THE BIG FIVE PERSONALITY TRAITS AND THEIR RELATHIONSHIPS WITH LEADING CHANGE, LEADERSHIP STYLES, AND EFECTIVENESS OF MALAYSIAN MANAGERS

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BY

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DEDICATION

From the bottom of

My heart,

I especially dedicate this thesis to my lovely daughter,

Janan.

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First and foremost, All thanks be to Allah, The Lord of The Worlds, for enabling me to complete my degree of Master of Business Administration (M.B.A). I would like to thank my mother, who I wish had shared me these moments. May Allah Bless Her. It is my honor to thank my father whom I wish a good condition of health for the rest of his life, my brothers: Abu Younis, Abu Jihad, Abu Mohamed, Abu Ahmad, and Abu Albaraa', my sisters: Om Saleh, Om Mousa, Om Nasha'at, Om Sami, as well as all my other brothers and sisters who have supported and stood by me in my happy or bleak times. I especially appreciate Abu Ahmad's standing by me.

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ABSTRAK

Kajian ini di jalankan untuk mengenalpasti pengaruh kepribadian (personaliti) secara umum dan dimensi lima besar kepribadian daripada pengurus-pengurus syarikat di Malaysia umumnya dan gaya kepimpinan yang diterapkan oleh pengurus dalam keberkesanan kepimpinan dan perubahan kepimpinan. Keseluruhan sample dalam kajian ini adalah 105 orang pengurus. Personaliti lima besar, yang di ukur dengan FFPI (lima faktor inventori personaliti), (Goldberg, 1993). Gaya kepimpinan yang diukur dengan Self-Insight 6.1, Daft, 2005, page. 231. walau bagaimanapun perkara (5,13,14 and 17) yang menguji gaya kepimpinan Laissez-fair yang dikaji oleh pengkaji berdasarkan kajian literatur. Terdapat 13 perkara, yang menguji keberkesanan kepimpinan seorang pemimpin. Perkara-perkara ini di rujuk daripad tesis MBA. Beh Hock Yau, 2003. Terdapat 10 perkara yang menguji keupayaan daripada perubahan kepimpinan. Perkara ini di perolehi dari kepimpinan Self-Insight 16.1, Daft, 2005. Ujian dalam kajian ini menggunakan perisian SPSS 11.00 (Statistics Package for Social Science). Dapatan daripada kajian ini menunjukkan bahawa pengurus syarikat di Malaysia cenderung bertimbangrasa dan pengalaman terbuka. Para pengurus cenderung untuk menggunakan gaya kepimpinan perundingan. Walau bagaimanapun, mereka menggunakan kepimpinan autokratik, demokratik dan sebahagian dari mereka menggunakan gaya kepimpinan laissez-fair, pilihan terbanyak bagi responden dalam kajian ini adalah gaya kepimpinan perundingan (*consultative*). Hasil daripada kajian ini menunjukkan bahawa *extroversion* yang paling signifikan dan positif berkaitan dengan perubahan kepimpinan. Terbuka kepada pengalaman (*Openness to Experience*) didapati signifikan dan positif berkaitan dengan keberkesanan kepimpinan dan penerapan prosedur baru. Kestabilan Emosi (*Emotional Stability*) didapati signifikan dan fositif berkaitan dengan pencapaian loyaliti pekerja, gaya kepimpinan perundingan signifikan dan fosssitif berkaitan dengan keberkesanan kepimpinan. Gaya kepimpinan keikutsertaan didapati signifikan berkaitan dengan perubahan kepimpinan. Gaya kepimpinan perundingan didapati signifikan berkaitan dengan penerapan prosdur baru. Gaya keimpinan autokratik mempunyai hubungan fositif dengan pencapaian loyaliti pekerja apabila personality pengurus didapati terbuka kepada pengalaman. Terbuka kepada pengalaman dan emosi stabil dimana signifikan dan fositif berhubungan dengan gaya kepimpinan perundingan. Bertimbangrasa (*Conscientiousness)* mempunyai kaitan fositif dan signifikan berkaitan dengan gaya kepimpinan penyertaan. Ini menunjukkan pengurus yang bertimbangrasa, praktikal dan bertanggungjawab cenderung menggunakan gaya kepimpinan penyertaan. Kajian ini juga menunjukkan kepimpinan autokratik merupakan perantara antara pengalaman terbuka dan penerapan prosedur baru. Rumusan daripada kajian ini adalah menunjukkan hubungan fositif antara personality, gaya kepimpinan dan keberkesanan kepimpinan, perubanhan kepimpinan dan pencapaian loyaliti pekerja.

ABSTRACT

This study was conducted to investigate the influence of the Personality in general and the Big Five Dimensions of personality of the Malaysian Managers in particular and the leadership styles these managers use on their leadership effectiveness and leading change. Total sample of 105 managers was used in this study. The Big Five Personality Traits were measured by (FFPI) Five Factor Personality Inventory (Goldberg, 1993). Leadership styles were measured by the Self-Insight 6.1, Daft, 2005, page231. However, items (5, 13,14, and 17), which examined the laissez-fair leadership style were written by the researcher based on the literature review. There were 13 items that examined leadership effectiveness of the leader. Those items were adopted from Beh Hock Yau MBA thesis, 2003. There were 10 items that examined the capability of leading change. They were adopted from Leader's Self-Insight 16.1, Daft, 2005. The research was evaluated by SPSS 11.00 (Statistics Package for Social Science). The results revealed that the Malaysian managers tend to enjoy personalities that are conscious and open to experience. These managers tend to use consultative leadership style. However, they use autocratic, democratic and some of them use laissez-fair, but the respondents of this study scored higher in consultative leadership style. The results of this study showed that Extroversion was significantly and positively related with Leading Change. Openness to Experience was found to be significantly and positively related with both Leadership Effectiveness and Adopting New Procedures. Emotional Stability was found to be significantly and positively related with Achieving Employees' Adherence. Moreover, both Consultative and Involvement Leadership Styles were positively and significantly correlated with Leadership Effectiveness. Involvement Leadership Style was found to be significantly correlated with Leading Change. Consultative Leadership Style was found to be significantly correlated with Adopting New Procedures. Surprisingly, Autocratic Leadership Style was correlated positively with Achieving Employees' Adherence when the personalities of the manages in this study were found to be open to experience. Both Openness to Experience and Emotional Stability were significantly and positively correlated with Consultative Leadership Style that the managers use. Conscientiousness was positively and significantly correlated with Involvement Leadership Style. This shows that managers who are conscious, practical, reliable, responsible tend to use Involvement Leadership Style. This study also showed that Autocratic Leadership is a mediator between Openness to Experience and Adopting New Procedures. In conclusion, this study showed a positively significant correlation between personality of managers, their leadership styles and leadership effectiveness, leading change and achieving employees' adherence.

Chapter 1
INTRODUCTION

1.0 Introduction

People who have different backgrounds have different attitudes, values and norms. These people do reflect their cultural heritages, which are, in fact, different. These differences result in different personalities of individuals that determine their actions and behaviors. Some people have strong personalities. They can influence others to act and do things. Others, who have certain type of personality, can determine the way the organizations behave. Indeed, many researchers have conducted studies so as to understand the relationship between personality and human behaviors. (Dole & Schroeder, 2001).

Leadership, many researchers believe, is not a genetic thing. They believe that a person's approach to leadership is an outcome of personality. In fact, personality is not the only element of effective leadership and it is often not the decisive one. Hogan (1994) propounds that personality traits are important components of effective leadership. He adds that if used in combination with other components, those traits can predict successful leadership (Hogan, 1994).

Leadership is associated with certain qualities or characteristics. These leaders' qualities include self-reliance, independence, assertiveness, risk-taking, dominance, ambitiousness, and self-sufficiency. People who possess these attributes are often labeled as "leaders". An effective leader is someone who motivates a person or a group of people to accomplish more than they would have otherwise accomplished. A leader is like a coach in the sports arena. In the sports arena, a team consists of individual players; each with certain skills, but the team as a whole forms a well tuned instrument by the coach who is arranging them into a cohesive unit. The leader is like an orchestra who is leading many musicians to play a very nicely tuned piece of music. Thus, in this manner, and with proper motivation and care, this group of individuals will work successfully into a team and accomplish more together than they ever could individually (Gedney, 1999).

Leadership is a process where a leader influences a group of people towards achieving certain goals; this leader changes the way this group of people think about what is necessary, possible and desirable. Not all managers are leaders; however, they share with them the desire to achieve the goals of organizations. (Wiley, 1996)

To Kotter, management and leadership are different. They are different in terms of creating an agenda, developing a human network for achieving that agenda, execution and outcomes. He explains that management is concerned with planning and budgeting where the manager is establishing detailed timetables and steps for achieving results, then allocating the resources that are necessary to make it happen. However, leadership is concerned with direction where a leader is developing a vision for the future. A leader puts the suitable strategies for producing changes needed to achieve that vision. A manager is concerned with controlling and problem solving where he/she is monitoring results and putting plans in some details to solve problems. That is, a manger is concerned with stability while a leader is concerned with change. However, a leader is inspiring and energizing people to overcome resource barriers and change by satisfying the very basic human needs (Kotter, 1990).

