the development of transformational leadership style (Atwater et al., 1999). Given how little the researcher know about the content of leadership training within the banking industry, particularly in Malaysia, this is an important area for future research.

The current study reveals that there is small significant positive relationship between conscientiousness and transformational leadership style. Leaders that are conscientious can take charge of themselves and are accurate in planning and organising (reliable in nature). Therefore, this finding is important in the light of the recent financial crisis and unethical behaviour of leaders, particularly in the banking sector. The study reveals that the leaders in this study are responsible and dependable that would lead to being an effective leader. However, Costa & McCrae (1992: p.16) argue that leaders who scored low in conscientious "*are not necessarily lacking in moral principles, but are less*

conscientious in applying them.” Leaders with this personality and a transformational leadership style are known to have clear principles and standards, the ability to be a role model and are seen as being ethical leaders, which is important in the current banking situation (Brown and Treviño, 2006).

Furthermore, the results show that there is a positive significant relationship between extraversion and transformational leadership styles. Leaders in the bank should be able to communicate with confidence; persuade subordinates to accept their values with respect and trust; and participate in creating collective commitment in a friendly manner. As a leader of the bank it is important to be able to network (to broaden individuals’ potential by creating new opportunities to learn) as this helps them to make valuable connections within or outside the organisation. As the banks are still recovering from the 2008, recession it is increasingly important for leaders to be able to gain new business and to sustain old business relationships, and one of the most effective ways of doing this is through business networking. In addition, globalisation and technological have increased the importance of networking as the banking industry is becoming more vigilant, making policies to preserve rights and protect customers while at the same time competing with other financial institutes. The study was seen also to have a highly significant relationship, thereby supporting Bono and Judge’s (2004: p.901) assertion that the personality of extraversion is *“the strongest and most consistent correlate of transformational leadership.”*

Agreeableness and transformational leadership style are also positively related in this study. The findings indicate that this may be an important aspect for the banking sector, as in addition to understanding the organisational mission, vision, direction and meeting stakeholders’ expectation, leaders to have an important role in stimulating ethical behaviour (Den Hartog and De Hoogh, 2009; Kalshoven et al., 2011) in organisations. Bass and Steidlmeier, (1999), explained that transformational leaders are high likely to

have strong moral compass that emphasises serving the organisation. Therefore, transformational leadership has been described as incorporating an ethical attribute/component. Furthermore, a leader that is said to be having the personality of agreeableness is one that is likely to treat others in a fair and respectful manner, which is also part of the straightforwardness element of agreeableness (McCrea and Costa, 1987). This reflects leader's ability to be honest, truthful and sincere when dealing with others. The findings suggest that it is important for the banking sector to have leader with an agreeable personality that comprises being fair and respectful, with the transformational style that incorporates the ethical aspect of behaviour. This is further supported with the empirical findings of Judge and Bono, (2000) where agreeableness was most strongly correlated ($r=.28$, $p<.05$) with the idealised influence dimension of transformational leadership, which comprises ethical content, greatly relevant to the banking industry.

The research on personality and transformational leadership has given various results in different studies. De Hoogh et al., (2005) established that four of the Big Five - agreeableness, conscientiousness, openness to experience, and neuroticism - were related to transformational leadership style at varying levels. Judge and Bono, (2000) found that personality trait of agreeableness was most strongly related to transformational leadership, while conscientiousness was unrelated, controlling for the other traits. Specifically personality trait of agreeableness was most strongly correlated with the idealised influence dimension of transformational leadership. Rubin et al., (2005) also found that agreeableness was positively related to transformational leadership. In a meta-analysis, Bono and Judge, (2004) found that extraversion (positively) and neuroticism (negatively) were consistently related to the charisma dimension of transformational leadership a dimension that contains idealised influence. Agreeableness and openness to experience were also positively related to charismatic

leadership. However, these relationships were not observed as consistently. The results of the present study support the argument that personality traits and transformational leadership style matter for leaders to be effective and successful.

Although previous researchers found that conscientiousness is positively related to transactional leadership style (Judge and Bono, 2000), this was not supported in this current study, which found no relationship between conscientiousness and transactional leadership style. Leaders that show conscientiousness have a high tendency to be cautious, thoughtful and also show strict adherence to standards and procedures, which are positively related to transactional leadership. However, this was not the case in our study, although it appears to be an important aspect, particularly for the banking sector. The reason for this may be that leaders working in a stable environment are more likely to have more formalised, prescribed and defined objectives and goal settings. Conversely, in complex working conditions and environment, it might not be possible for leaders to strictly abide by the standard practices or with pre-existing relationships with fellow colleagues, at the same time maintaining the status quo even when the conditions have changed. Therefore, the former set procedures and rules may be seen as being too rigid and thus this may be derived as less transactional in this study. This coincides the findings of Bono and Judge, (2004) who did not find positive relationship between conscientiousness and transactional leadership due to the instability of the working environment.

Costa et al., (2013) assert that a conscientiousness leader tends to be very cautious, thoughtful and adhere strictly to standards of conduct, which is excellent for the banking industry, as seen recently as misconduct and lack of integrity have emerged. From the perspective of conscientiousness, leaders also show the characteristics of integrity and compliance (Farr et al., 1993). Therefore, the personality of conscientiousness and its relation to transactional leadership cannot be predicted *a*

priori. However, although conscientiousness may be an asset as it helps in setting challenging goals, conscientiousness may also be a liability, particularly in a complex work environment such as the banking industry. The reason for this is that highly conscientious leaders are known to have a strong tendency to obey the rules and regulations rather than taking opportunities at hand. Thus, in a banking industry with a complex work environment, highly conscientious leaders could be a threat.

The research found no relationship between neuroticism and transactional leadership style. Leaders should be able to manage their emotions and not react based on these. Those with the personality of neuroticism display anger, sadness and hostility. This type of leader are likely to be seen as a potential threat and be feared by colleagues. Therefore, in a complex working environment, a leader with this combination of personality and leadership style may become anxious when faced with stressful situations. This is supported by Ployhart et al., (2001) who found no relationship in a more dynamic environment and Bono and Judge (2004) and Lim & Ployhart, (2004) who reported a negative relationship without taking into consideration the working environment. The findings suggest that taking differences in context (e.g., dynamic against stable environments) into account in future studies may help gain further understanding of the relationship between neuroticism and transactional leadership,

Further, Northouse (2001: p.17) claims that self-confidence is a pre-requisite to the initiation of leadership. Thus, leaders that have high levels of neuroticism should be less likely to “*involve themselves in their subordinates’ efforts*” (Bass, 1985: p.173), tending to avoid leadership responsibilities.

As neurotic leaders may be unable to imagine being extrinsic motivator and directive action-oriented leaders, it is unlikely that they will exhibit transactional leadership behaviours.

Leaders can show each of these leadership styles at various times and to various degrees; however to be an effective leader it is preferred to be able to display a transformational leadership style followed by a transactional leadership style more often than passive and ineffective non-leadership style (Avolio et al., 1999). The current finding also suggests that transformational leadership is linked to a certain degree with the personality traits of Openness, Conscientiousness, Extraversion, and Agreeableness. However, the current study does not support the relationships of personality traits with the transactional leadership style. Greasley and Stoker (2006: p.728) maintain that leadership is “*not simply a product of personality but plays a part in determining the style and approach of the individual leader.*” A summary of the discussion on personality traits and leadership style is presented in Table 52.

Table 52 : Summary of Personality Traits and Leadership Style

	Hypothesis	Result	Summary
1	Hypothesis 2a: Openness to Experience is positively related to Transformational Leadership style.	There is a significant medium relationship between the personality of Openness to Experience and transformational leadership style. Therefore, this hypothesis is accepted .	There is a significant medium positive relationship between the personality of Openness to Experience and Transformational Leadership Style. This finding is consistent with previous studies that have found openness to experience to be associated with transformational leadership style (Judge and Bono, 2000; Judge et al., 2002; Judge and Piccolo, 2004). The result indicate that leaders that have the ability to demonstrate personality of openness is related with the transformational leadership style as they are emotionally responsive and have the intellectual capacity to be flexible and engage with divergent thinking (McCrea and Costa, 1987). This leaders' are said to be open to experience because they are driven with intellectual stimulation that gives them the aspiration to be creative. This is likely to be an important aspect of leader to be able to exhibit inspirational leadership attributes with their imaginary thoughts by being insightful.
2	Hypothesis 2b: Conscientiousness is positively related to Transformational Leadership style.	There is a significant small positive relationship between the personality of Conscientiousness and Transformational Leadership style. Hence, this hypothesis is accepted .	The current study reveals that there is a significant small positive relationship between the personality of conscientiousness and transformational leadership style. Therefore this finding is important as with the recent financial crisis and unethical behaviours of leaders, particularly in this banking sector. The study reveals that leaders' in this study are responsible and dependable that would lead towards being an effective leader. On the contrary, Costa & McCrae (1992: p.16), illustrated that leaders who has scored low in conscientious "are not necessarily lacking in moral principles, but they are less lacking in applying them." This personality of leaders' with the combination of transformational leadership style are known to have clear principles and standard importantly have the ability to display it as a role model that eventually be seen as being ethical leaders that are important to the current banking situation (Brown and Treviño, 2006).
3	Hypothesis 2c: Extraversion is positively related to Transformational Leadership style.	There is a significant small positive relationship between the personality of Extraversion and Transformational Leadership style. Therefore, this hypothesis is accepted .	The results showed a significant small positive relationship between the personality of extraversion and transformational leadership styles As the banks are still recovering from the 2008 recession it is increasingly important for leaders to be able to gain new business to sustain old business relationship and one of the most effective way is through business networking. The study was seen also to have high significant relationship, thereby supporting Bono and Judge (2004: p.901) assertion that the personality of extraversion is "the strongest and most consistent correlate of transformational leadership." Studies conducted by Judge and Bono (2000), Lim and Ployhart, (2004) and Bono and Judge (2004) are in accordance with the study also confirms the relationship between extraversion and transformational leadership style.

4	Hypothesis 2d: Agreeableness is positively related to Transformational Leadership style.	<p>There is a significant medium positive relationship between the personality of Agreeableness and Transformational Leadership style.</p> <p>Hence, this hypothesis is accepted.</p>	<p>There is a significant medium positive relationship between the personality of agreeableness and transformational leadership style. This is important because in addition to have an understanding of the organisation mission, vision, direction and meeting stakeholders' expectation, and time has risen for leaders to have an important role in stimulating the ethical behaviour (Den Hartog and De Hoogh, 2009; Kalshoven et al., 2011) in organisations. Bass and Steidlmeier (1999), explained that transformational leaders are high likely to have strong moral compass that emphasises on serving the organisation Therefore, transformational leadership has been described as incorporating an attribute/component of ethical. The findings suggest that it's important for the banking sector to have leader with agreeable personality that comprises of being fair and respectful with the transformational style that has the ability to incorporate ethical aspect of behaviour.</p>
5	Hypothesis 2e: Conscientiousness is positively related to Transactional Leadership style.	<p>There is no relationship between the personality of Conscientiousness and Transactional Leadership Style.</p> <p>Hereby, this hypothesis is rejected.</p>	<p>The study found no relationship between the personality of Conscientiousness and transactional Leadership style. Costa, McCrae, and Dye (2013) asserts that a conscientiousness leader has the tendency to be very cautious, thoughtful and a strict adherence to standards of conduct, which is great for a banking industry as seen with the recent misconduct of integrity being problematic. From the perspective of conscientiousness leaders also shows the characters of integrity and compliance (Farr et al., 1993). Therefore, personality of conscientiousness towards transactional leadership cannot be predicted a priori. Therefore in this complex consequences the former set procedures and rules may be as a guidance and may not be seem appropriate to be applied. Therefore, it can be seen as being too rigid and thus this may have derived as less transactional in this study that coincides with the findings of Bono and Judge (2004) where they did not find positive relationship between conscientiousness and transactional leadership due to the instability of working environment.</p>
6	Hypothesis 2f: Neuroticism is positively related to Transactional Leadership style.	<p>There is no relationship between the personality of Neuroticism and Transactional Leadership style.</p> <p>Hence, this hypothesis is rejected.</p>	<p>The research found no relationship between the personality of neuroticism and transactional leadership style. Therefore, for a complex working environment a leader with this combination of personality and leadership style might not be suitable as over time they would become anxious when faced with stressful situations that they may not be capable in handling. This is supported by Ployhart et al. (2001) who found no relationship in a more dynamic environment and Bono & Judge (2004) and Lim & Ployhart (2004) reported negative relationship without taking into consideration on the working environment. The findings suggest that taking differences in context (e.g. dynamic against stable environments) into account in future studies may gain further understanding in the relationship between neuroticism and transactional leadership,</p>

5.3 The Influence of Gender on Transformational and Transactional leadership style

5.3.1 Transformational Leadership Style and Gender

One of the purposes of the study was to examine the leadership style across gender in the banking sector. In addition, we wanted to explore if a potential female advantage in leadership emerged if female leaders were perceived as displaying more transformational leadership behaviours.

The findings indicate that both genders seem to have some level of contribution to the sub-attributes of transformational leadership style. Therefore, the findings did not support gender differences in overall transformational leaders' behaviours. Previous studies also found transformational leadership to be gender neutral (e.g. Eagly and Carli, (2007)). The study found that it is not the leader's gender that is important, but their leadership style. The finding is consistent with Eagly et al. (2003), who found only small (although statistically significant) differences between the leadership styles of female and male leaders.

Their study further revealed high degree of similarity in the behaviours of female and male leaders, hence they concluded that gender knowing that an individual is female or male is not a reliable indicator of that person's leadership style, which is consistent with the argument in the findings (Eagly et al., 2003). Further Yammarino et al. (1997) stressed on the consideration that these effect sizes too small to matter in practice.