On the one hand, managers believe that maintenance of stability is a successful strategy for today's organizations. They believe that in order to have a successful organization, they should keep things settled and stable. To them, strict control is needed for organizations to function efficiently and effectively. Furthermore, they believe that workers should be told what to do, how to do it, when to do it, and who to do it with. On the other hand, leaders believe that change is the appropriate means of success. They believe that the assumptions about the distribution of power between managers and subordinates are no longer valid. An emphasis on control and rigidity serves to influence motivation and morale negatively rather than produce desired results. Today's leaders share power rather than keep it to themselves; they find ways to increase an organization's power by making everyone in the organization involved and committed. Daft (2005) points out that the management environment has changed from that of stability into uncertainty. He explained that all what the organization needed in the past was workers to run machines eight hours a day. Therefore, traditional command-and-control systems generally worked quite well. However, the organization did not receive any benefits from employees' minds. The employees' minds were not made use of. Today, the financial basis for economy has become information rather than the real assets of land, buildings and machines. Therefore, the researcher believes that leaders should take their employees into their account to make them change the

organization to the desired goals. Daft (et.al.2005) stated that success depends on the intellectual capacity of all employees. He went on by stressing the fact that leaders should believe that they could own buildings and machines, but they cannot own people. They have to work with them to bring about change.

A wise man once said that the only thing that remains constant is change. In the age of budget cuts and greater responsibility, the society's needs keep changing. This issue keeps arising. The world has become faster-paced now more than before. Kotter (1996), in his work "Leading Change", mentioned that the rate of change is not going to slow down anytime soon and he added that competition in most industries will probably speed up more in the next few decades.

Daft (et.al.2005) tells us that the world of organizations is changing rapidly. Organizations are no more stable and settled. They face globalization, deregulation, e-business, telecommunications and virtual teams. Under these new conditions, he added, change is inevitable. People around the world have become conscious about these trends. Indeed, they are forced to adapt to new ways of working. Moreover, the unsettled and uncertain recent economic situation, the increase of ethical scandals, the multi-racial workforce and the absence of security, which is associated with war, as well as conflicts have made the task of leading change in organizations essential. Leaders are facing a really tough job to keep people focused and motivated towards accomplishing the goals, which are intended to be accomplished. Leaders that organizations need must be those who can guide people through the uncertainty and confusion, which periods of rapid change entails.

In the past, many managers assumed that keeping things running steadily would make the organization successful. However, today's world is in a constant motion, and nothing seems certain anymore. Daft (2005) reiterates that if managers still believed in stability in the twenty-first century, they would surely be mistaken and unsuccessful. For example, the researcher believes that nowadays, a bank manager who doesn't know how to use the computer and the internet is hard to be successful. As explained by Daft (2005) change has become the norm of many organizations today as we live in a continuously changing world. Leading change in the organization is not an easy task for leaders. A leader who cannot lead change may be the reason behind the organization's failure. Leaders play a main role in bringing about change and provide the motivation and communication needed to keep change efforts moving forward. Thus, while management maintains stability and creates culture of efficiency,

leadership creates change and a culture of integrity. Therefore, we need leadership nowadays instead of merely management. Daft (et.al.2005)

In change situations, both perception and attitude play very important roles. Both perception and attitude are related to personality since the way people perceive things are different. Since leaders are those who are responsible for leading change, we may wonder what kind of leaders they are. What kind of personality they need to have in order to be capable of leading change. Indeed, each manager has a unique and special personality where personality is the set of unseen characteristics and the processes that underlie a relatively stable pattern of behavior in response to ideas, objects, or people in the environment. Indeed, not all managers can be leaders; if we put a certain manger under certain circumstances and conditions he/she may bring about change in one organization; however, if we put another manager under the same conditions and circumstances, he/she may not necessarily bring about the same change. The manager's personality has a significant influence on the way they think, feel and relate other people. Personality traits tend to be pretty stable in adulthood and lead people to act in certain preferred ways. At work, the manager's personality will sometimes help subordinates to carry out work roles effectively and at other times get in the way. Individuals with extravert traits find it easier to lead meetings, confront presentations and lead change. By contrast, people with low scores on the agreeableness scale may take time to acquire skills in areas such as team building coaching and mentoring because they are very self-sufficient and self-absorbed. (Browne, 2002)

In modern leadership, the ability to adapt one's style is demanded to achieve the maximum effectiveness. Excellent leaders are able to take different approaches to suit the various needs of different situations rather than using one style that is preferred to them. (1995-2005 Team Technology) (http://www.teamtechnology.co.uk/leadership-styles.html)

Therefore, the researcher is interested to examine the relationship between the personality traits of the managers in Malaysia, their relationships with the leadership styles they use, their orientation towards leading change and leadership effectiveness. What is the relationship between the personality traits of managers and leadership effectiveness? What is the relationship between these personality traits of managers and the leadership styles the managers use? And what is the relationship between these leadership styles and both change orientation and leadership effectiveness? This research will try to find answers to these questions.

1.1 Problem Identification

Nowadays, leaders especially in successful organizations realize that internal changes must be made in order to cope with the external changes happening in the external environment. Leading change is one of the components of leadership effectiveness. It is the leaders' responsibility to lead change in the organizations. However, not all managers in organizations are leaders where leaders play a main role to bring about change and provide the motivation and communication to keep change efforts moving forward. Daft (2005) mentioned that strong and committed leadership is very crucial to successful change (Daft, et.al.2005).

One manager may succeed while another may fail to lead change. Not all managers are effective. Leadership effectiveness could be due to the personality of the manager. It could be due to the leadership style of the manager. In addition, it could be due to other factors such as age, gender, experience, and educational background. This is true as managers are not the same; they do not have the same personality traits and they do not use the same leadership style. Some of them may fall in the Extroversion dimension while others may fall in the Agreeableness one. Some of them may be autocratic while others may be democratic. This research will examine the relationship between the personality traits of the managers, their leadership styles, their change orientation and their being effective leaders. Controlling other variables such as age, gender, experience and educational background, the researcher would like to dig deep to know if there is a correlation between those personality traits managers have and their leadership with leadership styles and effectiveness as well as the managers' orientations towards change. The researcher will take into his consideration the control variables mentioned above. However, the researcher's main concern here is to examine the personality traits of the managers and their relationship with leadership styles, leadership effectiveness and their orientations change. Kee (2005) reviews that, in the Malaysian context, not much is empirically known about the style that is suitable or effective to guide organizations undergo the growth and modernization. It is worth studying, therefore, the leadership styles of the managers in Malaysia with its different races and different cultural backgrounds(Kennedy &Mansor, 2000).

1.2 Objective of the Study

The purpose of this study is to investigate the relationship between the managers' personality traits, their leadership styles and effectiveness as well as their orientations towards change. The objectives of the study are:

a) to examine the personality traits of managers in Malaysia.

b) to examine what leadership styles these managers use.

c) to investigate whether these managers are oriented to leading change in the organization and

d) to investigate the relationship between the managers' personality traits and both leadership styles and effectiveness as well as their orientations towards change.

1.3 Research Questions:

In order to achieve the above-mentioned objectives, the following questions should be answered:

What kind of personality traits do Malaysian managers have?

a) To what extent are Malaysian managers effective?

b) To what extent are Malaysian managers capable of leading change?

c) Is there any significant relationship between the managers' personality traits, the leadership styles these managers use and leadership effectiveness and leading change?

1.4 Definitions of Key Terms

1.4.1 The Big Five Personality Dimensions

The Big Five Personality Traits are personality traits distilled into five general dimensions. They are extroversion, agreeableness, conscientiousness, emotional stability and openness to experience.

1.4.1.a. Extroversion

Extroversion refers to the degree, to which a person is outgoing, talkative, sociable, and comfortable meeting and talking to new people. This dimension also includes the characteristic of dominance where a person with a high degree of dominance likes to have influence over others. People who are extrovert are often quite self-confident, seek out positions of authority, and are competitive and assertive. They like to be in charge of others or have responsibility for them (Daft et.al.2005),

1.4.1.b. Agreeableness

Agreeableness is the degree to which a person is able to get along with others by being good-natured, cooperative, forgiving, compassionate, understanding, and trusting. A leader who scores high on agreeableness seems warm and approachable, whereas a leader who is low on this dimension may

seem cold, distant and insensitive. People who score high on agreeableness tend to make friends easily and often have a large number of friends, whereas those who are low on agreeableness generally establish fewer close relationships (Daft et.al.2005).

1.4.1.c. Conscientiousness

Conscientiousness refers to the degree to which a person is responsible, dependable, persistent and achievement-oriented. A conscientious person is focused on a few goals, which he or she pursues in a purposeful way, whereas a less conscientious person tends to be easily distracted and impulsive. This dimension of personality relates to the work itself rather than to relationships with other people (Daft et.al.2005).

1.4.1.d. Emotional Stability

Emotional stability refers to the degree to which a person is well adjusted, calm, and secure. A manager who is emotionally stable handles stress well, is able to handle criticism, and generally does not take mistakes and failures personally. In contrast, a manager who has a low degree of emotional stability is likely to become tense, anxious, or depressed. They generally have lower self-confidence and may explode in emotional outbursts when stressed or criticized (Daft et.al.2005).

1.4.1.e. Openness to Experience

Openness to experience is the degree to which a person has a broad range of interests and is imaginative, creative, and willing to consider new ideas. Managers with high openness to experience are intellectually curious and often seek out new experiences through travel, the arts, movies, reading widely, or other activities. People lower in this dimension tend to have narrower interests and stick to the tried-and-true ways of doing things. Open-mindedness is important to managers who can become leaders because leadership is about change (Daft et.al.2005).

1.4.1.f. Authoritarian (Autocratic) Leadership Style

Autocratic Leadership Style is a style of leadership where the leader tells his employees what he wants them to do, how and when to do it. The leader in this style of leadership does not get any advice from anyone of the employees (Clark, 1997).

1.4.1.g. Participative (Democratic)

Participative (Democratic) Leadership Style is a style of leadership where the leader involves one or more than one employee in the decision-making process. However, the leader maintains the final decision (Clark, 1997).

1.4.1.h. Consultative Leadership Style

Consultative Leadership Style is a leadership style where the leader gets involves the majority or all employees in the decision-making process. The difference between democratic and consultative is in the unanimous decision the leader takes after consulting the employees. (Clark, 1997).

1.4.1.i. Delegative (free reign) Known as (Laissez faire)

Laissez-fair Leadership Style is a style of leadership where the leader allows the employees to take decision. Using this style, the leader believes he/she cannot do everything and thus delegate certain tasks and set priorities. Indeed, this is not a leadership style as the leader almost plays no role in what the employees do. (Clark, 1997).

1.5 Scope of the Study

This study focuses on the relationship between the big five personality traits of the managers in Malaysia and their relationships with the leadership styles they use, leadership effectiveness and the managers' orientations of leading change. This study attempts to explore what personality traits and what leadership styles managers might need for accomplishing leadership effectiveness and being oriented to bring about change.

1.6 Significance of the Study

There has not been much research conducted to examine the relationship between the big five personality traits of the managers in Malaysia and their relationship with the leadership styles they use, leadership effectiveness and the orientations to bring about change in their organizations. If the research finds out that there is a significant relationship, this means that we will know what personality traits and what leadership styles are suitable for leadership effectiveness and bringing about change. Thus, managers will be more aware of their personality traits and leadership styles needed for being effective managers able to bring about change. In addition, this study will be able to help in the selection of future effective managers and training managers as well to use the appropriate leadership style needed in the Malaysian organizations.

Chapter 2

LITERATURE REVIEW

2.0 Introduction

Leadership has been a very exciting topic for people. It is probably one of the world's oldest topics that people have thought of frequently. It is a universal phenomenon in the sense that it is related in one way or another with different organizational and national contexts. From experienced SEOs to new managers who have just stepped into supervisory roles, leadership is often regarded as the single most critical factor in the success or failure of an institution (Bass, 1990).

Nadler and Tushman (1991) stressed that the role of leadership is central and an absolutely critical condition for organization success (Nadler&Tushman, 1991). Lublin (1993) has pointed out that what really separates the best performer from the rest was how people worked together, how decisions were made and how leadership was practiced (Lublin, 1993).

As a word, leadership is a relatively new addition to the English language. It appeared approximately 200 years ago in writings about political influence in the British Parliament; however, the symbols for leaders existed in Egyptian hieroglyphics as early as 5,000 years ago, that is to say, leaders have existed in all cultures throughout history. (Dorfman, 1996). Indeed, the evolution of leadership theory and research can be categorized into three eras: the trait, behavior, and contingency eras. (Chemers, 1983). The researcher would shed the light on those eras in the literature review.

Traditionally, a leader was thought of as someone who is in charge of subordinates. He rather than she was thought of as someone in charge of the success of the organization. Organizations were based on the idea that the leader is in charge and in control of subordinates the thing that leads to the success of the organization. Thus, the role of the subordinates was passive. The leader was an authoritarian type of leader. However, since 1980s, organizations have been putting efforts to actively get employees involved in the activities of the organization through employees suggestions programs, participation groups, and quality circles. Later, however, there was a shift in the leaders' mindset where employees have become empowered to make decisions and have control over how they do their own jobs. Moreover, the idea of servant leadership has emerged where the leader is responsible for serving the needs of others, help them grow and provide opportunities for them to gain emotionally and materially (Daft, et.al. 2005).

In fact, the personality of managers has a significant impact on their behavior. Personality has a significant influence on the way we think, feel and relate to other people. Extraverts and introverts, for example, represent the opposite ends of a key personality traits that affects how people form and manage relationships with others and how they communicate- both at work and in their personal lives. The majority of people is of course neither very extrovert nor very introvert but somewhat in between. If managers are high on extraversion, they will like being surrounded by people at work and in their personal lives. They will also lead an active existence and they will seek excitement and stimulation. People are likely to perceive them as cheerful and optimistic(Doe, 2004).

2.1 Introduction about Personality

Observing the behavior of people, we can see that people behave differently. What one person considers right might be considered wrong by another person. What a person can consider a golden opportunity might be considered a threat by another person. Indeed, there are thousands of ways in which people differ from each other. One way in which people differ and which is very useful in studying organizational behavior is personality. The personalities of people are in some ways unique; each person has a different patter of traits and characteristics that is not fully duplicated in any other person. This pattern of traits tends to be stable over time (Greenberg & Baron, 2003). There are two basic determinants of personality (Pierce&Gardner, 2003), our heredity and past interactions with our environment. Psychologists indeed have termed these determinants as “nature” and “nurture”. On the one hand, nature stands for the belief that personality is shaped largely by heredity, that is to say, much of our personality is inherited in birth. While there is no “personality gene research at the University of Minnesota suggest that as much as 50% of our personality is genetically determined. On the other hand, nurture stands for the belief that personality shaped mainly by life experiences, especially those from the cradle. Indeed, there is no accurate answer to the issue of how much nature and nurture affect and shape our personalities. However, our genetics make up sets of lower and upper limits for our personalities and our life experiences will determine where within that range we will fall.

Knowledge of personality is one of many tools in the managerial and leadership tool kit for more effective managers or leaders (Pierce &Gardner, 2002).

2.2 Definition of Personality

Personality refers to the characteristics of the person that account for consistent patterns of feeling, thinking and behaving(Pervin& et al.,2005). It is surprising to know that we may think of 17953 words to describe others' personalities. That number was found in a study of personality related words found in a search of an English language dictionary in a study, which was conducted over 60 years ago. After words with similar meanings had been combined, the list contained 171 distinct traits (Greenberg&Baron, 2003). We may wonder if we need to consider that huge number of traits to fully understand the role of personality in organization behavior. In fact, only five dimensions are to be considered as these dimensions have emerged in so many different studies conducted in different ways. They are referred to as the Big Five dimensions of personality (Digman, 1996).

2.3 The Big Five Personality Traits

Psychologists have studied thousands of different personality dimensions for many years. However, their studies were not that productive for the study of organizational behavior as there were a huge number of potential personality traits, the thing that made it difficult to validate which dimensions organizations should focus on. However, since early 1990s, it has become accepted that all of these personality dimensions can be distilled into "Big Five Model".

In early 1900s, studies of personality began with progressing trend. As summarized by Digman(1996), Spearman(1904) started the work of his General Factor(g) in personality research. Webb (1915) had enlarged Spearman (1904)'s General factor (g) of "Intelligence". He analyzed instructors' ratings of two groups of male students, with respect of 48 characteristics and accordingly suggested the g-factor. Later, Garnett (1919) analyzed Webb(915)'s correltion further and a third factor was isolated from the data. Garnett(1919) interpreted this new factor as cleverness. This interpretation immediately suggested the "Intellect" (openness) factor of the Big Five Model. By 1919, there was evidence in the literature for three broad factors accounting for individual differences, "Intellect" (g), "conscientiousness" (w) and "Extroversion" (c) to give Webb-Garnett factors. Tupes and Christal (1961) who used a set of 30 scales borrowed from Catell(1933)'s slightly larget list and found five factors that were stable across replications and in their reanalysis of previous studies. Indeed, the interest of studying the Big Five Model continues until today. It was stated by Raad(2000) that Big Five Model issue is documented in special issuesof the Journal of Personlaity (McCrae,1992), the Journal of Persoality Assessment (Costa,1991), the European Review of Applied Psychology (Rolland,1994), the European

Journal of Personality (Hofsee&Vantteck,1990) and dedicated books such as Costa and Wedidger(1993) and Wiggins(1996).

Lussier (2000) lines out the five factors in Big Five Model as (a) Surgency, (b)Agreeableness, (c) Adjustement,(d)Conscientiousness, and (e)Openness to Experience. However, Pierce & Gardner (2000) had classified this "Five" Personality Theory as: (a) Extroversion, (b) Adjustment, (c)Agreeableness, (d) Conscientiousness, and (e) Inquisitiveness. However, Goldberg's Five Personality Inventory (FFPI) compromises five general dimensions that describe personality. These dimensions are to be studied in this study. They are known as extroversion, agreeableness, conscientiousness, emotional stability, and openness to experience. In this study, the researcher focuses on Goldberg's Five Personality Traits.