However, the study showed that male transformational leaders' behaviours were evaluated as more effective on the sub-attributes of 'idealised influence' and 'intellectual stimulation' as compared to those of females. Idealised influence may be more greatly valued at the higher level of management as it is associated with being inspirational and visionary. These behaviour are more visible at top level managers as

they are seen to be more supportive and regarded as people oriented especially particularly as a role model for middle and lower level management. The findings revealed that males seem to exhibit this behaviour more than females. As illustrated by Prentice & Carranza (2002), idealised influence is the charismatic behaviour that reflects being ambitious and assertive and is regarded as more acceptable in men than female. Therefore, the finding reveals an important aspect that the banking sector may need to consider when developing potential female leaders. This indicates that it would hinder a potential female leader in progress to senior level management to be seen as lacking in charismatic qualities (Martell et al., 1998) and this may be prevalent particularly at the CEO level (Agle et al., 2006; Hogan and Kaiser, 2005). Therefore these may be the reasons organisation tend to believe that the charismatic aspect of transformational leadership especially idealised influence are important at senior level management.

In addition, sub-attributes such as intellectual stimulation (problem solving and thinking out of the box for solutions) is known to be perceived as masculine in nature (Hackman et al., 1992). Supported by the research undertaken by Catalyst, (2005: p.15), problem solving is characterised as the “*one behaviour that might best embody the ‘take charge’ stereotype of men.*” For instance, Atwater et al. (2004) found that the managerial sub-role of problem solving was perceived by their respondents as masculine. The findings also indicate that females are more likely to be perceived as ‘poor problem solvers’ in the masculine contexts (Catalyst, 2005). This may be because female leaders may not feel comfortable to behave in a manner seen as not feminine.

Furthermore, the findings also support the suggestion of Fletcher (2004), that when females engage in intellectual stimulation they are perceived as ‘*just doing what women do.*’ The findings with the sample of banking sector could also be in line with some studies (Heilman et al., 2004; Heilman and Okimoto, 2007) which found that female

leaders who demonstrate such behaviour are penalised for success as these behaviours are perceived as masculine.

Bringing these both sub-attributes together, 'idealised influence' and 'intellectual stimulation' lead to more of a 'charismatic leadership.' These considerations are particularly relevant to the charismatic aspects of transformational leadership, which describes a leader as assertive and ambitious. These sub-attributes are seen to be much greater at higher managerial levels, given evidence that inspirational and visionary behaviours are more important for top-level managers and supportive and people-oriented behaviours for middle- and lower-level managers (Prentice and Carranza, 2002). It would be of benefit for the banking sector to have such leaders successfully engaging, adapting and coping with the constant changes that are taking place within its demanding environment. The findings reveal that it is an opportunity for females to start to take ownership in problem solving behaviour, to be visible and be seen as role models. Lacking these sub-attributes may result in negative evaluations and the key aspect of moving into senior management of being an effective leader.

The findings further reveal that female's transformational leaders in this study are seen to be more effective in the sub-attributes of transformational; 'inspirational motivation' and 'intellectual consideration' as compared with the male transformational leaders. The nature of the female itself is known to be nurturing as such they tend to always be ready to develop others and build relationships. The sub-attribute breakdown of transformational leadership style further explains that female leaders have a better ability to use emotional support (intellectual consideration); hence, female leaders would be better at understanding their followers'/employees' emotions (Bass and Bass, 2008; Bass et al., 2003; Bass and Riggio, 2006). Therefore, by engaging followers' emotions the leaders would gain emotional commitment that would lead to being supportive (e.g., intellectual stimulation) and motivating (e.g., inspirational motivation)

in being an effective leader. The behaviour that has been illustrated is typical of transformational leaders and also related to the feminine gender role (Hackman et al., 1992; Lopez-Zafra et al., 2012). Further supported that having this attributes may be an advantage and plus point for a female leader (Porterfield and Kleiner, 2005) and may allow them to be outstanding leaders from the rest (Eagly et al., 2003).

Bass and Riggio, (2008) further strengthen the importance of the finding of the sub-attributes of 'intellectual stimulation' and 'inspirational motivation' as they explained *"Transformational leaders...are those who stimulate and inspire followers ('inspirational motivation') to both achieve extraordinary outcomes and, in the process, develop their own leadership capacity. Transformational leaders help followers grow and develop (intellectual stimulation) into leaders by responding to individual followers' needs by empowering them and by aligning the objectives and goals of the individual followers, the leader, the group, and the larger organization."*

The findings suggest that the two sub-attributes of transformational leadership style are seen more on the female leaders (describes as the ability to show sensitivity, support, empathy and inspire) are high likely to be more adaptive and successful in modern complex situation. Having a closer look at the sub-attributes of 'inspirational motivation' and 'intellectual consideration' shows the recognition of specific needs in building relationship that is also related with emotional intelligence. Given that such behaviours are also part of the repertoire of emotional competence that is regarded as being part of the evolved leadership preferences, it is intriguing to consider further the possible links between leadership effectiveness in the modern day organisation.

It is also worth highlighting that there were small differences in the mean differences between males' and females' sub-attributes in transformational scoring. Measures need to be considered to develop female leaders for future career advancement. Therefore,

from this discussion, it is clearly seen that the study did not show the gender of the leader was related to transformational leadership. It highlighted the differences and importance of the sub-attributes that might make a leader more effective with transformational leadership style. This finding is different from the results of Eagly et al.'s (2003) meta-analysis, which found that female were more likely to be transformational than were male. The effect size in the meta-analysis was small, and it was corrected for measurement error. Thus, the researcher were unable to replicate these results to this study.

5.3.2 Transactional Leadership Style and Gender

Previously Eagly et al. (2003) found that males exceeded females in management by exception (active and passive) and *laissez-faire* leadership, and the result of the present study supports this argument that the transactional leadership style relates more to the male gender. The current finding further reveals that there is a significant difference in the management by exception passive sub-attribute of transactional leadership style.

The transactional leader takes the initiative to clarify the responsibilities of followers and then responds to how well followers execute the task. There are two aspects measured under this attributes; contingent rewards and management by exception (active and passive). As one of the aim of transactional leader setting standards and ensuring they are monitored and met accordingly. This is relevant to the context of this current research (the banking sector) as the transactional leader is expected to work with the goals and objective within the culture of the organisation and may eventually lead to a positive effect on follower moral identity.

Consequently, leaders with a transactional leadership style can drive positive moral intentions among followers and would eventually develop ethical behaviour as they are likely to abide with code of ethics and conducts of the organisation (e.g., Jose &

Thibodeaux, (1999). The research has shown that these transactional attributes are seen in males as they are more assertive and have the ability influence followers' behaviour more than female leaders. Furthermore, it is also seen in the findings that rewards and punishment can play a part in employees' attitude. Leaders that are seen to be transactional are more likely to be able to reprimand followers that are unethical or underperforming. Therefore, a transactional leader would be able to punish by demotion, salary stagnation and also performance warning. This would eventually lead to moral development among followers.

Another aspect of transactional leader is effectiveness in guiding towards decisions aimed at cost cutting and improving productivity, which are major aspects of the banking sector. Male leaders with this attribute are seen to be having the ability to be direct action-oriented with their followers and less emotional than with females (emotionally bonded). Therefore, looking at transactional style and the male gender closely, it is possible to gain greater appreciation for this in the nature of banking as leaders are constantly meeting with new clients, shareholders, stakeholders, etc., trying to make deals (completing transactions). It can be considered an effective leadership style within certain situations.

Taking a closer look on each of the sub-attributes of transactional leadership style, only one dimension (management by exception passive) was shown as having a significant difference between males and females.

As discussed previously, the transformational leadership style is generally effective, as is the contingent reward sub-component of transactional leadership, whereas the other aspects of transactional leadership and the *laissez-faire* style are less effective (Judge and Piccolo, 2004). Hence, it is important to understand the males' and females' leadership styles. Although the findings did not match those of previous studies

completely, these gender differences are small. A summary of the discussion on the influence of gender on transformational and transactional leadership style is presented in Table 53.

Table 53 : Summary on The Influence of Gender on Transformational and Transactional leadership style

	Hypothesis	Result	Summary
1	Hypothesis 3a: Transformational Leadership styles correlate positively with the female gender.	<p>There is no significant relationship between transformational leadership styles between males and females.</p> <p>Hence, this hypothesis is rejected.</p>	<p>The findings indicate that both the male and female gender seems to have some level of contribution to the sub-attributes of transformational leadership style. Previous studies also found transformational leadership to be gender neutral (e.g. Eagly and Carli, (2007)). The study found that both the female and male leaders' have high degree of similarity in their behaviours and importantly it is not the leaders' gender that's important but their leadership style. The findings is consistent with Eagly et al. (2003) argument in their meta-analysis of 45 studies measuring different kinds of leadership behaviours found only small (yet statistically significant) differences between the leadership styles of female and male leaders. Their study further revealed high degree of similarity in the behaviours of female and male leaders, hence they concluded that knowing that an individual is female or male is not a reliable indicator of that person's leadership style which is consistent with the argument in the findings (Eagly et al., 2003).</p> <p>The study shows that male transformational leaders' behaviours were seen to be evaluated more effective on the attributes of 'idealised influence' and 'intellectual stimulation' as compared to females. The findings revealed that male gender seem to portray this behaviour more than the female. As illustrated by Prentice & Carranza (2002) idealised influence are the charismatic behaviour that reflects upon being ambitious and assertive is regarded as more acceptable in men than female. Therefore, this contributes to the current research as this finding reveal an important aspect that the banking sector may need to consider on the aspect of developing potential female leaders.' This indicates that it would hinder potential calibre female leader into progress for senior level management as lacking in charismatic qualities (Martell et al., 1998) and situation may arise that may be prevalent particularly at the CEO level (Agle et al., 2006; Hogan and Kaiser, 2005). Therefore these may be the reasons organisation tend to believe that the charismatic aspect of transformational leadership particularly idealised influence are important at senior level management.</p> <p>Also sub-attribute such as intellectual stimulation (problem solving and thinking out of the box for solutions) is known to be perceived as masculine in nature (Hackman et al., 1992). Supported by the research undertaken by Catalyst, (2005: p.15), problem solving is characterised as the "one behaviour that might best embody the 'take charge' stereotype of men." For instance in a research by Atwater et al., (2004)) where participants were asked to rate each sub-role as more "masculine", more "feminine", or "can't say"; overall result was the managerial sub-role of problem solving was perceived as masculine. Also the findings indicated that female has less likely to be able to have intellectual stimulation and most likely to be perceived as 'poor problem solver' in the masculine contexts (Catalyst, 2005). The study reveals that the female leaders have the tendency to be poor</p>

			<p>problem solver in the masculine contexts because the female leaders may not feel comfortable to behave in that manner as it is seen as not being feminine. These female leaders' fail to understand that to lead effectively, the behaviour they portray are important to influence on how leaders are perceived and evaluated.</p> <p>These considerations are particularly relevant to the charismatic aspects of transformational leadership, idealised influence' and 'intellectual stimulation', which describes a leader to be assertive and ambition. As such these sub-attributes are seen to be much greater at higher managerial levels, given evidence that inspirational and visionary behaviours are more important for top-level managers and supportive and people-oriented behaviours for middle- and lower-level managers (Prentice and Carranza, 2002). The findings reveal that it is an opportunity for females to be aware and start to take ownership in problem solving behaviour and to be visible and seen as a role model in order to outshine the male. Lacking these attributes may result in negative evaluations and a key aspect of moving into senior management of being an effective leader.</p> <p>The females' transformational leaders in this study are seen to be more effective on transformational attributes of 'inspirational motivation' and 'intellectual consideration' as compared with the male transformational leaders. The sub attribute breakdown of transformational leadership style further explains that female leaders for instance have better ability to use emotional support (intellectual consideration). Hence, the female leaders would be able to not only spread their own emotions but they are better at understanding their follower/employee emotions similarly seen in (Bass and Bass, 2008; Bass et al., 2003; Bass and Riggio, 2006). Bass and Riggio (2008) further strengthen the importance of the finding of the sub-attributes of 'intellectual stimulation' and 'inspirational motivation' as they explained "Transformational leaders...are those who stimulate and inspire followers ('inspirational motivation') to both achieve extraordinary outcomes and, in the process, develop their own leadership capacity. The findings suggest that the two components of transformational leadership style are seen in the female leaders (describes as the ability to show sensitivity, support, empathy and inspire) are likely to be more adaptive and successful in modern complex situation. Measures need to be considered to develop female leaders for future career advancement.</p>
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2	<p>Hypothesis 3b: Transactional Leadership styles correlate positively with the male gender.</p>	<p>There is a significant small positive relationship between transactional leadership style and males.</p> <p>Hereby, this hypothesis is partially accepted.</p>	<p>There is a small significant difference of transactional leadership style across gender and it is more favourable to the male gender. The transactional leader takes the initiative to clarify responsibilities of followers and then responding to how well followers execute the task. There are two aspects that are being measured under this attributes; contingent rewards and management by exception (active and passive). As one of the aim of transactional leader is monitoring and controlling followers by setting standards and ensuring it's monitored and met accordingly as per rules, regulation and procedures with minimum impact or deviation. This is relevant with this current research (banking sector) as transactional leader is expected to work with the goals and objective within the culture of the organisation and may eventually lead to positive effect on follower moral identity. Consequently, leaders with transactional leadership style can drive positive moral intensions among followers and would eventually develop ethical behaviour as they are high likely to abide with code of ethics and conducts of the organisation (e.g., J(Jose and Thibodeaux, 1999). Looking at each of the attributes of transactional leadership style, only one dimension (management by exception passive) shown to be having a significant difference between male and female gender. A significant difference between male and female transactional leaders` behaviours only on management by exception passive where male leaders scored higher on that dimension. No significant differences were shown between male and female transactional regarding the other dimensions: contingent reward or management by exception active. Hereby, this hypothesis is partially accepted.</p>
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5.4 Further Findings

The findings have shown that in some sub-attributes of leadership styles, female leaders employ different leadership styles than males. Furthermore, the study suggests that there is little difference in the results of female and male demonstrating these leadership styles. Previous researchers have shown that females and males do not show much differences in being a leader when their leadership skills are measured (Chemers, 2000; Anderson et al., 2006; Morgan, 2004). Their findings indicate that leadership style has little to do with the results that leaders achieve. Therefore, in this section we have used the attribute of performance as the dependent variable to measure different attributes of independent variables (Personality, Competencies and Leadership Styles) which will be discussed at length in each sub-section.

5.4.1 Performance – Gender - Transformational Leadership Style

Studies have been carried out to examine the relationship between performance, gender and transformational leadership style. Evidence has shown that transformational leadership results in improved performance. In this current study, the results reveal that both gender and transformational leadership style were statistically significantly related to performance. Organisations may need transformational leadership to improve performance in a complex demanding environment, particularly in banking sector. Specifically, the results have shown that regardless of gender, the management style of transformational leadership influences organisational performance, creates positive change and is highly effective in developing leaders' potential. The finding also supported Bass and Riggio's (2008) contention that transformational leadership can drive followers to strive to exceed performance, meet expectations, and to have greater commitment to the organisation, regardless of the gender of the leader.

The transformational leadership style also raises the level of conduct and ethical aspirations of both the leader and the led and thus has a transforming effect on both. This aspect of transformational leadership style is important for the banking sector, following the financial crisis in 2008 where ethics and integrity were questioned. Thus, the finding suggests that a leaders of both genders in the bank have the ability to demonstrate a transformational leadership style that may improve performance.

5.4.2 Performance – Gender - Transactional Leadership Style

The results revealed that both gender and transactional leadership style were significantly related to performance. As mentioned in the section on transactional leadership across gender; the findings show a significant relationship between the overall attributes of transactional leadership and the male gender. Specifically, the researcher found a significant result on one of the sub-attributes of management by exception passive. However, when measured across performance, the research shown that regardless of gender, transactional leadership is also an important factor for effective leadership and successful organisation.

This is evident from Avolio et al.'s (1999) statement that leaders may use transactional and transformational leadership style to different degrees. This finding may be seen as an important contribution, particularly to the banking sector at the time of the financial crisis and turbulence, as it is vital also to have leaders who are not only focusing on the interests of themselves and their followers but also ensuring that this is in line with the organisational procedures and objectives, and monitoring and controlling. This type of leader shows appreciation of followers by developing relationships, specifying expectations, always clarifying responsibilities, being ready to negotiate, and rewards them for achieving the expected performance. Importantly, these leaders avoid risk and are detail-oriented.

It is important to highlight that the research findings on both transformational and transactional leadership styles may have been influenced by the position held by the leader in the organisation. As illustrated by Avolio et al. (1988), transformational leadership is practised at all levels of the organisation, but to a greater extent at the higher levels. Therefore, in the findings too, it is seen that transformational leadership may be more visible at a higher level than a lower level. At the lower level of management, leaders are more likely to be more transactional in their leadership style than at a higher level.

5.4.3 Performance – Personality - Competency

The results also revealed that personality and competencies have a statistically significant relationship with performance. This enables us understand the skills, knowledge, personal characteristics and abilities essential for carrying out the role. This analysis could show which aspects make leaders effective and also identify aspects that may need further development. It shows that the personalities of extraversion and openness were statistically significant as compared to the others.

Although the generalisability of extraversion in predicting performance across all jobs has not been supported in empirical research (Barrick and Mount, 1991; Barrick et al., 2003; Barrick et al., 2001; Mount and Barrick, 1998; Salgado, 1997), this trait does seem to have a particular impact on banking effectiveness, as seen from the findings. Similarly, in a meta-analysis of the predictors of sales success, Vinchur et al. (1998) found extraversion to be a valid predictor of both supervisory ratings of sales performance and actual sales volume. Therefore the findings provide an unexpected result for the banking sector, as leaders with the personality of extrovert are likely to be energised to strive for achievement, continue to predict performance and meet with the key competencies of the organisation.

Leaders who are open to experience are characterised as creative, thinking flexibly, and being intellectually curious. This is likely to be an advantage to the banking sector as a dynamic changing complex environment requires leader that are able to adapt to situations and be flexible in making decisions. Although most studies failed to support positive relationship between openness and performance across broad occupational categories (Barrick et al., 2001), including sales success (Vinchur et al., 1998), in a meta-analysis of 10 confirmatory studies by Tett et al., (1991) found that openness to experience predicted performance. Examining this current unexpected finding suggests that openness to experience may lead to effective performance and also develop key competencies because (i) it increases leaders ability for open, flexible thinking; (ii) reflects adaptability in situations that need changes to take place; (iii) strengthens decision-making abilities, which vital for the effectiveness of leaders in banking sector.

5.4.4 Performance – Personality – Transformational Leadership Style

A leader's personality seen through their attitudes and behaviours can reflect on the leadership style and increase performance. Overall, the findings indicated there is a significant relationship between personality and transformational leadership style across performance. The analysis has shown that the sub-attributes of transformational leadership (Transformational leadership across gender) are being practised across both genders to some extent. This shows that there is relationship with personality and thus makes a substantial contribution to predicting performance. The finding is consistent with leadership literature such as Kotter, (1996: p.26) "successful transformational leadership is 70 to 90 percent leadership and only 10 to 30 percent management." This indicates that for the banking sector to have leaders with a transformational leadership style would provide organisations with new vision, mission and prepared with uncertainty and changes; the transactional leaders' would then be able to follow the new path and adjust accordingly.

Lowe, et al. (1996) stated that the sub-attributes of transformational leadership style; idealised influence and inspirational motivation are fundamental to transformational leadership. Therefore, in relation with the findings that leaders with such sub-attributes would be able to advance the vision and mission by influencing followers (idealised influence) thereby communicating the vision and transforming it into a desired future that makes the pain of change worth the effort (inspirational motivational). The study recognises that both the sub-attributes of leadership style (transformational leadership style) and personality are important factors in performance (as seen in (Bass and Riggio, 2006, 2008; Boerner et al., 2007; García-Morales et al., 2008)); as well as increasing employee commitment, loyalty, and satisfaction; (Bass and Riggio, 2006, 2008).

The study further suggested that personality of extraversion and openness to experience portrays the significant result as compared to the other attributes. It reveals that leaders leading in an extraverted manner is key to bringing about a transformational leadership style and a higher performance. This is supported by a meta-analysis of the relationship between personality and leadership emergence and effectiveness, in which Judge et al., (2002: p.765) found that extraversion is “*the most consistent correlate of leadership across study settings and leadership criteria.*” Current study is further supported by Crant & Bateman, (2000) that leaders in the financial institute reported significant effects on performance in relation with transformational leadership style with personality of extraversion as compared with other attributes of Big Five.

However, the study's results are in contrast with previous empirical studies in which openness to experience was not shown to be significantly related to job performance (Barrick et al., 2005; Judge et al., 2002). The research suggests that leaders with such a personality are known to be intellectual, direct and creative. For instance, this type of a leader has the ability to be creative and try new things that might not directly related to performance but particularly in the banking sector this might improve productivity.

Another aspect of openness is the ability to be people-oriented, which is important for the banking sector, as its leaders frequently meet with people and have to be more open to trying new ideas and also in their acceptance of colleagues/clients/stakeholder. This makes such leader more likely to find new opportunities and also use more sophisticated measures to advance the organisational goals. Therefore, the research implies that previously openness to experience may not have been related to performance due to limitations in methodology, a lack of high correlations to show statistically significant results, or it could even be the case that there is indeed no direct relation.

The combination of leadership style and personality traits enhances performance and these combinations can develop the ethos of a leader. *“Leaders are not just identified by their leadership styles, but also by their personalities, their awareness of themselves and others, and their appreciation of diversity, flexibility, and paradox”* (Prentice and Carranza, 2002: p.11). In addition, McGregor (1998: p.180) asserts *“It is quite unlikely that there is a single basic pattern of abilities and personality trait characteristics of all leaders. The personality characteristics of the leader are not unimportant, but those which are essential differ considerably depending on the circumstances.”* Therefore, it may indeed make a difference to ascertain that personality characteristics and leadership style matter and have an impact in the overall performance of the organisation.

5.4.5 Performance – Personality – Transactional Leadership Style

The current study revealed personality and transactional leadership style have an influence on performance. Research has shown that a transactional leadership style positively relates to performance and innovation (Elenkov, 2002), which is supported by the research. To be effective, a leader would benefit from practising a transactional leadership style to accomplish lower level goals and a transformational leadership style to influence higher, future -oriented goals.

The study suggested that personality of extraversion and openness to experience gives a significant result as compared to the other attributes. We would expect that the leader's personality traits of being influential, and persuasive to be more relevant in a dynamic context such as the banking, although they might not be related with a transactional leadership style. The study contradicts previous findings where extraversion is linked with transformational leadership style to improve performance (Bono and Judge, 2004; Judge and Bono, 2000; Crant and Bateman, 2000)

Similarly, the researcher would have expected openness to experience to have been much more associated with the transformational leadership style than the transactional leadership style in accelerating on performance (Judge and Bono, 2000). As explained earlier, they are creative (likely to linked with intellectual stimulation) and exhibit inspirational motivation as they are seen to be imaginative and insightful and are high likely to have visionary of the future for the organisation. Therefore, the current findings contradict empirical findings.

Perhaps leaders in the study were more likely than in previous studies in other contexts to rate themselves as extraverts/open to experience, as the ratings were obtained during an evaluation of leaders' potential. To them, extraversion/openness to experience might seem consistent with the profile of an effective leader. Thus, this implicit profile might have biased leaders' self-reports of extraversion/openness to experience.

5.4.6 Performance – Competency - Gender

The study also revealed no significance in the performance of leader based on competencies across gender. Both male and female leaders in parallel leadership positions tend to have a similar pattern of competencies, behaviour and have been regarded as having similar leader effectiveness.

Competencies can be learnt and developed over time by both gender's, although some competencies are more difficult to learn than others (Tubbs and Schultz, 2005). Our finding suggests that the competencies are important for the banking sector and can be used as a tool to measure leadership effectiveness for performance measure regardless of the gender of the leader. Therefore, to be an effective leader it is important to understand that the competency models are not a prescription, but represent an attempt to capture the experience, lessons learned, and knowledge as a guiding framework for the benefit of the leader and others within the organisation (Spendlove, 2007).

The next chapter will draw conclusions from the findings, first in relation to the research objectives, followed by the theoretical and managerial implications, and then suggestions for future research will be made and limitations of the present study presented.

Chapter 6 – Conclusion and Implications

The following section contains concluding remarks on how the findings of the hypotheses relate to the broader research questions. The chapter then proceeds to explain how these findings contribute to theory, organisations, and methodology and concludes with a discussion of limitations and suggestions for future research.

6.1 Overview of the Main Findings

The findings are discussed based on the theoretical framework developed in Chapter 2, sub-section 2.7 hypotheses and Theoretical Framework. For easy reference Figure 3 is used to revisit and highlight key findings.

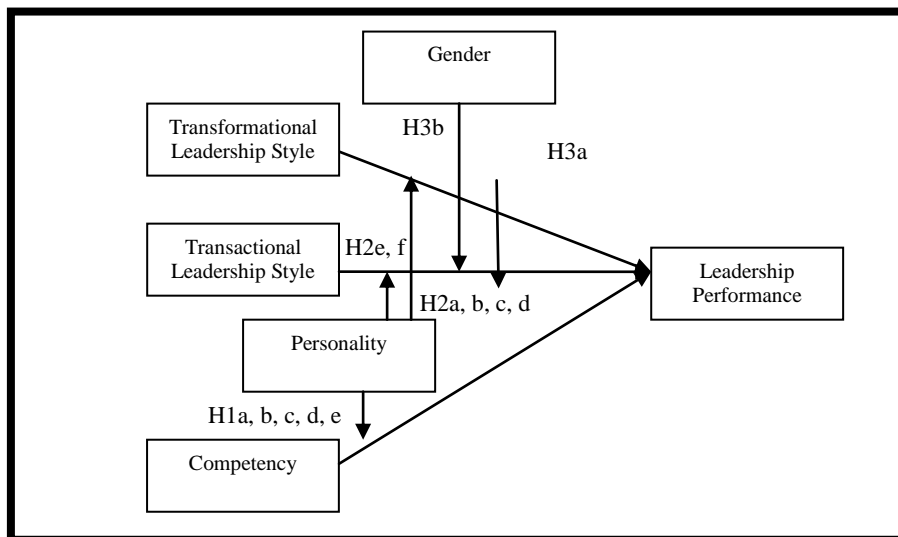


Figure 3 : Restatement of the Theoretical Framework

6.1.2 Competency and Personality Traits

Referring to Figure 3, competency and personality plays an important part within the construct of leadership/performance. Researchers like Barrick et al., (2002), Bartram, (2006) Den Hartog and De Hoogh, (2009) indicate that by incorporating trust, respects and creating a positive relationship between competencies can aid both performance and leadership. According to Bono and Judge (2004), Judge et al., (2002) and (Ployhart et al., (2000), there are other factors that come into play. For example, introverts and

extroverts that can majorly influence performance and leaderships within organisation. Although past researchers (Bono and Judge, 2004; Judge et al., 2002) have largely favoured extrovert qualities in a successful leader; more recently Grant et al., (2011), supported the result of the current study which showed that introverted qualities also have a remarkable impact on organisations. Together, these findings indicate that organisations have to reconceptualise, particularly those whose selection and recruitment focuses primarily on hiring extroverted candidates for management positions. Limiting the pool of leaders to only extroverts may hinder further organisational progress in gaining a global competitive edge. The implication is that organisations would lose out on high calibre leaders who are able to bring different skills and perspectives to management as compared to the traditionally overly-confident and self-important (extrovert) leaders. On the contrary, having introverted leaders, particularly in the banking industry would encourage work engagement, with greater level of commitment and high performance by leaders, as claimed by Collins, (2011) and Tsui et al., (2014), who held that humble and reserved leaders are able to engage with top management, middle management towards empowering organisation to success.