2.3.1 Extraversion (sometimes called Surgency).

The broad dimension of Extraversion includes a variety of specific traits such as talkative, energetic, and assertive. Daft (et.al.2005) mentioned that extroversion dimension also includes the characteristic of dominance. Extrovert people are often quite self-confident. They seek out positions of authority, and are competitive and assertive. They like to be in charge of others or have responsibility for others. Carly Fiorina, CEO of Hewlett-Packard, Daft gives an example, appears to have a high degree of both dominance and extroversion. She enjoys being "on stage" speaking before a crowd, meeting new people in HP plants around the world. Fiorina also clearly enjoys being in a position of authority and influence. However, examples for the opposite of extraversion dimension were clear in the world of business. For example, Doug Ivester, who served for a short time, as CEO of Coca-Cola seems to have a low degree of both dominant and extroversion. Ivester was known to be very reserved in many situations. In addition, he did not appear to have a great desire to influence others, preferring to focus on details and strategy rather than the brightness of interpersonal relationships. Indeed, he sometimes came off as high-handed because he made and implemented decisions without trying to persuade others of his viewpoint.

2.3.2 Agreeableness.

This dimension includes traits like sympathetic, kind and affectionate. Daft, (et.al.2005) defined agreeableness as the degree to which a person is able to get along with others by being good-natured, cooperative, forgiving, compassionate, understanding, and trusting. Daft (et.al.2005) added that a leader who scores high on agreeableness seems warm and approachable, whereas one who is low on this dimension may seem cold, distant, and insensitive. He added that people high on agreeableness tend to

make friends easily and often have a large number of friends, whereas whose low on agreeableness generally establish fewer close relationships.

2.3.3 Conscientiousness.

People high in Conscientiousness tend to be organized, thorough, and planning. Daft (et.al.2005) defined conscientiousness as the degree to which a person is responsible, dependable, persistent, and achievement-oriented. A conscientious person is focused on a few goals, which he or she pursues in a purposeful way, whereas a less conscientious person tends to be easily distracted and impulsive. This dimension of personality, Daft (2005) added, relates to the work itself rather than to relationships with other people. Indeed, many entrepreneurs show a high level of consciousness. For example, Jari Ovaskainen gave up a high-paying consultant job and sold his beloved Mercedes 300CE coupe to pursue his dream of starting a business. Ovaskainen's conscientiousness and hard wok helped Iobox, the Helsinki-based company he confounded, jump to an early lead in the market for wireless Internet service. Ovaskainen's high degree of conscientiousness is also reflected in the workplace. Unlike many Internet companies, Iobox doesn't have foosball tables or other diversions for employees: " We don't believe in mixing work life with play time," Ovaskainen says. He wants people focused on the goal of making Iobox the "next Yahoo."

2.3.4 Emotional Stability

Emotional Stability (sometimes called Neuroticism) is characterized by traits like tense, moody, and anxious. Daft (2005) refers to this dimension as the degree to which a person is well adjusted, calm, and secure. A leader who is emotionally stable handles stress well, is able to handle criticism, and generally doesn't take mistakes and failure personally. In contrast, leaders who have a low degree of emotional stability are likely to become tense, anxious, or depressed. They generally have lower self-confidence and may explode in emotional outbursts when stressed or criticized.

2.3.5 Openness to New Experiences

Openness to experience (sometimes called Intellect or Culture) is the dimension, which includes having wide interests, and being imaginative and insightful. Daft, 2005 defines this dimension as the degree to which a person has a broad range of interests and is imaginative, creative, and willing to consider new ideas. These people are intellectually curious and often seek out new experiences through travel, the arts, movies, reading widely,

or other activities. People lower in this dimension tend to have narrower interests and stick to the tried-and-true ways of doing things. For example, one researcher found that early travel experiences and exposure to different ideas and cultures were critical elements in developing leadership skills and qualities in leaders like John Quncy Adams, Frederick Douglass, and Jane Adams.

It is worth mentioning here that the big five dimensions are relatively broad, and each dimension consists of more specific traits.

Personality is related to behavior. Judge and Bono (2000) examined the relationship between personality and transformational leadership and results showed that Agreeableness and Extraversion positively predicted transformational leadership. Moreover, Openness to Experience was also related to transformational leadership Additional analyses showed that specific facets of the Big Five dimensions predicted transformational leadership less well than did the boarder dimensions. In addition, it has been speculated recently that emotional intelligence (EI) may be related to leadership effectiveness (Goleman, 1995;Mayer&Salvoey, 1995). The link between emotional intelligence and leadership effectiveness as explained by Goleman, 1995, is that emotional intelligence components such as communication skills, empathy, self-regulation can help leaders adapt their behavior to the situation, solve complex problems, and understand the needs of others. Indeed, some studies have examined the relationship between emotional intelligence and leadership effectiveness, (Yukl, 2002). Goleman (1995) describes a study by McCelland that found that division managers with high emotional intelligence had higher earnings goals than those with low emotional intelligence.

Table 1: The Big Five Personality Dimensions

Lower End	Dimensions	Higher End
Angry, Tense, Nervous, Envious, Unstable	Emotional Stability	Calm, Relaxed, At Ease, Not Envious, Stable
Unintelligent, Imperceptive, Unanalytical, Uninquisitive, Unimaginative	Openness to Experience	Intelligent, Perceptive, Analytical, Inquisitive, Imaginative
Introverted, Unenergetic, Silent, Unenthusiastic, Timid	Extraversion	Extroverted, Energetic, Talkative, Enthusiastic, Bold.
Cold, Unkind, Uncooperative,	Agreeableness	Warm, Kind, Cooperative,

Selfish, Rude.		Unselfish, Polite
Disorganized, Irresponsible, Undependable, Negligent, Impractical.	Consciousness	Organized, Responsible, Reliable, Conscientious, Practical.

Source: Richard L. Daft (2005) The Leadership Experience, Third Edition, US: Thomson South-Western.

2.4 The Difference Between The Big Five Personality Traits and The Big Five Factor Model/Theory.

In order not to confuse between the Big Five Personality Traits and Big Five-Factor Model/Theory, the researcher would like to shed the light on the difference between them. Sanjay Srivastava mentioned that although they are related, the terms "Big Five" and "Five-Factor Theory" (or "Five-Factor Model) refer to different things. The Big Five is a system of organizing and accordingly naming personality traits. It is an empirical phenomenon, not a theory of personality. The Big Five factors were discovered through statistical analyses of how various personality traits are correlated in humans. The Five-Factor Theory (FFT), formulated by Jeff McCrae and Paul Costa (1999, Handbook of Personality), is an attempt to explain the role of the Big Five Personality Traits. FFT includes a number of propositions about the Big Five's nature, origins, developmental course, and relation to other psychological variables. The FFT is largely a biological account of personality traits, in which learning and experience play a little part in influencing the Big Five. (The Five-Factor Theory is an update and expansion of what was formerly called the Five-Factor Model, and some researchers still use the old name.) The FFT is not the only theoretical account of the Big Five; for example, its critics point to studies showing how environmental factors (like social roles) combine and interact with biological factors in shaping personality traits. Even if you do not endorse the FFT, you may find that the Big Five is an interesting phenomenon and that your research will benefit from measuring it and thinking about it.

2.5 An Overview of Major Leadership Theories and Models

It is important to shed the light on the major theories and models that attempted to explain the factors involved in leadership, its nature and its consequences. The evolution of leadership theory can be categorized into three eras: the trait, behavior, and contingency. Each era can be characterized by a dominant research strategy and focus of interest (Chemers, 1983).

Yukl (2002) has pointed out that the conceptions of leadership have created a vast and bewildering literature. One of the more useful ways to classify leadership theory and research is according to the type of variable that is emphasized the most. In fact, the theories and empirical research was mostly developed based on leadership characteristics. They can be classified into four approaches: The Trait approach, The Behavioral Approach , The situational (contingency) Approach., and The Integrative Approach_Charismatic and Transformational Leadership

2.5.1 The Trait Approach

For many experts, history is shaped by the leadership of great men (Bass, 1990). Thomas Carlyle (1841-1907) proposed the "great man" or trait theory of leadership. According to this theory, a leader is a person who is gifted by heredity with unique qualities that differentiated him, rather than her that time, from his followers (Dorfman, 1996).

The Trait Approach was one of the earliest approaches for studying leadership (Lussier, 2000;Yukl, 2002). In fact, ancient Greek, Roman, Egyptian, and Chinese scholars were enthusiastically interested in leaders and leadership. Their writings portrayed leaders as heroes or great men. Out of such stories emerged the "Great Man" theory of leadership. It was the starting point for the contemporary study of leadership (Pierce&Gardner, 2002).

The "Great Man" theory of leadership states that some people are born with necessary attributes to be great leaders. During the early 1900s, scholars sought to understand leaders and leadership. They wanted to know, form an organizational perspective, what characteristics leaders hold in common hoping that people with these characteristics could be placed in key organizational positions. This gave rise to early research efforts and to what was referred to as the trait approach to leadership. In deed, the Traits Approach to leadership emphasizes attributes of leaders such as personality, motives, values and skills. The predominant research method was to look for a significant correlation between individual leader attributes and a criterion of leader success, without examining any explanatory processes.

However, as evidence from better designed research slowly accumulated over the years, researchers have made progress in discovering how leader attributes are related to leadership behavior and effectiveness (Yukl2002).