The present study shows the personality of openness to experience to have a negative relationship with analysing and interpreting as compared with previous studies where positive relationships were found between these attributes. This is linked to cultural phenomena. For instance Silverthorne, (2001) carried out a cross-cultural comparison between effective middle-level leaders and non-effective middle-level leaders in China, Thailand, and the United States. The study found that in the U.S. sample, effective leaders were more open to experience, while in the Thai and Chinese samples there were no significant differences in the dimension of openness to experience. The present study also found that openness to experience relates positively with competencies of

creating and conceptualising, supporting previous findings. Adherence to the rules and regulations is important in banking and creativity will bring more opportunities for the success of the organisation. Thus, the implication is that leaders who are less open to experience are likely to be more focused on a set of guidelines and at the same time would minimise any potential threats.

Furthermore, the study found a positive relationship between the personality trait of agreeableness and the competencies of enterprising and performing. The honesty and integrity of leaders in the banking sector have been questioned on many occasions (Resick et al., 2011; Knights and O'Leary, 2005) due to the financial crisis, and our findings indicate there is a medium relationship between these attributes. The implication is that we have leaders with the personality of agreeableness, which is associated with ethical leadership (Den Hartog and De Hoogh, 2009), thus enabling the banking industry to be vigilant when dealing with business across borders and cultures. In turn, these leaders may be more likely to gain trust and respect, which may afford them greater levels of social influence.

However, the findings suggest that extraversion has negative relationships with organising and executing and adapting and coping. This is different from a previous study (Bartram, 2006) where there was a positive relationship between these attributes. Consequently, this result has shown differences in the banking sector, as the environment is unpredictable and constant changes are needed; thus a leader has high tendency to rely on followers to take the initiative to create constructive change successfully. The implications is that when such a leader is relaxed about their status and power, it could give the opportunity for followers to share their views and opinions (Barrick et al., 2002) .

The study did not support the relation of the personality of extraversion to the competencies of supporting and cooperating. As a result, less extraverted leaders are likely to make a strong contribution, particularly to the banking sector which requires a leader (i) that listens more carefully, in order for followers to feel that their perceptions and ideas are considered and appreciated, and which will enhance and sustain their motivations to contribute; and (ii) recognise that the followers' perspectives may drive changes for the betterment of the organisations as cited in (Nemeth, 1986: p.23) *"...stimulate divergent attention and thought. As a result, even when they are wrong they contribute to the detection of novel solutions and decisions that, on balance, are qualitatively better"*. Therefore, the implication is that less extraverted leaders may be more than willing to listen to divergent opinions, also be more capable of using even misguided ideas constructively, and reinforcing in followers that their ideas are valued.

A negative relationship was found between the personality of agreeableness and competencies of supporting and cooperating and organising and executing, different from previous studies where there was a positive relationship between the attributes. The present study found less agreeable leaders are better as they are able to balance between being empathetic and firm in getting the message across. The implication is that these leaders able to be seen as being honest in delivering messages that are not pleasant and eventually engaging followers' trust and respect. This would eventually lead to the ability of adapting to the environment and coping with situation outcomes; hence, our finding supports the positive relationship of the previous findings on the personality of agreeableness and competencies of adapting and coping.

The study is also consistent with previous findings in finding a positive relationship between personality of conscientiousness and competencies of interacting and presenting. However, different from previous findings, the study found a negative relationship between conscientiousness and organising and executing and adapting and

coping; and no relationship between conscientiousness supporting and coping. This could have been different, as the banking environment is complex and changing circumstances may require need a less conscientious leader. The implication for the banking industry is that conscientiousness is important as they tend to set a high code of standards; however, a highly conscientious leader may be threatened in a complex situation, and conflicting discussion and changes may hinder organisational progress (Judge et al., 2009). Thus, the banking industry would require a leader that is less conscientious and able to be flexible and adaptable to situations and circumstances in driving the organisation more effectively.

In terms of personality of neuroticism and competencies of interacting and presenting; supporting and cooperating; organising and executing; and adapting and coping, our results support previous findings (Bartram, 2006). The implication to the banking industry is to minimise negative behaviour as it would hinder organisational success.

Overall the findings did not support performance and the competencies of analysing and interpreting, and organising and executing, which is inconsistent with previous results. However, the findings were consistent with previous study in terms of a positive relationship between performance and the competencies of enterprising and performing, and creating and conceptualising; and leading and deciding. The results reflected in this way because majority of the participants in this survey being from the middle level of management and still acquiring the role of leader. Most of these competencies are much clearer as they move higher in the hierarchy of the organisation. Therefore, the implication for the banking industry is that it has leaders that need to be further groomed in these competencies to be effective leaders and enhance the performance of the organisation.

6.1.3 Personality Traits and Leadership Style

In view of the limited resources of the previous studies from Malaysia in terms of personality traits and leadership style, it was significant to examine the personality traits associated with excellent versus average leaders.

Overall, the study showed that personalities of ‘openness to experience’ and ‘agreeableness’ have the greatest relationship with the transformational leadership style. This was not surprising, as the leaders displayed more of an introverted leadership personality. These results were unexpected particularly for a banking industry, the researcher has a reason to believe that the result in terms of the ‘introvert personality’ has an important impact on the organisation as they will be more effective and “*capable of transforming from good to great*” as stated by Collins (2011). With the personality of openness to experience leaders are more imaginative, adventurous, and unconventional (McCrea and Costa, 1987; Chernyshenko et al., 2011) and have divergent thinking (McCrea and Costa, 1987) and creativity (Feist, 1998). These are key skills of an effective leader.

The study found that such openness also leads to intellectual stimulation (a dimension of the transformational leadership style, where leaders have the ability to encourage followers to share their thoughts. The implication for the banking industry of leaders with these personality traits is that they would bring about changes, particularly in a complex working environment with constant changes. This would require leaders to remind themselves and their followers of ethical considerations. This coincides with current result, as the study found the personality of agreeableness, which comprises the factor of ethics (Den Hartog and De Hoogh, 2009), to be essential to the success of the banking sector. The implication is that an effective leader would need to understand the vision, mission and goals of the organisation and have a strong moral outlook for what

is the best for the organisation. As mentioned by Den Hartog and De Hoogh (2009), vision and mission goals would be desirable for any organisation; however, analysis of leadership style and personality of the individual's capabilities as shown in Figure 3, must be taken into consideration.

Furthermore, the study found personality traits of conscientiousness and extraversion to have less impact on transformational leadership style. Empirical studies have argued that the personality of conscientiousness plays an important role in determining transformational leadership style as such leaders are high achievers. However, our study has shown that before they can be high achievers (displaying a conscientious personality) they should be able to act as an example (display agreeableness – ethical behaviour) in order to influence and inspire followers to perform to a high standard in exceeding expectations (openness to experience). Thus, the researcher conclude that personality traits of openness to experience and agreeableness are considerably more important than conscientiousness and extraversion. The implication is that for a leader in a bank, the nature of the job involves building a network with key stakeholders and maintaining professional relationships across all levels.

Current analytical data was inconsistent with the previous research, as there were no relationship between the personalities of conscientiousness and neuroticism and the transactional leadership style. The implication is that in the banking industry, which has higher propensity to risk, it may not always be feasible to always practice mandatory rules and regulations. Thus, ideally, the research implies that it would require a leader that is able to be flexible in making wise decisions within the sets of rules and regulations, with taking full ownership and responsibilities within the circumstances.

Given the notion that personality traits are stable factors of an individual, the selection process of a potential leader could be based on the specific personality traits that are

essential in today's organisation. However, the importance of competencies should not be underestimated. The role of outstanding leader implies that one should possess certain skills or competencies to adjust behaviour and approaches (leadership style) that one's personality within the context of the organisation, as indicated within Figure 3. Given the current theoretical and empirical evidence, the research can identify several managerial implications. The selection of potential leaders should not be based solely on technical knowledge. The results of the study recommends that leaders could benefit from assessing individual differences of personality and competencies while at the same time looking for a more adaptable leadership style, competencies of leaders and committed leaders. All competencies beyond personality dispositions can potentially be developed with appropriate training. It would also suggest that the key competencies should be included in the selection criteria list.

6.1.4 The Influence of Gender on Transformational and Transactional Leadership Style

Research has shown masculine stereotypes of leadership and feminine leadership models (Dvir et al., 2002b) and this current study builds on previous work describing transformational leadership as the leadership style that is preferred to the transactional leadership style. After reviewing prior research comparing male and females' leadership styles, the results showed that both genders demonstrate some form of transformational leadership style but no significant difference was seen between the genders.

When there are differences, females in management tend to have a more relationship-oriented style of leadership than men, one that emphasises supporting and developing their employees (Dvir et al., 2002b; Eagly and Johnson, 1990; Atwater et al., 1999)

which was also found in the current study. Female leaders tend to be more compassionate, benevolent, universalistic, and ethical, creating a comfortable environment to work in and lending support to a structural perspective on leadership – that the core behaviours of people within the organisation are to be developed. Therefore, transformational leadership can be seen to be more androgynous; (combining masculine high task and feminine high interpersonal styles) and could be practiced meaningfully by both genders. This study supports the premise that females and males have an equal claim to transformational leadership style. The implication is that female leaders are seen to be more as people-oriented (as seen from the result for ‘inspirational motivation’ and ‘intellectual consideration’); however, if they want to move up in the corporate world, they have to improve in being a role model and a problem solver (idealised influence’ and ‘intellectual stimulation’), as lacking these essential aspects of ‘charismatic leadership qualities’ would hinder their potential progress to senior level management/CEO level (Agle et al., 2006; Hogan and Kaiser, 2005; Martell et al., 1998). Therefore, the study recommends that these key attributes to be developed with training and development.

The current study indicates a significant relationship between transactional leadership and the male gender, which was seen in many other previous findings. It has been frequently claimed that male leaders are more direct and bureaucratic as compared with females who are seen to be more rational and collaborative. Nevertheless, there may be some gender differences in the leadership styles of the leaders. In particular, male leaders demonstrate that they are more likely to offer explicit rewards. The result of the present study imply that a transactional leadership style can be an instrumental in increasing employee productivity and participation.

Referring to Figure 3, transactional leaders have the ability to address daily task swiftly with a detailed review in building a strong reputation and keeping employees productive.

The transformational leadership style is crucial at strategic level in bringing the organisation towards the vision and inspiring the employees. Therefore, both genders take something from each of the leadership approaches depending on the situation and circumstances to drive the organisation to desired outcomes. Current result recommends that organisations should promote and encourage both types of leadership styles.

6.1.5 The Recommendations to close/minimise leadership capacity gap

The fifth objective is to recommend to close/minimise the leadership capacity gap. To do this, leader's first need to recognise that there is a capacity gap in the 21st century. Second, we need to understand the interrelated economic and organisational forces which formed these problems, which at times are beyond organisations control. Organisations also have to recognise that each leader may have different needs and these will change over time as the leader grows within the organisation. Appropriate measures of HR Development strategy can help to minimise the impact of a capacity gap in organisations. Our recommendations are as follows:

6.1.5.1 Competency Gap

The result indicated that leaders' in the study may be lacking in competencies of 'leading and deciding'; 'supporting and cooperating'; and 'interacting and presenting' and also may require to enhance other aspects of competencies to transform from being good to being great effective leaders. Importantly, organisations should constantly analyse the competencies of the leaders, preferably on quarterly basis, to ensure that their competencies match within the changing working environment. Therefore leaders should be able to identify their own competencies and be aware of competency gaps.

Competency evaluation is essential for a leader to develop his/her skills and work towards increased competence and independence. Therefore, it is suggested that each quarter, leaders and their respective superiors complete an evaluation of the competencies. This quarterly evaluation is comprised of three segments:

1. The leaders' self-evaluation of competency
2. The superior's evaluation of the leaders' competency
3. The leaders' evaluation of superior

Generally, there should be a two-way open relationship that prevents the possibility of a less-than-expected performance evaluation review at the end of each quarter. Hence, it is expected that the both the leaders and superior meet on a weekly basis, so that any anticipated areas of difficulty or issues will be addressed during those meetings.

For leaders' that are performing as expected, three evaluations are suggested across the year, one each during the months of December (1st quarter review), March (2nd quarter review) and August (4th quarter review). For leaders who are not meeting required competencies by the second quarter review and/or who may need a plan of remediation, a third quarter evaluation can be made during the month of June.

As stated, the goal of the competency evaluation is to develop beginning professional-level competence and independence in all leaders' to be more effective leaders'. The quarterly evaluation ratings are also designed to reflect the level of competency. However, it is not expected that leaders receive a perfect rating in all areas during or at the end of the evaluation. Therefore, with this competency evaluation in place it is easier to monitor the readiness of the leaders' to be an effective leader and also organisation would be able to evaluate professional-level competency rating and any needs for supervision.

It would be meaningful if leaders were able to detail the competency gaps and analyse what is lacking. Once leaders have identified the competency gap it would suggested that they have a discussion with their immediate superiors to review and reflect on the gaps.

The study has shown that leading and deciding is lacking in leaders. . Furthermore, the study has shown that leaders' are seen as moderately effective in some areas of the competencies and weak in some other aspects. Therefore, the researcher further suggest that in order to minimise the leaders' competency gaps, the following also can be considered:

- a. Selection process – Internal or external; review potential leaders based on their personal key identified competency gaps and measure on how they would improve on over a period of time.
- b. Performance Management – review performance management plans, identify key actionable improvement areas and follow up periodically, tracking improvement.
- c. Training and Development – Based on key identified competencies that are lacking, training and development resources can be arranged based on performance management plans to develop potential leaders.

6.1.5.2 Personality Gap

The current study shown that the personalities of extraversion and openness to experience are the most relevant for the banking industry. The extrovert personality was not shown to be related to performance based on previous research; however, the study has shown that this personality is likely to be energised to strive for achievement, continue to predict performance and meet the key competencies of the organisation. As

for the personality of openness to experience, this enables leaders in the banking industry to be more adaptable and flexible in coping with changes that might take place within various intervals.