It is worth mentioning that scholars concerned with the trait approach attempted to identify physiological (appearance, height, and weight), demographic (age, education, and socioeconomic background), personality (dominance, self-confidence, and aggressiveness), intellectual (intelligence, decisiveness, judgment, and knowledge), task-related (achievement drive, initiative, and persistence) and social characteristics (sociability and cooperativeness) with leader emergence and leader effectiveness. While leaders may be "people with the right stuff", effective leadership requires more than simply possessing the correct set of motive and traits. Knowledge, skills, ability, vision, strategy, and effective vision implementation are all necessary for the person who has the "right stuff" to realize their leadership potentials. According to *Edwin Lock*, people endowed with these traits are engaged in behaviors that are associated with leadership. As followers, people are attracted to and inclined to follow, individuals who display, for example, honesty and integrity, self-confidence, and the motivation to lead (Pierce&Gardner, 2002).

2.5.2 The Behavioral Approach

Researchers have been unable to define effective leadership based only on personal traits. This led to the interest in looking at the behavior of leaders and what role it plays in the success or failure leadership. The behavior approach refers to the fact that anyone who adopts the appropriate behavior can be a good leader. (Daft, et.al. 2005)

Traits account only for part of why someone becomes a leader and why they are or are not effective leaders.

Personality psychologists state that behavior is a result of an interaction between the person and the situation. Psychologist Mischel, for example, adds that the important observation of personality tends are expressed through an individual's behavior. (Pierce &Gardner, 2002). Under the influence of the "Great Man" theory of leadership, researches continued to focus on the leader in an effort to understand what constitutes effective leadership. The behavior approach began in the early 1950s after many researchers had become discouraged with the trait approach. The researchers began to pay closer attention to what managers actually do and behave during their job. (Yukl, 2002)

The series of programmatic studies conducted at Ohio State University (e.g. Fleishman, 1953) and at the University of Michigan (Bowers and Seashore, 1966; Likert, 1951) pointed out the behavioral approach in work organizations. Ohio State researchers found that subordinates evaluate their leaders' behavior mainly based on two broadly defined categories: consideration and initiating structure. The research work of Oat Michigan revealed that three types of leadership behaviors, namely task-oriented behaviors, relations-oriented behavior and participative leader behaviors, differentiated between effective and ineffective managers (Yukl, 1998)

2.5.3 The Situational (Contingency) theories of leadership

As early as 1948, Ralph Stogdill explained that the qualities, characteristic, and skills of a leader are determined to a large extent by the demands of the situation in which he is to function as a leader (Pierce&Gardner, 2002)

The Traits Theory and Behavioral Theory failed to find what really makes leaders effective. They were not enough. Although leader behavior was still examined, the new research focus was on the situation in which leadership occurred. The central tenet of this focus was that behavior effective in some circumstances might be ineffective under different conditions. Thus, the effectiveness of leader behavior is contingent on organizational situations (Daft, et.al. 2005).

Contingency theories of leadership consider how situational factors change the effectiveness of particular leader behavior and styles of leadership. The assumption is that no traits, behavior or styles automatically constitute leadership. However, a link between the situation a leader faces and the leadership style the leader uses is the fit. Fiedler's "Contingency Theory" (Fiedler, 1993), the "Paths goal theory" (Evans, 1970:house, 1971;House and Mitchell, 1974) and the "Leadership substitutes theory" (Kerr and Jermier, 1978) were dominant contingency theories (Tirmizi, 2001).

In addition, the two major leader behaviors, initiating structure and consideration, which were mentioned above, didn't always lead to equally positive outcomes. That is to say, there are times when initiating structure results in performance increases and follower satisfaction, and there are times when the results are just the opposite. There are several theories that tended to address this issue. They are Fiedler's contingency theory of leadership, the path-goal theory of leader effectiveness, Hersey and Blanchard's life cycle theory, cognitive resource theory, the decision tree, and the decision process theory. The two of the better-known situational theories of leadership (Pierce&Gardner, 2002).

2.5.4 Transformational and Charismatic Leadership

Many organizations nowadays who are in need to manage chaos, to undergo a culture change, to empower organization members and to restructure are trying to "hire the right leader". Many have become to believe that the transformational, visionary, and charismatic leader represents the style of leadership needed to move organizations through chaos (Bass&Riggio, 2006).

As pointed by Yukl (2002), Weber (1947) had started to use the term of "Charisma" to describe a form of influence based not on tradition or formal authority but rather on follower perceptions that the leader is endowed with exceptional qualities. In fact, most of the current theories of transformational leadership were strongly influenced by Burns (1978). It is worth mentioning here that Burns contrasted transforming leadership with transactional leadership.

Transformational leadership is positively related to flower satisfaction, performance, and acts of citizenship. The transformational leader is also referred to as a visionary leader (Pierce&Gardner, 2002) or Inspirational Leadership (Yukl, 2002).

As people, transformational leaders are engaging; they are characterized by extroversion, agreeableness, and openness to experience. They energize others. They increase followers' awareness of the importance of the designated outcome. They motivate individuals to transcend their own self-interest for the benefit of the team, and inspire organizational members to become self-managed, that is to say, to become self-leaders. Transformational leaders move people to focus on higher-order-needs (self-esteem and self-actualizations). When organizations face a turbulent environment, intense competition, products that may die early, and the need to move fast, managers cannot rely solely on organizational structure to guide organizational activity. In these situations, transformational leadership can motivate followers to be fully engaged and inspired, to internalize the goals and values of the organizations, and to move forward with dogged determination. These effects result from the fact that transformational leader behaviors elicit trust and perceptions of procedural justice, when in turn favorably impact follower satisfaction and performance (Pierce&Gardner,2002). Yukl (2002) observed that several theories of transformational leadership were based on the ideas of Burns (1978) and more empirical research referred to theory formulated by Bass (1985,1996).

Contemplating the characters of Gandhi, Winston Churchill, Queen Elizabeth, we can see that they have something in common. They have charisma. They all have a special charisma and could arouse loyalty and enthusiasm in their followers. Each of them exerted considerable personal influence to bring about major events. Sociologist Weber was very interested in charismatic leadership in the 1920s.He

considered charismatic leaders as people who possessed legitimate power that arises from exceptional sanctity and effective change in very big organizations. He further pointed out that the personality of those charismatic leaders is a very powerful force and their relationship with their subordinates is extremely strong. Indeed, the charismatic leadership phenomenon involves a complex interplay between the attributes of the leader and followers' needs, values, beliefs and perceptions. The leader-follower relationships are characterized by trust, in the leader's beliefs, the followers' unquestioning acceptance, and affection, willing obedience of followers to the leader, identification with the leader and the emotional involvement with the leader's mission. Individuals who work for charismatic leaders often have higher task performance, greater task satisfaction, and lower levels of role conflict than those who work for leaders with structuring behaviors (Pierce&Gardner, 2002).

2.6 The Difference Between Managers and Leaders

As mentioned in the introduction, leaders, not managers, are those who can lead change. In other words, not all managers are leaders. It is worth shedding the light here on the differences between managers and leaders. Anthony Landale in his article, "Being a Leader of Change", explains that if managers' job is to maintain the status quo, leaders' job is to motivate and change. Bery Cuckney who is the principal consultant at The Matchett Group believes that Leadership only comes towards the front only when it's necessary but managers do need to be ready to lead. When that time comes, they must know what to do, she added. She believes that there are three important areas for leadership: ability, personality and intelligence. As far as the concept of personality is concerned, she believes that it is important for managers to be self-aware of who they, what drives them and what impact they have on people around them. (Landale, 2004)

In the past century, literally thousands of managers, consultants, and management educators have developed and refined the processes, which make up the essence of modern management. These processes, summarized briefly, involve planning and budgeting-setting goals for the future, typically for the next month or year; establishing detailed steps for achieving those goals, steps that might include timetables and guidelines; and then allocating resources to accomplish those plans. These processes produce a degree of order. Unfortunately, as we have witnessed all too frequently in the last half-century, they can produce order on dimensions which are not important. But that was never the intent of the pioneers who invented modern management. They were trying to produce consistent result on key dimensions expected by customer, stockholders, employees, and other organizational constituencies, despite the complexity

caused by large size modern technologies, and geographic dispersion. They created management to help keep a complex organization on time and on budget.

Leadership is very different. It does not produce consistency and order. As the word itself implies, leadership produces movement. Throughout the ages, individuals who have been seen as leaders have created change, sometimes for the better and sometimes not. They have done so in a variety of ways though their actions often seem to boil down to establishing where a group of people should go, getting them lined up in that direction and committed to movement, and then energizing them to overcome the inevitable obstacles they will encounter along the way.

Indeed, both management and leadership involve deciding what needs to be done, creating networks of people and relationships that can accomplish an agenda, and then trying to ensure that those people actually get the job done. They are both, in this sense, complete action systems; neither is simply one aspect of the other. People who think of management as being only the implementation part of leadership ignore the fact that leadership has its own implementation processes; aligning people to new directions and then inspiring them to make it happen. Similarly, people who think of leadership as only part of the implementation aspect of management (the motivational part) ignore the direction-setting aspect of leadership. But despite similarities, differences exist which make management and leadership very distinct. (Kotter, 1990)

In his book " A Force of Change", Kotter (1990), differentiates between management and leadership in terms of creating an agenda, developing a human network for achieving the agenda, execution, and outcomes. The following table explains that.