Further, the personalities of introvert and openness to experience were seen as more suitable for the banking industry. The study has shown that leaders have to be calm and good listeners to make changes and sound decisions within the complex environment; as such, they may be more suitable to be an effective leader in the bank. Depending on role or situation requirements a leader may portray either more of extrovert or introvert character. Both the characters (introvert/extrovert) comprise values of trust, cooperation, and helpfulness, particularly important if the job requires teamwork. The result has demonstrated that introverts may have an advantage over extroverts in the banking sector. Clearly, the best match between personality and job demands varies across occupations and industries.

Therefore, in order to minimise the personality gap, organisations should implement or use tools to measure underlying personality characteristics related to certain competencies as discussed in this current research. This test would provide valuable information and contribute as part of the overall selection of potential leaders' to be developed.

6.1.5.3 Leadership Gap

Leaders within the banking industry require the capacity to adapt to new situations; gain experience across different levels within the organisation; take opportunities to work on different platforms internationally and horizontally; have communication skills with people outside of the organisation; have a broad knowledge of technology, demography, and culture. Leaders who fail to learn this skill set effectively tend to be unproductive

and de-motivated. The ability to have a broad perspective comes over with time and experience.

The current research has demonstrated the following concerning effective leadership:

- a. The gender of the leader is not important in leadership style.
- b. The Study found that male transformational leaders' behaviours were evaluated as more effective on the sub-attributes of 'idealised influence' and 'intellectual stimulation' as compared to females.
- c. The study also found female transformational leaders to be more effective on transformational sub-attributes of 'inspirational motivation' and 'intellectual consideration' as compared with the males.
- d. There is a small difference of transactional leadership style between the genders, in favour of males.

Therefore, the result indicates that to be an effective leader today requires a combination of behaviours that are masculine (e.g., contingent reward) and feminine (e.g., individualised consideration) and both genders are able to demonstrate these styles. Overall, to be effective, leaders should be aware of situations; knowledgeable; independent; reliable and accelerate performance. They should also actively seek to acquire new knowledge and skills from their experience and share the best practices across boundaries. Hence, to strengthen the leadership gap, it is recommended that the banking industry to invest in training and development program to enhance the sub-attributes of transformational leadership style that are essential ('idealised influence' and 'intellectual stimulation and lacking in males, and inspirational motivation' and 'intellectual consideration', which are lacking in females, to develop effective and successful leaders at Senior Level Management/CEO level.

6.2 Contribution of the Research

This study contributes in several ways to the knowledge in the field of leadership, personality and competencies. This contribution can be divided into academic and practical implications.

6.2.1 Academic Implications

The result of this study has several implications on the academic level. These implications represent the contribution of this study to the relevant literature and can be categorised into theoretical, support of previous findings and emergence of new findings.

6.2.2 Key Contributions

This thesis with the primary and secondary understanding of competencies, personality traits and leadership style, makes a contribution both theoretically and practically to the banking sector in Malaysia. This thesis makes the following contribution to knowledge theoretically and practically focusing on competencies, personality traits and leadership style within the Malaysia banking sector.

In theoretical terms:

- The Great Eight Competency Model itself contributes as a personalised model that was used to access the leaders' competencies, and personality traits. Although there are many other competency frameworks available, this particular model was chosen as it had never been used in the banking industry of Malaysia. The unique aspect and reason this model was used in this study was because it was designed to provide the mechanism for mapping measures from one construct space (that of the psychological construct, such as abilities and personality traits) to that of a different construct of different space (that of

behavioural competencies). It provides a single framework for making predictions from measures of competency potential (ability, personality and motivation) to measures of competencies (actual work performance).

- The study found that introverted leaders are very likely to be an advantage to the banking sector given their qualities of being modest, reserved and silent as this demonstrates being a good listener and willingness to take suggestions; hence, they are seen as approachable leaders.
- This study also revealed that key competencies that are lacking within this sample of participants were 'leading and deciding'; 'supporting and cooperating'; and 'interacting and presenting.' These competencies are known to be more applicable at higher level management and there are room for the current leaders to be developed into the role.
- The study specifically found that female leaders lack the sub-attributes of 'idealised influence' and 'intellectual stimulation', which may hinder their progress to senior management level.

In practical terms, the thesis:

- Provides a new practical solution tailored for the banking sector in terms of personality, competencies and leadership style.
- Identifies key aspects of personality, competencies and leadership style that are essential for good leaders to become great leaders.
- Identifies Personality, Competency & Leadership styles aspects that leaders in the banking industry may lack and which they need further improvement.

The key contributions of this study relates to leadership capability and has potential to be focused on selection or performance management. Using competence-personality based management development is perceived as being able to enhance leaders' effectiveness. Leaders may need different skill sets; some commonalities exist between them and they have to be able to demonstrate different forms at different levels within the organisation. It has to be borne in mind that a competency framework is a guide to influence and help leaders to perform better and it can be tailored to individual leaders.

6.2.3 Supporting Existing Literature

Overall, the study's contributions support the existing literature of personality, competencies and leadership style. Importantly, leaders' ability to think strategically and demonstrate essential competencies to focus on organisation performance are critical. It is important to emphasise that competencies are particular behaviours required to achieve organisational objectives. The current study has confirmed previous evidence that competency models are a useful tool in extending leaders' knowledge and broadening their scope of competencies. We have illustrated and discussed in detail the current study's findings on competencies and personality that support the empirical studies in Section 5.1. Bartram, (2005) asserts that competencies can be a powerful tool for assessing performance and open up opportunities for leadership development and learning. A leader is not expected to have all the competencies outlined here. However, it is important to illustrate that this competency model is intended to serve as a foundation for competencies a leader might possess, in an ideal situation, to be effective. It should be borne in mind that all these competencies are closely connected to one another and are, to some extent, related to personality.

Furthermore, the study also broadly supports the existing literature on leadership criteria including personality, competencies and leadership traits. Our study shown how certain

competencies and personalities are vital for the banking industry (e.g. less openness to experience has a negative relationship with analysing and interpreting, and agreeableness with competencies of enterprising and performing). Subsequently, the study has shown that some personality traits are essential – namely, openness to experience and agreeableness which exceed the other personality traits of leadership style in the attributes of transformational leadership for the banking industry. It has also shown a lack of some of the sub-attributes of the transformational leadership style that are essential for senior level management in current leaders. Thus, the study supports Hogan et al. (1994: p.497), who stated “*[in] our judgment, the best way to forecast leadership is to use a combination of cognitive ability [and] personality assessment...*”. In addition, personality measures are valuable in predicting effective leadership, as discussed.

In addition, this study is also in line with Judge and Piccolo (2004), who conducted a meta-analysis of transactional and transformational leadership styles, concluding that each leadership style has a unique contribution in predicting specific leadership outcomes. They also found that transformational leadership was strongly correlated with contingent reward (transactional) leadership, which supports the current study that in reality both are needed, according to the situation. The findings indicate that the female leaders in the study lack the sub-attributes of transformational leadership style, namely ‘idealised influence’ and ‘intellectual stimulation’. We found that these aspects are more closely related to males than females. Nevertheless, it is an aspect that female leaders’ can develop and transform to become effective leaders. Similarly Bass, (1985) separates the concepts of transformational and transactional leadership by emphasising that the best leaders are both transformational and transactional. The findings also have shown that overall there is little difference between males and females across the leadership style (transformational and transactional); thus both genders may

demonstrate either transformational or transactional leadership style depending on situation and circumstances.

However, the study has shown that are nonetheless some significant differences in males and females in terms of transactional leadership. The findings are not seen as inconsistencies as in reality it would be meaningful to have both approaches, regardless of gender. The findings support Bass et al. (2004) who reported that more females have a transformational leadership style in a sample of high level leaders of Fortune 50 companies, but found smaller gender differences in leaders of small organisations and hardly any differences in a large organisation across different levels.

Therefore, the researcher conclude that in order to widen the pool of skilful leaders, to minimise the capacity gaps in leadership, and enhance leaders' effectiveness, there is a need for training and development.

6.3 Practical Implications

The result of this study can be used to make practical recommendations to the banking industry. The competency model can help management to develop future leaders. The competency model, personality model and leadership style combine with aspects that are likely to indicate what leaders' essential key competencies, personality traits and leadership styles are in the banking sector in Asia. The findings reveal that leaders cannot master every competency; however, it would be an added advantage if they were aware of the competencies, able to identify their own shortcomings, and focus on developing these competencies within themselves. The findings also suggest that the ability to recognise these qualities would enable a leader to have the skills to select potential leaders who could compensate for their weaknesses and drive the organisation to success.

The findings also have management implications for leaders as they reveal the personality traits that are essential for leaders in the banking industry. Therefore, the findings provide the ability to distinguish the role of different personalities with the competencies required to be successful. The implication of the key findings for management is that they may assist them to be aware that specific personalities and competencies are more important than others aspect of personality/competencies. The result suggest that the personality traits of introversion, openness to experience and agreeableness are the most important traits in this industry. It is important for the management to recognise that these aspects of personality may indicate more effective leaders.

Importantly, the management has to come to understand that personality traits shape how a leader is portrayed and how he or she reacts in the organisation. It also depends on the competencies they have gained during their tenure or learned along the way. With competencies, leaders should be able to identify what they are lacking and that they can try to develop these over time. The finding indicates that different leaders have different personalities; however, great leaders have common traits that make them stand out from average leaders. The study supports Lord et al.'s (2005: p.407) contention that *"personality traits are associated with leadership emergence to a higher degree."* Therefore, the finding suggests that greater consideration to be given to both personality and competencies as well as leadership style. The implication is that knowledge of the competencies and personality traits will have an impact on the level of confidence and also develop potential leaders in senior level management.

The findings also revealed that transformational and transactional theories of leadership have received consistent support in the literature, suggesting that they are effective approaches for organisational success. A leader can be either a task-oriented (transactional leadership style) or a relations-oriented personality (transformational

leadership style). The findings support the argument that it is important for leaders to have both approaches, and according to the situation, to practise both those styles. Specifically, the implication to organisations is to embrace transformational and transactional (contingent reward) leadership styles as these have been shown to have several benefits and are also crucial for the development of a positive effective leader. Both leadership styles comprise active forms of leadership that emphasise the importance of demonstrating an active involvement and commitment, regardless the gender of the leader.

Moreover, the findings also offer an important implication to management that while males and females may differ in their manner of leadership, these differences are not significant. The findings suggest that the management be aware that, regardless of the gender of the leader, it is how their actions which are crucial. In particular, the findings suggest that these differences in leadership styles do not make one leader better than the other, but rather, they influence the way leaders are seen in the organisation. The study also found that specifically the sub-attributes of transformational leadership, namely 'idealised influence' and 'intellectual stimulation' are lacking in the female leaders. This may impact and hinder the leaders' progress in the organisation particularly in progressing to senior level.

We also found that sub-attributes of transformational leadership are lacking in female leaders. This may suggest that in order to have effective leaders appropriate training and development should be in place to groom potential leaders' the required expect level of leadership qualities.

In light of these findings, attention to the personality traits, competencies and leadership style of potential developing leaders have a key role to play in useful career development strategy. Systematically moving potential developing leaders through

increasingly challenging roles to develop competencies they lack, while exposing them to a particular work activity with an appropriate leadership style is related to leaders' strategic thinking competency, particularly for those leaders who may not be as cognitively gifted.

Moreover, as the banking industry keeps regular tracks on the leaders' performance as recommended it would assist in the development of calibre key potential leaders. Quarterly reviewing their progress based on their identified areas of improvements would increase the credibility of the organisation's leadership talent pool and indicate ways in which to deepen this pool's experience base. In times where leadership talent is in short supply, the need banking industry have to make sound selection decisions regarding leadership roles is even more critical. In considering a range of candidates, applicants' accumulated work experience, leadership styles, competencies and cognitive ability should be determined and used jointly in making selection decisions, as these three criteria are valid and important aspects of performance and overall organisational success.

6.4 Limitation of the Research

Like many others, this study also has some limitations. The scope of discussion is restricted to the leadership capacity gap to nurture leaders for tomorrow based on key leadership competencies, personality and leadership traits. However, due to time constraints and the main focus being on minimising the capacity gap, other aspects of leadership such as political leadership, virtual team leadership and other aspects of leadership were not taken into consideration.

Furthermore, this study depends on the participants' perception and views gathered through a survey; hence the views of leadership management in the banking industry are mainly based on perceptions of leaders and not on followers' views of leaders.

Therefore, the findings of this study rely on a random selection of leaders' rather than followers' views, leading to the possibility of bias in the evaluation of leadership in their own personalities.

Another limitation is that the participants from different generations may have had different perceptions because of generational cultures, and may not therefore have allowed comparison on an equal basis. Although Schaie, Labouvie, and Buech (1973) suggest that generational differences account for a large share of the variations between different age groups when studied at one point in time, the research data in the current study may suggest otherwise.

Finally, the results are time-bonded; therefore data may be collected at a point of time under a specific leader and compared with the performance of the organisation under their leadership. If it had been possible to conduct a longitudinal study, then the results may have been different, and it is likely that their reliability would have been enhanced. These limitations provide an opportunity for further development in future studies.

6.5 Future Research

This section also outlines potentially interesting future research directions. At a methodological level, while this study was firmly rooted in the quantitative tradition it is felt that the nature of the study lends itself well to a further qualitative exploration of how leadership is perceived. It is suggested that further research can strengthen with the qualitative research by establishing complex textual descriptions of how leader's experiences play a major aspect in driving the banking industry forward. It will also help to identify the key individual traits in terms of personality traits, competency and leadership style that are essential qualities for leaders in the industry. It would help to see the "human" side of leader's. Therefore, the qualitative methods are also effective in identifying intangible factors, such as gender roles, age aspect, and good leader's

characteristics, whose role in the research issue may not be readily apparent. When the qualitative method is used along with quantitative methods, qualitative research can help to interpret and better understand the complex reality of the research issues. Importantly, the findings from qualitative data are more often extended to people with characteristics similar to those in the study population. Gaining a rich and complex understanding of a specific social context or phenomenon typically takes precedence over eliciting data that can be generalised to other geographical areas. This is in line with previous calls for more qualitative research in the field of leadership (Bryman et al., 1996; Sumner-Armstrong et al., 2008; Bryman, 2004; Conger, 1998).

Further, it is also suggested further research can carry out longitudinal studies in both experimental conditions and within the context of organisations, as this may prove interesting in understanding how leadership styles, personality and competencies affect the perceptions of leaders and followers in the banking industry and relationships over different periods of time. This is a potentially important area of research considering the increasing role and expectations of leadership within organisations and for the advancement of the understanding in the field.

This study has examined transaction and transformation leadership styles across gender. Although this line of research is important in identifying the leadership style for effective and successful leaders within organisations, it is equally important to identify the consequences of a passive leadership style. Identifying the types of passive leadership behaviours/characteristics that leaders' may engage in and their consequences may be an avenue for future research.

Finally, the present study focused only on leaders' personality, competency and leadership traits. Leadership success is closely related with personality and behaviour, self-control emotional stability, and meticulousness; therefore it is recommended that

further research be conducted into such aspects of leadership, as well as into followers' perceptions. Literature has shown that many organisations today are managed based on a leader's specific personality and it is important to recommend that organisations begin to focus on this, as it reflects the personal characteristics of those who control the organisation and lead it to success.

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Appendix

A1. Great Eight Competency

Great Eight, 20 Competency Dimension and 112 Competency Component titles from the SHL Universal Competency Framework

- 1 Leading and Deciding
 - 1.1 Deciding & Initiating Action
 - 1.1.1 Making Decisions
 - 1.1.2 Taking Responsibility
 - 1.1.3 Acting with Confidence
 - 1.1.4 Acting on Own Initiative
 - 1.1.5 Taking Action
 - 1.1.6 Taking Calculated Risks
 - 1.2 Leading and Supervising
 - 1.2.1 Providing Direction and Coordinating Action
 - 1.2.2 Supervising and Monitoring Behavior
 - 1.2.3 Coaching
 - 1.2.4 Delegating
 - 1.2.5 Empowering Staff
 - 1.2.6 Motivating Others
 - 1.2.7 Developing Staff
 - 1.2.8 Identifying and Recruiting Talent
 - 2 Supporting and Cooperating
 - 2.1 Working with People
 - 2.1.1 Understanding Others
 - 2.1.2 Adapting to the Team
 - 2.1.3 Building Team Spirit
 - 2.1.4 Recognizing and Rewarding Contributions
 - 2.1.5 Listening
 - 2.1.6 Consulting Others
 - 2.1.7 Communicating Proactively
 - 2.1.8 Showing Tolerance and Consideration
 - 2.1.9 Showing Empathy
 - 2.1.10 Supporting Others
 - 2.1.11 Caring for Others
 - 2.1.12 Developing and Communicating Self-knowledge and Insight
 - 4.1.3 Writing in an Expressive and Engaging Style
 - 4.1.4 Targeting Communication
 - 4.2 Applying Expertise and Technology
 - 4.2.1 Applying Technical Expertise
 - 4.2.2 Building Technical Expertise
 - 4.2.3 Sharing Expertise
 - 4.2.4 Using Technology Resources
 - 4.2.5 Demonstrating Physical and Manual Skills
 - 4.2.6 Demonstrating Cross Functional Awareness
 - 4.2.7 Demonstrating Spatial Awareness
 - 4.3 Analyzing
 - 4.3.1 Analyzing and Evaluating Information
 - 4.3.2 Testing Assumptions and Investigating
 - 4.3.3 Producing Solutions
 - 4.3.4 Making Judgments
 - 4.3.5 Demonstrating Systems Thinking
 - 5 Creating and Conceptualizing
 - 5.1 Learning and Researching
 - 5.1.1 Learning Quickly
 - 5.1.2 Gathering Information
 - 5.1.3 Thinking Quickly
 - 5.1.4 Encouraging and Supporting Organizational Learning
 - 5.1.5 Managing Knowledge
 - 5.2 Creating and Innovating
 - 5.2.1 Innovating
 - 5.2.2 Seeking and Introducing Change
 - 5.3 Formulating Strategies and Concepts
 - 5.3.1 Thinking Broadly
 - 5.3.2 Approaching Work Strategically
 - 5.3.3 Setting and Developing Strategy
 - 5.3.4 Visioning
 - 6 Organizing and Executing
 - 6.1 Planning and Organizing
 - 6.1.1 Setting Objectives
 - 6.1.2 Planning
 - 6.1.3 Managing Time
 - 6.1.4 Managing Resources
 - 6.1.5 Monitoring Progress
 - 6.2 Delivering Results and Meeting Customer Expectations
 - 6.2.1 Focusing on Customer Needs and Satisfaction
 - 6.2.2 Setting High Standards for Quality
 - 6.2.3 Monitoring and Maintaining Quality
 - 6.2.4 Working Systematically
 - 6.2.5 Maintaining Quality Processes
 - 6.2.6 Maintaining Productivity Levels
 - 2.2 Adhering to Principles and Values
 - 2.2.1 Upholding Ethics and Values
 - 2.2.2 Acting with Integrity
 - 2.2.3 Utilizing Diversity
 - 2.2.4 Showing Social and Environmental Responsibility
 - 3 Interacting and Presenting
 - 3.1 Relating & Networking
 - 3.1.1 Building Rapport
 - 3.1.2 Networking
 - 3.1.3 Relating Across Levels
 - 3.1.4 Managing Conflict
 - 3.1.5 Using Humor
 - 3.2 Persuading and Influencing
 - 3.2.1 Making an Impact
 - 3.2.2 Shaping Conversations
 - 3.2.3 Appealing to Emotions
 - 3.2.4 Promoting Ideas
 - 3.2.5 Negotiating
 - 3.2.6 Gaining Agreement
 - 3.2.7 Dealing with Political Issues
 - 3.3 Presenting and Communicating Information
 - 3.3.1 Speaking Fluently
 - 3.3.2 Explaining Concepts and Opinions
 - 3.3.3 Articulating Key Points of an Argument
 - 3.3.4 Presenting and Public Speaking
 - 3.3.5 Projecting Credibility
 - 3.3.6 Responding to an Audience
 - 4 Analyzing and Interpreting
 - 4.1 Writing and Reporting
 - 4.1.1 Writing Correctly
 - 4.1.2 Writing Clearly and Fluently
 - 6.2.7 Driving Projects to Results
 - 6.3 Following Instructions and Procedures
 - 6.3.1 Following Directions
 - 6.3.2 Following Procedures
 - 6.3.3 Time Keeping and Attending
 - 6.3.4 Demonstrating Commitment
 - 6.3.5 Showing Awareness of Safety Issues
 - 6.3.6 Complying with Legal Obligations
 - 7 Adapting and Coping
 - 7.1 Adapting and Responding to Change
 - 7.1.1 Adapting
 - 7.1.2 Accepting New Ideas
 - 7.1.3 Adapting Interpersonal Style
 - 7.1.4 Showing Cross-cultural Awareness
 - 7.1.5 Dealing with Ambiguity
 - 7.2 Coping with Pressure and Setbacks
 - 7.2.1 Coping with Pressure
 - 7.2.2 Showing Emotional Self-control
 - 7.2.3 Balancing Work and Personal Life
 - 7.2.4 Maintaining a Positive Outlook
 - 7.2.5 Handling Criticism
 - 8 Enterprising and Performing
 - 8.1 Achieving Personal Work Goals and Objectives
 - 8.1.1 Achieving Objectives
 - 8.1.2 Working Energetically and Enthusiastically
 - 8.1.3 Pursuing Self-development
 - 8.1.4 Demonstrating Ambition
 - 8.2 Entrepreneurial and Commercial Thinking
 - 8.2.1 Monitoring Markets and Competitors
 - 8.2.2 Identifying Business Opportunities
 - 8.2.3 Demonstrating Financial Awareness
 - 8.2.4 Controlling Costs
 - 8.2.5 Keeping Aware of Organizational Issues
- Note that each component is further defined within the framework in terms of negative and positive behavioral indicators.
- The competency titles in this Appendix are taken from the SHL Universal Competency Framework™ Profiler and Designer cards (copyright © 2004 by SHL Group plc, reproduced with permission of the copyright holder). These titles may be freely used for research purposes subject to due acknowledgement of the copyright holder.

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Source: (Bartram, 2009)

A2. Self-Report Research Questionnaire

CODE:
ORGANIZATION NAME:

TIME START:

TIME END:



THE UNIVERSITY OF HULL

THIS RESEARCH IS FOR MY DOCTORAL (PhD) THESIS
THE RESEARCH IS CONCERNED WITH COMPETENCIES AND PERSONALITY
TRAITS OF SUCCESSFUL LEADERS IN THE MALAYSIAN BANKING
INDUSTRY AND RECOMMENDATIONS FOR AVERTING A CAPACITY GAP

Dear Sir/Madam,

I am pursuing a PhD degree at the University of Hull Business School in United Kingdom. I am doing a survey and I seek your kind assistance in completing this questionnaire. The study seeks to identify the extent to which there is capacity gap in leadership, determine the key competencies that are required in leaders that are influenced by personality and recommendations for averting a capacity gap in the banking industry in Malaysia. Please complete the questionnaire which is divided into **three** categories; personality, competencies and leadership styles.

There is no right or wrong answer. All your answers will be kept **CONFIDENTIAL**.

The survey will take about an hour to complete. In exchange for your time, I will send an executive summary of my findings to those returning completed surveys. I would also be happy to present my findings to your respective departments upon request. If you would like to receive a copy of the executive summary, please provide your email address below (or attach a business card).

Email address:.....

I am aware of your job commitments but your participation is very important to the study and is highly appreciated. Thank you for your valuable time.

Yours faithfully,

Sharmaine Sakthi Ananthan, PhD Researcher

Email: s.sakthi-ananthan@2010.hull.ac.uk

T: +60126364140

Please send your completed questionnaire to your respective person in charge before **14 of December 2012**. Please do not hesitate to contact me if you have any queries.

For the purpose of this survey, respondents will be asked to refer to the following definitions:

Definition:

Personality trait is individual characteristics represent in such human attitude, thinking and awareness.

Leadership style is the manner and approach of providing direction, motivating people and achieving objectives. They are behavioural models used by leaders when working with others.

Competencies are set of behaviours that are instrumental in the delivery of desired results or outcomes. People demonstrate competence by applying their competencies knowledge and skills in a goal-directed manner within a work setting.

Part I: Occupational Personality Questionnaire (OPQ32r)

The following consists of 104 statements which reflect of competency and personality potentials. You are required to choose only **ONE** that is **MOST** and **ONE** that is **LEAST** that describes you.

Important:

In order for the researcher to synchronise the data collected it is important to indicate your email address for the OPQ32r survey:-

Q1. Choose ONLY 1 most and least important to you.	Most	Least
I like helping people		
I enjoy competitive activities		
I view things positively		

Q53. Choose ONLY 1 most and least important to you.	Most	Least
I am usually very outgoing		
I reach conclusions quickly		
I enjoy being busy		

Q2. Choose ONLY 1 most and least important to you.	Most	Least
I enjoy companionship of others		
I find negotiation easy		
I look to the future		

Q54. Choose ONLY 1 most and least important to you.	Most	Least
I set long-term objectives		
I conceal my emotions		
I critically evaluate a place of work		

Q3. Choose ONLY 1 most and least important to you.	Most	Least
I like to discuss abstract concepts		
I enjoy interpreting statistics		
I feel that people are honest		

Q55. Choose ONLY 1 most and least important to you.	Most	Least
I enjoy variety		
I get the details right		
I am effective in negotiation		

Q4. Choose ONLY 1 most and least important to you.	Most	Least
I feel free from pressure		
behave differently to fit in with other people		
I avoid telling people when I succeed		

Q56. Choose ONLY 1 most and least important to you.	Most	Least
I find out what other people think		
I spot the difficulties in a plan		
I try to understand people's reactions		

Q5. Choose ONLY 1 most and least important to you.	Most	Least
I am difficult to offend		
I expect things to turn out well		
I like having a lot of work		

Q57. Choose ONLY 1 most and least important to you.	Most	Least
I enjoy discussing abstract concepts		
I enjoy working with data		
I am competitive		

Q6. Choose ONLY 1 most and least important to you.	Most	Least
I keep paperwork in order		
I insist on doing things my own way		
I get worried before a big meeting		

Q58. Choose ONLY 1 most and least important to you.	Most	Least
I vary my behaviour		
I am confident in strange company		
I take the traditional approach		

Q7. Choose ONLY 1 most and least important to you.	Most	Least
I frequently consult others		
I keep myself busy		
I achieve difficult targets		

Q59. Choose ONLY 1 most and least important to you.	Most	Least
I consult widely		
I analyse other people		
I am a fast decision maker		

Q8. Choose ONLY 1 most and least important to you.	Most	Least
I persist with tasks until completed		
I tend to conceal how I feel		
I set myself demanding targets		

Q60. Choose ONLY 1 most and least important to you.	Most	Least
I produce a wide range of ideas		
I think about future plans		
I like to be with friends		

Q9. Choose ONLY 1 most and least important to you.	Most	Least
I quickly reach a decision		
I feel at ease with new people		
I take care to follow rules		

Q61. Choose ONLY 1 most and least important to you.	Most	Least
I say when I disagree		
I find them to be supportive		
I believe people		

Q10. Choose ONLY 1 most and least important to you.	Most	Least
I change how I act to fit my surroundings		
I have faith in other people		
I take a long-term view		

Q62. Choose ONLY 1 most and least important to you.	Most	Least
I keep quiet about my successes		
I take my own approach		
I like to lead the group		

Q11. Choose ONLY 1 most and least important to you.	Most	Least
I gain pleasure from people's company		
I keep well within rules and regulations		
I feel comfortable around new people		