Table 3: Comparing Management and Leadership

	Management	**Leadership**
Creating An Agenda	Planning and Budgeting- establishing detailed steps and timetables for achieving needed results, and then allocating the resources necessary to make that happen.	Leadership Establishing Direction- developing a vision of the future, often the distant future, and strategies for producing the changes needed to achieve
Developing A human Network for Achieving the agenda	Organizing and Staffing- establishing some accomplishing some structure for accomplishing plan requirements, staffing that individuals, delegating responsibility and authority for carrying out the plan, providing policies and procedures to help guide people and creating methods or systems to monitor implementation.	Aligning People- communicating the direction by words and deeds to cooperation may be needed so as to influence the creation of teams and understand the vision and strategies, and accept their validity.
Execution	Controlling and Problem Solving- monitoring results vs. plan in some detail, identifying plan identifying deviations, and then planning and organizing to solve these problems.	Motivating and Inspiring- energizing people to overcome resource barriers to change by satisfying very basic, but often unfulfilled, human needs
Outcomes	Produces a degree of predictability and order, and has the potential of consistently producing key results expected by various stakeholders (e.g., for customers, always being on time ; for stockholders, being on budget)	Produces change often to a dramatic degree, and has the potential of producing extremely useful change (e.g., new products approaches to labor relations that help make a firm more competitive)

Source: A Force of Change, Kotter (1990), Page, 6

Leadership sets a new direction or vision for a group that they follow, that is to say, a leader is the one who leads that new direction. However, management controls both people and resources in a group in accordance with values that have been already established. The difference between management and leadership can be pointed out by considering what it is like to have one without the other. On the one hand, leadership without management can set the direction or vision that others should follow, but without considering too much hw the new direction is going to be achieved. Other people then have to work hard in the trial that is left behind, picking up the pieces and make it work. On the other hand, management without leadership can control resources to maintain the status quo or make sure things go according to already-established plans. The researcher believes that we do need managers;

we need management, but managers should be leaders in the sense that they should not be managers who keep managing and managing. That is because we live in a continuously changing world. (©1995-2005 Team Technology) (http://www.teamtechnology.co.uk/leadership-styles.html)

2.7 Values and Attitudes

The researcher would like to shed the light on values as values lead to the attitudes of managers and accordingly attitudes will lead to the (behavior), style of leadership that managers may use. Values to Rokeach (1973, 1979) are " centrally held enduring beliefs , which guide actions and judgments across situations and beyond goals toward more ultimate end-states of existence". Values are what cause a person to prefer that thing to be done one way rather than another way. Whether we recognize it or not, we are constantly valuing things, people, ideas as good or bad, pleasant or unpleasant, ethical or unethical, and so forth. Values are also referred to as the social principles, goals and standards held within a culture to have intrinsic worth. It constitutes the basis of making judgments about what is right and what is wrong. Values are generally well established by early adulthood, but a person's values can also change throughout life.

Ethics and issues of 'right' and 'wrong' have been concerns of society for as long as societies have existed. The ethics of a society affect ethical judgments of individuals, which are decisions that are legal or morally acceptable to the larger community (Jones, 1991). Ethics has been referred to as just or right standards of behavior between parties in a situation (Runes, 1964). It has been defined as that which constitutes good and bad conduct (Barry, 1979) and as what is good and evil, right and wrong and thus what we ought and ought not to do (Beauchamp& Bowie, 1983). Combining 38 different definitions, Lewis (1985) defines business ethics as comprising the rules, standards, principles, or codes giving guidelines for morally right behavior and truthfulness in specific situations. Values are the core set of standards held by an individual. They serve as guides to actions. They map out priorities in life and shape attitude. They are used to compare the self to others and for judging others.

Attitude is more focused than values, but is still made up of many components. Two essential components are: i) Beliefs=agreement or disagreements with statement of idea, ii) Intensity=importance of a belief, intensity of feeling about a belief. Many beliefs make up an attitude. To change an attitude, many beliefs or their intensities need to be changed. Attitude change, a process which advertisers attempt, requires chipping away at individual beliefs that are part of the set of beliefs that make up attitude. (Ajzen &Fishbein, 1980)

Individuals hold thousands of attitudes at any time. Attitudes are not easy to change, but easier to change than values. Attitudes are less central to identity and less global in application, so are easier to change. However, more abstract domain-specific attitudes are harder to change than are object-specific attitudes are harder to change than are object-specific attitudes. Attitude is shaped by values. They are less general and more specific than values. While attitudes can be held strongly, they are less central to identity than are values. Attitude patterns or hierarchies reflect value hierarchies. We learned attitude through symbolic interactions.

The essence of this approach is that individuals will act in order to gain the moral approval of themselves and others and those individuals will rely on the opinions of their referent groups in reaching such decisions (Jones &Ryan, 1997). The development of this approach is grounded in the observation that the vast majority of adults reason at the conventional levels of moral reasoning (i.e., the stages where environmental influences are most salient, Stephen & Lewin, 1992). Thus, by establishing" norms" of ethical behavior it is possible for organizations to influence all the stages of ethical decision-making. Empirically, concern for the ethical climate of the organization is rooted in evidence that individual ethical decision-making is influenced by context (Vidaver-Cohen, 1998). For example, Chang (1998) found that subjective norms (i.e., a multiplicative function of the perceived wishes of others and a desire to amply with the wished of others) predicted intent to behave ethically. More strikingly, in comparing the ethical beliefs and behaviors of Israeli and American managers, Izraeli (1988, p.263) reported, " the best predictor of respondents' ethical behavior is their beliefs and perceptions concerning their peers behavior".

In their seminal work on the topic, Victor and Cullen (1988) defined ethical climate as a pervasive characteristic of organizations that affects how organizational decisions are made. Based on members' perceptions of typical organizational practices and procedures, the ethical climate of the organization constitutes a sheared perception of what behavior is right (Cullen, Vicotor, & Stephens, 1989), and what behavior the organization expects from its members (i.e., perceptions of organizational norms of behavior). Victor and Cullen (1988) originally defined ethical climate as comprising a nine-cell typology oriented along two dimensions; locus of analysis and ethical criterion. Victor and Cullen (1988) suggested that the ethical criterion dimension corresponded to distinctions in moral philosophy as outlined earlier as well as corresponding to theories of moral development (e.g., Kohlberg, 1984). Specifically, the suggested that individuals could make an ethical judgment

based on self-interest (i.e., egoistic criterion), based on the good of others (i.e., a benevolent criterion) or on the basis of more abstract principles.

Thus, the researcher believes that values lead to attitude and attitude leads to behavior, that is, in this study the leadership style the leader may use. The ethical in the organization or the company plays a role in influencing the style the manager may use, that is why, it was important the researcher believes to shed the light on the issue of ethics which is based on values. However, the focus of this study is to determine the relationship between the personality traits of the managers in terms of the big five and the four leadership styles mentioned earlier as well as the leadership effectiveness and leading change in the organizations or companies.

2.8 Leadership Styles

As defined in Army Handbook, 1973, leadership style is the manner and approach of providing direction, implementing plans, and motivating people. (U.S.Army, 1973). Much of the past research on leadership focused on identifying the personality traits that are associated with effective leadership as well as understanding the situational factors on the leadership process. (Chemers and Ayman, 1993) Burns (1978) was the first one who introduced the idea of transformational leadership. However, the concept of transformational leadership has been developed by Bass (1985).

Transformational leaders are those who develop a positive relationship with their subordinates to strengthen the performance of the employees and thus the performance of the organization. Transformational leaders help their subordinates look beyond their own needs. They let them focus on the interest of the group as a whole. Transformational leaders may achieve their goals in one of the following ways: First, they may stimulate their employees intellectually. Second, they may be charismatic to their followers and serve as role models. Third, They may persuade their employees to believe in the mission and its attainability. Fourth, they may meet the emotional needs of their employees. (Bass, 1985;Avolio and Bass, 1988; Bass and Avolio, 1993a; 1993b;Avolio, 1999).

Using the contingent reward leadership style, managers establish work standards and communicate these standards to their subordinates. They provide the subordinates with the information about the rewards they will receive if their performance is favorable. Managers following this leadership style make a written or a verbal contract with their subordinates. This contract lets the subordinates know what is expected and what will happen if those expectations are not met. Moreover, in this style, subordinates are promised rewards depending on whether the subordinates are good and punishments depending on bad performance. (Bass, 1985;Avolio, 1999)

The traditional understanding of leadership was that leaders are good managers who direct and control their people. Followers are obedient subordinates who follow orders, that what is known as the authoritarian / autocratic style of leadership. Since the 1980s, many organizations have exerted efforts to actively get employees involved. Leaders have increased employee participation through employee suggestion programs, participation groups and quality circles. This was known as the participative/democratic style of leadership. Stewardship leadership style supports the belief that leaders are deeply accountable to others as well as to the organization, without trying control others, define meaning and purpose for others, or take care of others. The last leadership style is known as the servant style of leadership where servant leaders transcend self-interest to serve the needs of others, help others grow and develop, and provide opportunity for others to gain materially and emotionally. (et.al.Daft, 2005)

Leadership style is the approach of giving orders or directions, implementing plans and motivating people. There are normally three styles of leadership (U.S.Army Handbook, 1973): Authoritarian or autocratic, Participative or democratic, and delegative or free reign. Although good leaders use all three styles, with one of them normally dominate, bad leaders tend to stick with one style. (Clark, 1997)

There are leaders who practice laissez-faire styles who allow members to figure out their own solutions. Moreover, there are leaders who are authoritative and dictate members every move. Indeed, there have been many researches done on leadership styles. According to Kee (2005)'s review, in the Malaysian context, however, not much is empirically known about the country's leadership (Ansari, 2004). Little has been done to study the type of leadership style that is suitable or effective to guide organizations undergo the growth and modernization. That is subjected to its high interaction in the global business, especially in the Asia region, which is experiencing exponential market growth. In a multi-racial country like Malaysia, it would not be surprising to find out that more than one leadership style exists as there are significant differences in the cultural attributes of each ethnic and etc (Kennedy &Mansor, 2000).

As mentioned by Kee (2005), Ansari (2004) found that there were various research results with regard to leadership style in Malaysia. For instance, Gill (1998) suggests that Malaysian managers are more directive, less delegating and more transactional but Govindan (2000) found that the preferred styles of Malaysian managers are participative and consultative.

In the late 1960s, the "styles" of a leader has become a main concern among the behavior investigations as mentioned by Zainal (2002). Shinha (1995) has defined the word "styles" as a pattern of regularities in the act of leading. However, in the early twenty-century, researchers tend to expand their studies bye examining all the traits of styles that leaders should possess. Thus, the researcher would like to figure out which out of the four leadership styles (autocratic, democratic, consultative and laissez-fair) Malaysian managers use. Indeed, the researcher's focus is on these four leadership styles.

2.8.1 Authoritarian (Autocratic)

In this style the leader tells his employees what he wants them to do and how they should do it without getting any advice from any one of them as followers. One of the appropriate conditions to use this style of leadership is when the leader has all the information to solve problems or there is no enough time or when the employees are well motivated. Some people tend to think that the autocratic style of leading by threats and abusing their power. Indeed, as Clark explains, this is not or should not be the authoritarian (autocratic) style, but rather is an abusive, unprofessional style called bossing people around. It has no place in a leaders repertoire. (Clark, 1997)

2.8.2 Participative (Democratic)

In this type of style, the leader involves one or more than one employee in the decision-making process determining what to do and how to do it. However, the leader in this style maintains the final decision. As Clark explains, using this style is not a sign of weakness, but rather a sign of strength that your employees will respect. The democratic style of leadership is normally used when part of the information is available and the employees have other parts, that is to say, you as a manager has one part while the employees have the other part. That is why managers employ skillful employees. Using this style has mutual benefit for both a manager and the employees. From the employees' side, using this style allows them to become part of the team and from the manager's side; it allows the manager to make better decisions. (Clark, 1997).

2.8.3 Delegative (free reign) Known as (Laissez faire)

In this style, the leader allows the employees to make the decision, but the leader is still responsible for the decisions that are made. This style of leadership is used when employees are able to analyze the situation and determine what needs to be done and how to how to do it. Using this style, the leader believes that he cannot do every thing and thus delegate certain tasks and set priorities. If a manager wants to blame others when something wrong happens or when the employees do something wrong, then this style is not the style this manager should use. A manager should use this style when he

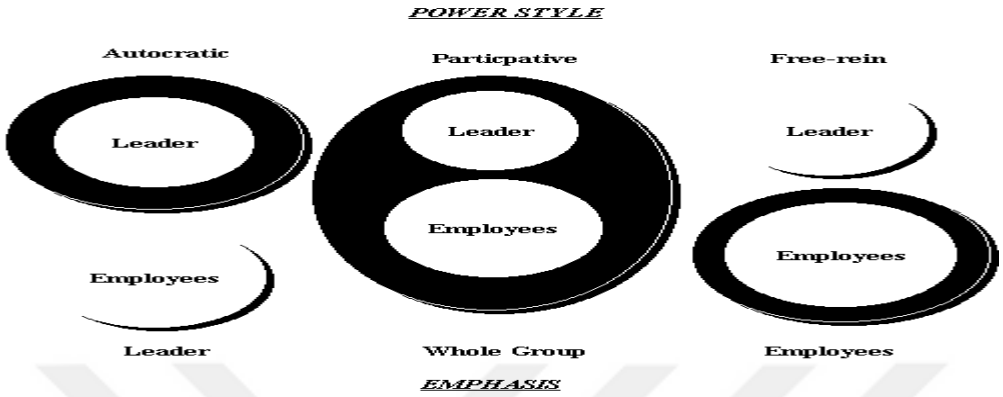
has the full trust and confidence in the people below him. This style should be used wisely. This style is known as lais…sez faire (or lais…ser faire), which is the noninterference in the affairs of others. (French: laissez, second person pl. imperative of laisser, to let, allow + faire, to do.) (Clark, 1997).Laissez faire behavior is not really leadership at all. In fact, it is referred to as non-leadership. The major indicator of laissez faire behavior is the leader's incapacity to get involved. The leader works intentionally on avoiding involvement or confrontation. He/She keeps personal interactions to minimum. In fact, this approach indicates that a leader loses his/her power base very fast and he/she is out of touch with their workers. Laissez faire behavior reflects a lazy and sometimes non-committed attitude among executives. It damages the organizational goodwill and frustrates hard working executives who "do not walk the talk".(Sarros and Santora, 2001).

Bill Lee (2006) pointed out that if there's anything that will prevent a company from optimizing its bottom line, it is a laissez-faire management style. In other words: a propensity among company managers to avoid too much interference in employee behavior. All employees need leadership, and in addition, employees generally achieve a higher level of performance if they understand what is expected of them and their managers inspect what they expect.

In this research, the researcher will focus on four leadership styles: Firstly, the autocratic or the authoritarian where the leader tells people what to do, has little confidence in his subordinates, distrusts them, makes most of the decisions, and makes threats where necessary to ensure that his orders are obeyed. Secondly, the democratic or the participative where the leader sells his ideas to others, sees himself as a superior father figure who makes all the important decisions and then convinces his subordinates to go along with them, may allow some decisions to be made by some of subordinates within a framework and may use punishments as well as rewards as a means of motivating his subordinates. Thirdly, the consultative where the leader consults with others before making his decisions, who has confidence and trust in most people, communicates and consults widely with his employees and before making the decisions, he will seek the views of his coordinate; however, he will have the final say. Finally, laissez-fair where the leader believes that he cannot do everything and the subordinates are able to make decisions. The researcher seeks to understand the relationship between the big five personality traits of the managers who are supposed to be leaders, those four leadership styles and leadership effectiveness.

2.8.4 Diagrams Showing The Difference Between Some Related Leadership Styles

Diagram (A)



Source/www.nwlink.com/donclark/leader/leaderstl.html

Diagram (B)

Source/www.nwlink.com/donclark/leader/leaderstl.html

It is worth mentioning that Kahai and Sosik (1997) found out that participative leadership is more related to making supportive comments to group members than directional leadership. Evkall and Ryhammar (1997) pointed out that leadership style influences the climate in the organization, which in turn influences creativity and productivity. Therefore, leadership has a direct influence on productivity. Moreover, previous studies showed that different leadership styles have diverse effects on variables such as flexibility, responsibility, clarity and commitment, and in some cases, on organizational climate (Goleman, 2000).

It is a fundamental fact that leadership style influences subordinates since the behavior of the leader produces motivation mechanisms that have an impact on individuals in the organization (Shamir, 1993). In addition, Park(1996) demonstrated that gender is related with leadership style. Likewise, organizational performance is influenced by a competitive and innovative culture. Culture , indeed, is influenced by leadership style and, consequently, leadership style affects organizational performance through its culture

(Ogbonna and Harris,2000). More recently, Pedraja and Rodgiguez (2004,2005) have shown that leadership styles influence effectiveness in public organizations.

Rahman (2001) has concluded that products, services, and individuals and their approach to clients as well as leadership style, have an impact on the results of organizations. Finally, it is appropriate to recognize that whilst different leadership styles exist (Ingress, 1995;Bourantas and Papadakis, 1996;Lowe, 1996), it is difficult to establish a leading position of one specific style over another. As Vroom (2000) has explained that defining leadership style in any specific decision requires the analysis of several factors, such as the relevance of decisions, the importance of commitment, success probability, leader and group experience, group support to goal achievement and team competency.

2.9 Leading Change

Not all managers can bring about or lead change. In order to lead change, managers should be self-confident and go confidently towards leading change. Henry David Thoreau said: (Go confidently in the direction of your dreams. Live the life you've imagined). Heraclitus said: (Nothing endures but change). Adam Hyman Rickover said: (Good ideas alone are not enough). Indeed, change is a basic part of our life and thus the organizations' lives. Leaders must predict forces that will cause change, identify opportunities that will require changes, react to unforeseen events that make changes urgent, and work with others to overcome the expected reactions to change, which almost always include some amount of resistance, which is often up to a significant degree. Some times leaders also must conserve the values and institutions that come under attack. Knowing when to change and when to preserve is a vital leadership ability.

Leading change is a significant part of the policy process. It is not enough to identify policy issues, develop potential solutions, and allocate the necessary resources. In order to implement policy in organizations, the community and society as a whole, leaders must learn how to initiate and plan for change, how to communicate the need for change, how to make a change appealing to gain support from others, and to consolidate the results so that the changes endure and have the intended impact. Leaders must also change themselves as they move along a path of professional growth and development. Understanding how to change oneself and to assist others to change and develop in response to new challenges are also important leadership skills (Howard T. Prince II, 2004).