Q63. Choose ONLY 1 most and least important to you.	Most	Least
I adapt my approach to the people I am with		
I make sure I meet deadlines		
I seldom reveal my feelings to others		

Q12. Choose ONLY 1 most and least important to you.	Most	Least
I criticise openly		
I need people's company		
I follow established work methods		

Q64. Choose ONLY 1 most and least important to you.	Most	Least
I am difficult to hurt		
I critically review information		
I am very talkative		

Q13. Choose ONLY 1 most and least important to you.	Most	Least
I am seldom quiet		
I feel free from tension		
I sell a new idea well		

Q65. Choose ONLY 1 most and least important to you.	Most	Least
I raise hypothetical arguments		
I follow my own approach despite other's view		
I am tense before an interview		

Q14. Choose ONLY 1 most and least important to you.	Most	Least
I think breaking the rule is wrong		
I am seldom upset by unfair remarks		
I put career progression high in my priorities		

Q66. Choose ONLY 1 most and least important to you.	Most	Least
I like to be in control of the group		
I enjoy numerical problem solving		
I become bored with routine		

Q15. Choose ONLY 1 most and least important to you.	Most	Least
I make fast decisions		
I keep at tasks until completed		
I think that future prospects look good		

Q67. Choose ONLY 1 most and least important to you.	Most	Least
I think about why people do things		
I adapt my behaviour to my surroundings		
I recognise the importance of following rules		

Q16. Choose ONLY 1 most and least important to you.	Most	Least
I worry when important things are happening		
I am at ease with people that I have just met		
I like having a lot to do		

Q68. Choose ONLY 1 most and least important to you.	Most	Least
I believe in wide consultation		
I spend time helping others		
I see jobs through to the end		

Q17. Choose ONLY 1 most and least important to you.	Most	Least
I hate to lose		
I find creative ideas comes easily		
I take the lead in a group		

Q69. Choose ONLY 1 most and least important to you.	Most	Least
I trust people		
I am good at thinking ahead		
I make choices without delay		

Q18. Choose ONLY 1 most and least important to you.	Most	Least
I enjoy discussing theory		
I think about the longer term		
I keep quiet about my strengths		

Q70. Choose ONLY 1 most and least important to you.	Most	Least
I dislike talking about my feelings		
I tell people when I think they are wrong		
I set high goals		

Q19. Choose ONLY 1 most and least important to you.	Most	Least
I seek variety		
I am lively at social events		
I change how I believe to suit the occasion		

Q71. Choose ONLY 1 most and least important to you.	Most	Least
I am outgoing in behaviour		
I feel relaxed		
I am organised		

Q20. Choose ONLY 1 most and least important to you.	Most	Least
I relax easily		
I miss the company of others		
I am interested in people's behaviour		

Q72. Choose ONLY 1 most and least important to you.	Most	Least
I like to keep busy		
I like to keep quiet about my successes		
I see the errors in plans		

Q21. Choose ONLY 1 most and least important to you.	Most	Least
I enjoy making a sale		
I favour well proven methods		
I feel people can be relied upon		

Q73. Choose ONLY 1 most and least important to you.	Most	Least
I enjoy negotiating		
I strive towards challenging targets		
I am an optimist		

Q22. Choose ONLY 1 most and least important to you.	Most	Least
I seldom take offences		
I like to complete against others		
I get things completed on time		

Q74. Choose ONLY 1 most and least important to you.	Most	Least
I like statistical analysis		
I take a conventional approach		
I rarely lose or misplace things		

Q23. Choose ONLY 1 most and least important to you.	Most	Least
I take care not to break rules		
I keep my feelings well hidden		
I have an independent approach from the group		

Q75. Choose ONLY 1 most and least important to you.	Most	Least
I enjoy having a lot to do		
I keep my feelings to myself		
I like to hypothesise		

Q24. Choose ONLY 1 most and least important to you.	Most	Least
I show sympathy towards others		
I check the details		
I take charge		

Q76. Choose ONLY 1 most and least important to you.	Most	Least
I compete to win		
I ask people what they think		
I am comfortable at formal events		

Q25. Choose ONLY 1 most and least important to you.	Most	Least
I like to think positively		
I develop imaginative solutions		
I get nervous on big occasions		

Q77. Choose ONLY 1 most and least important to you.	Most	Least
I consider the future		
I show concern for others		
I take control of situations		

Q26. Choose ONLY 1 most and least important to you.	Most	Least
I behave differently with different people		
I feel that winning is very important		
I make up my mind rapidly		

Q78. Choose ONLY 1 most and least important to you.	Most	Least
I worry about important occasions		
I tell people exactly what I think		
I am innovative		

Q27. Choose ONLY 1 most and least important to you.	Most	Least
I like to work with statistical data		
I plan well ahead		
I talk a lot		

Q79. Choose ONLY 1 most and least important to you.	Most	Least
I am a relaxed person		
I am difficult to upset		
I complete jobs on time		

Q28. Choose ONLY 1 most and least important to you.	Most	Least
I say exactly what I think		
I like to sell an idea		
I am reserved about my accomplishments		

Q80. Choose ONLY 1 most and least important to you.	Most	Least
I like to do things my own way		
I recognise weak arguments		
I like to spend time with others		

Q29. Choose ONLY 1 most and least important to you.	Most	Least
I am generally free from tension		
I believe people are trustworthy		
I find routine dull		

Q81. Choose ONLY 1 most and least important to you.	Most	Least
I enjoy creating new solutions		
I am considerate		
I dislike repetitive work		

Q30. Choose ONLY 1 most and least important to you.	Most	Least
I critically analyse information		
I enjoy being with people		
I enjoy hypothetical discussion		

Q82. Choose ONLY 1 most and least important to you.	Most	Least
I like established methods		
I easily cope with criticism		
I understand why people react as they do		

Q31. Choose ONLY 1 most and least important to you.	Most	Least
I quickly consider the options		
I am bored by routine		
I am ambitious		

Q83. Choose ONLY 1 most and least important to you.	Most	Least
I enjoy selling ideas to clients		
I avoid breaking rules and regulations		
I meet deadlines		

Q32. Choose ONLY 1 most and least important to you.	Most	Least
I like tried and tested methods		
I think about people's behaviour		
I keep myself very busy		

Q84. Choose ONLY 1 most and least important to you.	Most	Least
I think consultation is essential		
I vary my behaviour according to the situations		
I enjoy taking the lead		

Q33. Choose ONLY 1 most and least important to you.	Most	Least
I hide my true feelings		
I enjoy analysing statistical information		
I seldom feel shy with others.		

Q85. Choose ONLY 1 most and least important to you.	Most	Least
I trust those around me		
I expect a positive outcome		
I enjoy company		

Q34. Choose ONLY 1 most and least important to you.	Most	Least
I have an optimistic view of the future		
I am organised		
I ask for other people's opinions		

Q86. Choose ONLY 1 most and least important to you.	Most	Least
I feel confident with unfamiliar people		
I talk more than others		
I hide my emotions		

Q35. Choose ONLY 1 most and least important to you.	Most	Least
I trust the things people say		
I worry in advance of important meetings		
I avoid talking about my successes		

Q87. Choose ONLY 1 most and least important to you.	Most	Least
I freely express my views		
I am energetic at work		
I want to be better than others		

Q36. Choose ONLY 1 most and least important to you.	Most	Least
I follow rules and regulations		
I persevere with tasks		
I avoid talking about my successes		

Q88. Choose ONLY 1 most and least important to you.	Most	Least
I feel calm		
I can see the advantages and disadvantages		
I set ambitious goals		

Q37. Choose ONLY 1 most and least important to you.	Most	Least
I freely express my opinions		
I do things my own way		
I take a long-term approach		

Q89. Choose ONLY 1 most and least important to you.	Most	Least
I feel calm		
I can see the advantages and disadvantages		
I set ambitious goals		

Q38. Choose ONLY 1 most and least important to you.	Most	Least
I show creativity		
I am calm		
I deal kindly with people's problems		

Q90. Choose ONLY 1 most and least important to you.	Most	Least
I need to feel free to do what I want		
I spot the errors in an argument		
I am confident with strangers		

Q39. Choose ONLY 1 most and least important to you.	Most	Least
I keep quiet about my achievements		
I like working with numerical data		
I see the flaws in an argument		

Q91. Choose ONLY 1 most and least important to you.	Most	Least
I keep things tidy		
I produce innovative solutions		
I like to work with numbers		

Q40. Choose ONLY 1 most and least important to you.	Most	Least
I think about concepts		
I enjoy trying to understand people		
I keep things organised		

Q92. Choose ONLY 1 most and least important to you.	Most	Least
I am comfortable being in charge		
I feel optimistic		
I help people with personal problems		

Q41. Choose ONLY 1 most and least important to you.	Most	Least
I am inventive		
I finish jobs		
I take care checking detail		

Q93. Choose ONLY 1 most and least important to you.	Most	Least
I keep detailed records		
I favour traditional approaches		
I dislike talking about my achievements		

Q42. Choose ONLY 1 most and least important to you.	Most	Least
I care for people in need		
I like to have people around me		
I avoid taking offences at criticism		

Q94. Choose ONLY 1 most and least important to you.	Most	Least
I avoid showing emotion		
I think people are reliable		
I like theoretical discussions		

Q43. Choose ONLY 1 most and least important to you.	Most	Least
I produce many ideas		
I believe people are generally honest		
I am talkative		

Q95. Choose ONLY 1 most and least important to you.	Most	Least
I am hard to upset		
I change my behaviour to fit the situations		
I thrive on competition		

Q44. Choose ONLY 1 most and least important to you.	Most	Least
I find it easy to relax		
I think well ahead		
I stay within the rules		

Q96. Choose ONLY 1 most and least important to you.	Most	Least
I keep busy		
I dislike breaking rules		
I seek out other's view		

Q45. Choose ONLY 1 most and least important to you.	Most	Least
I enjoy a difficult challenges		
I follow my own direction		
I rarely feel awkward with strangers		

Q97. Choose ONLY 1 most and least important to you.	Most	Least
I enjoy bargaining with someone		
I speak up when people are wrong		
I quickly draw on conclusions		

Q46. Choose ONLY 1 most and least important to you.	Most	Least
I get things finished		
I like to be in charge		
I make my opinions known		

Q98. Choose ONLY 1 most and least important to you.	Most	Least
I base decision on facts and figures		
I experience tension in important situations		
I am full of ambition		

Q47. Choose ONLY 1 most and least important to you.	Most	Least
I find established methods are usually the most effective		
I take a theoretical approach		
I hate to break rules		

Q99. Choose ONLY 1 most and least important to you.	Most	Least
I find it easy to generate ideas		
I do most of the talking		
I favour established approaches		

Q48. Choose ONLY 1 most and least important to you.	Most	Least
I consider what motivates people		
I am easily bored by repetitive work		
I worry before an interview		

Q100. Choose ONLY 1 most and least important to you.	Most	Least
I think about other's behaviour		
I judge a situation quickly		
I am modest about my success		

Q49. Choose ONLY 1 most and least important to you.	Most	Least
I am interested in the welfare of others		
I behave differently depending on who I am with		
I feel comfortable working with numbers		

Q101. Choose ONLY 1 most and least important to you.	Most	Least
I like having lots of things to do		
I avoid routine tasks		
I do what I think is right even when others disagree		

Q50. Choose ONLY 1 most and least important to you.	Most	Least
I am difficult to insult		
I consult before deciding		
I find selling easy		

Q102. Choose ONLY 1 most and least important to you.	Most	Least
I enjoy intellectual discussions		
I want to win		
I like to be with people		

Q51. Choose ONLY 1 most and least important to you.	Most	Least
I like demanding targets		
I am reserved about my strengths		
I want to be first		

Q103. Choose ONLY 1 most and least important to you.	Most	Least
I seldom express my emotions		
I make decisions without hesitation		
I am anxious before big occasions		

Q52. Choose ONLY 1 most and least important to you.	Most	Least
I usually feel relaxed		
I freely express my thoughts		
I feel optimistic about the future		

Q104. Choose ONLY 1 most and least important to you.	Most	Least
I find routine tasks boring		
I feel the future looks particularly good		
I prefer established methods		

Part II: Personality Traits - The Big Five Inventory (BFI) (John, et al., 1991)

Here are a number of characteristics that may or may not apply to you. Please write a number next to each statement to indicate the extent to which you agree or disagree with that statement.

Disagree
Strongly
1

Disagree
a little
2

Neither agree nor
disagree
3

Agree
a little
4

Agree
strongly
5

I see myself as someone who...

- | | |
|---|--|
| <input type="text"/> 1. Tends to find fault with others | <input type="text"/> 15. Tends to be lazy |
| <input type="text"/> 2. Does a thorough job | <input type="text"/> 16. Is inventive |
| <input type="text"/> 3. Is original, comes up with new ideas | <input type="text"/> 17. Can be cold and aloof |
| <input type="text"/> 4. Is helpful and unselfish with others | <input type="text"/> 18. Perseveres until the task is finished |
| <input type="text"/> 5. Is curious about many different things | <input type="text"/> 19. Can be somewhat |
| <input type="text"/> 6. Is considerate and kind to almost everyone | <input type="text"/> 20. Values artistic, aesthetic |
| <input type="text"/> 7. Starts quarrels with others | <input type="text"/> 21. Does things efficiently |
| <input type="text"/> 8. Is a reliable worker | <input type="text"/> 22. Prefers work that is routine |
| <input type="text"/> 9. Is ingenious, a deep thinker | <input type="text"/> 23. Is sometimes rude to others |
| <input type="text"/> 10. Makes plans and follows through with ideas | <input type="text"/> 24. Likes to reflect, play with ideas |
| <input type="text"/> 11. Has a forgiving nature | <input type="text"/> 25. Likes to cooperate with others |
| <input type="text"/> 12. Tends to be disorganized or literature | <input type="text"/> 26. Is sophisticated in art, music, or literature |
| <input type="text"/> 13. Has an active imagination | <input type="text"/> 27. Is easily distracted |
| <input type="text"/> 14. Is generally trusting | |

Please check: Did you write a number in front of each statement?

Part III: Multifactor Leadership Questionnaire (Bass & Avolio, 1992)

Instructions: This questionnaire provides a description of your leadership style. Forty-five descriptive statements are listed below. Judge how frequently each statement fits you. The word "others" may mean your peers, followers, clients, direct reports, supervisors or group members.

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
0	1	2	3	4

- | | |
|--|---------|
| 1. I provide others with assistance in exchange for their efforts..... | 0 1 2 3 |
| 2. I re-examine critical assumptions to question whether they are appropriate..... | 0 1 2 3 |
| 3. I fail to interfere until problems become serious | 0 1 2 3 |
| 4. I focus attention on irregularities, mistakes, exceptions, and deviations from standards..... | 0 1 2 3 |
| 5. I avoid getting involved when important issues arise..... | 0 1 2 3 |
| 6. I talk about my most important values and beliefs | 0 1 2 3 |
| 7. I am absent when needed | 0 1 2 3 |
| 8. I seek differing perspectives when solving problems | 0 1 2 3 |
| 9. I talk optimistically about the future..... | 0 1 2 3 |
| 10. I instil pride in others for being associated with me | 0 1 2 3 |
| 11. I discuss in specific terms who is responsible for achieving performance targets | 0 1 2 3 |
| 12. I wait for things to go wrong before taking action | 0 1 2 3 |
| 13. I talk enthusiastically about what needs to be accomplished | 0 1 2 3 |
| 14. I specify the importance of having a strong sense of purpose..... | 0 1 2 3 |
| 15. I spend time teaching and coaching | 0 1 2 3 |
| 16. I make clear what one can expect to receive when performance goals are achieved | 0 1 2 3 |
| 17. I show that I am a firm believer in "If it ain't broke, don't fix it." | 0 1 2 3 |
| 18. I go beyond self-interest for the good of the group..... | 0 1 2 3 |
| 19. I treat others as individuals rather than just as a member of a group..... | 0 1 2 3 |
| 20. I demonstrate that problems must become chronic before I take action..... | 0 1 2 3 |
| 21. I act in ways that build others' respect for me | 0 1 2 3 |
| 22. I concentrate my full attention on dealing with mistakes, complaints, and failures | 0 1 2 3 |
| 23. I consider the moral and ethical consequences of decisions | 0 1 2 3 |
| 24. I keep track of all mistakes | 0 1 2 3 |
| 25. I display a sense of power and confidence | 0 1 2 3 |
| 26. I articulate a compelling vision of the future | 0 1 2 3 |

27. I direct my attention toward failures to meet standards.....	0 1 2 3
28. I avoid making decisions	0 1 2 3
29. I consider an individual as having different needs, abilities, and aspirations from others.....	0 1 2 3
30. I get others to look at problems from many different angles	0 1 2 3
31. I help others to develop their strengths.....	0 1 2 3
32. I suggest new ways of looking at how to complete assignments.....	0 1 2 3
33. I delay responding to urgent questions	0 1 2 3
34. I emphasize the importance of having a collective sense of mission	0 1 2 3
35. I express satisfaction when others meet expectations.....	0 1 2 3
36. I express confidence that goals will be achieved.....	0 1 2 3
37. I am effective in meeting others' job-related needs.....	0 1 2 3
38. I use methods of leadership that are satisfying	0 1 2 3
39. I get others to do more than they expected to do.....	0 1 2 3
40. I am effective in representing others to higher authority.....	0 1 2 3
41. I work with others in a satisfactory way	0 1 2 3
42. I heighten others' desire to succeed.....	0 1 2 3
43. I am effective in meeting organizational requirements	0 1 2 3
44. I increase others' willingness to try harder.....	0 1 2 3
45. I lead a group that is effective	0 1 2 3

Part IV: Demographic Background

Please mark (✓) in the respective boxes and fill in the appropriate answers.

1. Gender:

Male	
Female	

2. Age

Under 18	
18 – 20	
21 – 24	
25 – 29	
30 – 34	
35 – 39	
40 – 44	
45 – 49	
50 – 54	
55 – 59	
60 – 64	
65 or older	

3. Educational level:

Secondary School and Below	
Diploma / Certificate	
Undergraduate	
Master	
Ph.D.	
Other professional qualification	

4. How many years of employment experience you have in this organisation?

None	
1 – 5 years	
6– 10 years	
11 – 15 years	
16 – 20 years	
21 – 25 years	
26 – 30 years	
31 or more years	

5. Current position:

1	Senior Manager	
2	Manager	
3	Assistant Manager	
4	Executive	
5	Officer	

6. Period in this position: Years _____ Months _____

7. Previous performance appraisal:

1	Score Rating 1 – exceptionally above average	
2	Score Rating 2 – above average	

8. Service Excellence Award: Year

No	Number of award	(✓)	Year Awarded
1	Three times or more		
2.	Twice		
3	Once		
4	Never		
5	Not applicable		

9. Email address: _____

10. If you have further comments that you feel would be of interest to this research, please add them here:

Thank you for your kind participation and cooperation in this survey.

YOUR ANSWER WILL BE KEPT CONFIDENTIAL.

A3. Self-Report Research Questionnaire – Performance Evaluation (Senior Executive)

CODE:
ORGANIZATION NAME:

TIME START:

TIME END:



THE UNIVERSITY OF HULL

THIS RESEARCH IS FOR MY DOCTORAL (PhD) THESIS

THE RESEARCH IS CONCERNED WITH COMPETENCIES AND PERSONALITY TRAITS OF SUCCESSFUL LEADERS IN THE MALAYSIAN BANKING INDUSTRY AND RECOMMENDATIONS FOR AVERTING A CAPACITY GAP

Dear Sir/Madam,

I am pursuing a PhD degree at the University of Hull Business School in United Kingdom. I am doing a survey and I seek your kind assistance in completing this questionnaire. The study seeks to identify the extent to which there is capacity gap in leadership, determine the key competencies that are required in leaders that are influenced by personality and recommendations for averting a capacity gap in the banking industry in Malaysia. Please complete the questionnaire which is on the **evaluation of down liners** level of performance.

There is no right or wrong answer. All your answers will be kept **CONFIDENTIAL**.

The survey will take about 30 minutes to complete. In exchange for your time, I will send an executive summary of my findings to those returning completed surveys. I would also be happy to present my findings to your respective departments upon request. If you would like to receive a copy of the executive summary, please provide your email address below (or attach a business card).

Email address:.....

I am aware of your job commitments but your participation is very important to the study and is highly appreciated. Thank you for your valuable time.

Yours faithfully,
Sharmaine Sakthi Ananthan, PhD Researcher
Email: s.sakthi-ananthan@2010.hull.ac.uk
T: +60126364140

Please send your completed questionnaire to your respective person in charge before **14 of January 2013**. Please do not hesitate to contact me if you have any queries.

For the purpose of this survey, respondents will be asked to refer to the following definitions:

Definition:

Personality trait is individual characteristics represent in such human attitude, thinking and awareness.

Leadership style is the manner and approach of providing direction, motivating people and achieving objectives. They are behavioural models used by leaders when working with others.

Competencies are set of behaviours that are instrumental in the delivery of desired results or outcomes. People demonstrate competence by applying their competencies knowledge and skills in a goal-directed manner within a work setting.

Part I: Performance Evaluation (Adopted from the Bank – Anonymous, 2012)

This questionnaire is to describe the performance of the reporting employee based on **work performance**, **work attitude**, **personal qualities** and **managerial skills**. Please rate each reporting line individual as you perceive it. Please answer all items on this answer sheet.

A. WORK PERFORMANCE		Assessment	E1	E2	E3	E4	E5	E6	E7	E8	E9	E10
1. Job Knowledge												
Able to understand all areas of job and to apply the knowledge and skills to it.		1										
1. Lacks basic knowledge and needs continuous instruction and coaching		2										
2. Unfamiliar with some important areas of job		3										
3. Has sufficient knowledge in important areas of job, but not the broader areas of job		4										
4. More than sufficient knowledge in most areas of job		5										
5. Expert knowledge in all areas of job												
2. Quality of Work												
Is accurate, thorough and produces effective work regardless of the amount of work.		1										
1. Work quality are most of the time unacceptable		2										
2. Produces acceptable work quality		3										
3. Produces good quality work with occasional mistakes		4										
4. Consistently meet the standard of work quality required		5										
5. Consistently exceeds and produces high-quality work with good attention to details regardless of amount of work												

B. WORK ATTITUDE		Assessment	E1	E2	E3	E4	E5	E6	E7	E8	E9	E10
1. Teamwork												
Able to work with others in harmony		1										
1. Generally uncooperative and difficult to work with; generates unhappiness while working with others		2										
2. Cooperation must be requested		3										
3. Able to work reasonably well with others		4										
4. Co-operative, tactful and offers to assist others		5										
5. Exceptionally successful in working with and assisting others; takes initiative to respond to their needs												
2. Drive/Motivation												
Demonstrates commitment, diligence, perseverance and enthusiasm.												
1. Makes little effort to take on new work; gives up quickly, does not persevere		1										
2. Works from time to time; needs supervision to produce consistent and quality work		2										
3. Works based on normal working hours; able to accomplish main responsibilities but needs motivation to achieve high standards		3										
4. Works hard and does not mind working extra hours; keen to achieve high standards; needs some supervision for more complex tasks		4										
5. Works very hard, often works extra hours; shows strong desire to achieve high standards independently		5										

3. Response Under Pressure The ability to cope with various tasks at the same time 1. Gives up under pressure 2. Just manages to do normal work given sufficient time 3. Able to work under pressure but occasionally stressed 4. Works well under pressure 5. Exceptional ability to remain calm even under much pressure of work	1 2 3 4 5										
4. Initiative The willingness to accept responsibilities and the ability to do what is right without waiting for direction from superior(s) 1. Seldom sure of what to do next; lacks initiative and needs close supervision 2. Needs regular reminders and stops beyond normal duties 3. Does regular work on his own 4. Requires minimum supervision; has practical ideas and gets most things going on his own 5. Self-starter; independently sees what should be done and does it	1 2 3 4 5										
Sub-total (Maximum : 20 points)	NA										

5. Creativity Develops creative solutions in work-related situations that are practical. 1. Unable to produce new ideas and suggest improvements 2. Rarely produces new ideas or suggest improvements 3. Able to suggest new ideas and workable solutions and apply these to improve job effectiveness; occasionally needs to be challenged to view situation / ideas from new angles 4. Contributes regularly new ideas and solutions that can be applied to the workplace; occasionally looking beyond the conventional approach for new systems and ideas 5. Excellent ability to look beyond the normal, usual methods; able to generate new ideas, systems or methods and apply these for greater job effectiveness											
	1										
	2										
	3										
	4										
	5										
Sub-total (Maximum : 25 points)	NA										

D. MANAGERIAL SKILLS		Assessment	E1	E2	E3	E4	E5	E6	E7	E8	E9	E10
1. Leadership Skills												
Able to lead and motivate subordinates or a group to achieve a common goal.		1										
1. Very ineffective in leading and supervising		2										
2. Can only lead, control a small group under guidance		3										
3. An average leader		4										
4. A good leader who succeeds in leading and motivating others		5										
5. An outstanding leader who is successful in leading and motivating others to achieve their potential												
2. Reliability												
Reliable in all situations with minimal supervision.		1										
1. Consistently unreliable and needs repeated guidance		2										
2. Frequently unreliable		3										
3. Generally reliable but needs some monitoring		4										
4. Dependable most of the time		5										
5. Able to be trusted in all situations to get the job done right												

3. Supervisory Ability Able to plan and organise work to achieve most efficient and effective use of resources. 1. Does not bother with organisational or supervisory aspects of work and does not give thought to cost consciousness 2. Requires guidance in planning and delegation; tends to over-delegate or under-delegate; not consistently cost conscious 3. Average organisational and supervisory abilities in normal situation; cost conscious; does not always delegate effectively 4. Good organisational and supervisory abilities in normal and new situations; generally cost conscious and able to obtain effective work from subordinates. 5. Excellent ability in planning and delegation; always cost conscious; supervises work and encourages development through effective coaching										
	1									
	2									
	3									
	4									
	5									
Sub-total (Maximum : 15 points)	NA									

Please provide with the email address of the employees that you have rated:-

Employee	E-mail address
E1	
E2	
E3	
E4	
E5	
E6	
E7	
E8	
E9	
E10	

Part II: Demographic Background

Please mark (✓) in the respective boxes and fill in the appropriate answers.

1. Gender:

Male	
Female	

2. Age

Under 18	
18 – 20	
21 – 24	
25 – 29	
30 – 34	
35 – 39	
40 – 44	
45 – 49	
50 – 54	
55 – 59	
60 – 64	
65 or older	

3. Educational level:

Secondary School and Below	
Diploma / Certificate	
Undergraduate	
Master	
Ph.D.	
Other professional qualification	

4. How many years of employment experience you have in this organisation?

None	
1 – 5 years	
6– 10 years	
11 – 15 years	
16 – 20 years	
21 – 25 years	
26 – 30 years	
31 or more years	

5. Current position:

1	Senior Executive	
2	Manager	
3	Assistant Manager	
4	Executive	
5	Officer	

6. Number of years in this position in the current organization

≤ 1 year	
1 year ≥ 2 years	
2 years ≥ 3 years	
3 years ≥ 4 years	
4 years ≥ 5 years	
> 5 years	

7. Previous performance appraisal:

1	Score Rating 1 – exceptionally above average	
2	Score Rating 2 – above average	
3	Score Rating 3 – average	
4	Score Rating 4 – below average	

8. Service Excellence Award: Year

No	Number of award	(✓)
1	Three times or more	
2.	Twice	
3	Once	
4	Never	
5	Not applicable	

9. Manager's email address: _____

10. If you have further comments that you feel would be of interest to this research, please add them here:

Thank you for your kind participation and cooperation in this survey.

YOUR ANSWER WILL BE KEPT CONFIDENTIAL.