Kotter (2002) mentioned that people change what they do less not because they see a truth that influences their feelings, but rather because they are provided with an analysis that shifts their thinking. Kotter says that it is so especially in large-scale organizational change, where we are dealing with new technologies, restructurings, mergers and acquisitions, new strategies, cultural transformation, globalization, and e-business- whether in the whole organization, an office, a department, or even in a work group. Daft (et.al.2005) stated that leaders in today's most successful organizations are aware that internal changes must go along with what is happening in the external environment. Organizations must get exposed to change, not only to prosper but also to survive in today's changing world. Arnold Toynbee once described the rise and fall of nations in terms of challenge and response. He said that a young nation would be confronted with a challenge for which it would find a successful response. It then grows and prospers. But as time passes, the nature of the challenge changes. And if a nation continues to make the same, once-successful response to the new challenge, it inevitably suffers a decline and eventual failure. Therefore, the researcher ensures that we do not have to respond to change in the same way every time change happens or should happen. In every time, we have to consider the external environment as well as the internal one to know how to respond to change.

Browne (2005) explained that in any change situation in any organization, both perception and attitude of employees are very important. This, indeed, is related to the personality of employees, as the way employees perceive change is different. Psychologist Fritz Roethlisberger developed a theory that each change situation is interpreted by each individual according to their attitude. He developed into a diagram known as Roethlisberger's X chart. This chart includes attitude, which is formed by personal history. Thus, it is very important to consider those issues when it comes to successful change. Any manger in any kind of organization will implement change at a certain point. It is becoming obvious that leadership without change management skills is becoming ineffective as a core skill.

Viniar (2004) explained that organizations are like people in the sense that both go through predictable stages as they grow. From the one hand, Individuals go through the stages of infancy, childhood, adolescence and adulthood where they seek identity and fulfillment. At each of those stages, an individual acquires new and progressively more complex skills and behavior. From the other hand, organizations go through stages from startup to maturity where they seek identity and fulfillment of their purpose as well.

2.10 Leadership Effectiveness

Like definitions of leadership, conceptions of leader effectiveness differ form one writer to another. Most researchers evaluate leadership effectiveness in terms of the consequences of the leader's actions for followers and other organization stakeholders. Many different types of outcomes have been used, including the performance and growth of the leader's group or organization, its preparedness to deal with challenges or crises, follower satisfaction with the leader, follower commitment to the group objectives, the psychological well-being and development of followers, the leaders' possession of high status in the group, and the leader's advancement to higher positions of authority in the organization. Although it is difficult to measure the leader's effectiveness, we can say that leadership effectiveness can be achieved through the attitude of followers toward the leader, the leader's' attribution to the quality of group processes as perceived by followers or outside observers, and the extent to which the leader's organization performs its task successfully. (Yukl, 1998)

The topic of the effectiveness of leadership styles has been the concern by both academics and practitioners (Avolio et al., 1988;Howell and Avolio, 1993;Bass and Avolio, 1994;Avolio, 1999). Although managers show components of different leadership styles, past research has pointed out clearly that managers who emphasize transformational behavior are considered as the most effective and satisfying managers by their subordinates (Bass and Avolio, 1990a; 1993b). Moreover, employers recognize transformational behavior as the most effective leadership style. Past research suggested that transformational leadership positively affects the organization's productivity and financial results (Bass et al., 1996;Avolio et al., 1988). Contingents reward leadership style, while still effective, has been found to be less positively related with performance. Management-by-exception leadership style, on the other hand, is negatively related with organizational performance. That indicates that management-by-exception leadership style is generally a less productive management style (Bass et al., 1996).

The most commonly used measure of leader effectiveness is the extent to which the leader's organizational unit perform its task successfully and attain its goals (Yukl,2002). Examples of objective measures of performance or goal attainment include profits, profict margin, increased market share, sales relative to targeted sales, return on investments, productivity, cost per unit of output, costs in relation to budgeted expenditure and etc. Subjective measures include ratings of effectiveness obtained from the leader's superiors, peers or subordinates.

In order to be an effective leader, a manager should have a number of skills. A manager must be able to train and develop subordinates, communicate with them clearly, resolve problems and conflicts analyze

problems and make decisions. A manager must also respond to work challenges in a positive way, effectively make use of time, and delegate work (Davis, 1996). The relationship between transformational leadership style and management skills has received little attention. However, a recent study by Tracey and Hinkin (1998) in which the authors found that transformational leadership was correlated with the following management practices: clarifying, inspiring, supporting, and team building. It is worth mentioning that their study just focused on the relationship between transformational leadership style only. It did not examine any association between management skills and leadership styles other than transformational. This study examined the relationship between a number of management skills and three management styles: (1) transformational leadership; (2) contingent reward: and (3) management-by-exception.

Developing opportunities received is one of the important abilities that managers should have in order to be effective and to achieve success within an organization. In order to be effective, managers need access to training and education programs. Moreover, they should provide subordinates with guidance and coaching. (Burke, 2001)

In order to perform their jobs effectively, managers must use a number of management skills. They should communicate with their subordinates and others, handle conflicts, coach and develop subordinates, delegate tasks, cope with varied situations, use the time efficiently and analyze problems to reach appropriate decisions. (Davis et al., 1996)

Numerous studies have been devoted to identify the special qualities or the characteristics of leaders. However, no study of leaders has yet come up with a description of leadership qualities that is recognized significant statistically. The views of business leaders about the qualities of leadership reflected the consensus on the impossibility of defining set of necessary and sufficient attributes that define leaders-all agreed that business leaders come in all shapes and sizes, with different styles, approaches, strengths and weaknesses. Many agreed that chief executives are not heroes, that is, they are not perfect, but share a human mixture of strengths and weaknesses as the rest of the population. However, every one of those leaders had a view about the importance of key qualities of true leadership which, not surprisingly, were similar when those business leaders identified the strengths they sought within their companies. These qualities were found to be vision, people skills, character and drive. (Tait, 1996)

Vision is described in different ways. It is described as “long-term strategic thinking”, “seeing the wood for the trees”, or “the big picture outlook”. However, all business leaders give vision as the sine qua non of leadership attributes. This is exemplified in Denton’s pragmatic “ if you don’t know where you’re going, you have no hope of getting there”. Gerry Robinson explained that there is a tendency to look at a vision as something sophisticated and complex but indeed most visions are extremely simple. “I will rule the world” is the most classic and most simple of all visions, isn’t it? Your do have a vision as to what it is you are trying to do, at both a personal level and at a corporate level. It is important to be very clear, very repetitive, and very simple about that, Gerry Robinson explained. Neville Bain, moreover, explained that the leader has got to have a clear vision that is capable of being expressed clearly and simply. At Coats Viyella, Neville explained that they have a company mission statement and objectives, which provide a statement of values and a framework (Tait et al, 1996) .

(Too often, I fear, we fall into the romantic trap of believing that great vision comes from magic or divine grace. In the business world, it rarely (if ever) does. Great vision emerges when a powerful mind, working long and hard on massive amounts of information is able to see (or recognise in suggestions from others) interesting patterns and new possibilities) (Kotter, 1988, p. 29). Although the need for high levels of intelligence was expressed, many people recognized it as important for leaders of large organizations, because of the enormous complexity of business. In Christopher Hogg’s words: Whatever else it is, business is an intellectual exercise. I could never understand how the impression arose that industry was a place for morons. I personally find it fantastically demanding on intellectual resources. You are dealing with an enormous range of variables. Your are always trying to make decisions on inadequate information and against time. It mans a constant process of selection of priorities. On the other hand, Gerry Robinson, does not share the view that high levels of intelligence are required of business leaders: The danger of high intellect is that it can veer into over-intellectualizing a business problem that is essentially very simple. Moreover, as did Kotter, Kets de Vries (1989) notes the relationship between creating the vision and the leader’s ability to recognize patterns and relationships in disjointed events. (p.201). Leaders are seen as “reducers” who are able to limit the stimuli impinging on them, handle multiple activities without discomfort and deal with complex, novel, interesting situations ”without impaired task performance, cognitive disorganization or health problems” (p.202). Gerry Robinson in examining a complex environment and articulating a simple vision is clearly a “reducer”, as is Penny Hughes, as she describes the ease with which she charts the right direction: I have uncanny feel for business which I find hard to share with or teach other people. It probably goes back to my training as a chemist and my mats. Without

a calculator, or bit of paper I can work out the value of any decision almost tot the pound which really makes decision making easy. I think I have got a clear strategic brain and one that reaches the bottom line very quickly (Tait et al, 1996).

Leadership refers to an influence relationship among leaders and followers. This means that individuals in the leadership process are influenced by the actions and the attitudes of followers. The situational theory is based on how leaders adjust their behavior to cope with different situations, especially as far as their followers are concerned. Thus, the nature of the leader-follower relationship involves mutual exchange of influence where not only the follower is influenced by the leader, but also the leader is influenced by the followers(Daft, 2005).

Therefore, in order to be effective, leaders must take the followers into their consideration and do their best in satisfying them and helping them do the best they can do. In other words, the leaders should try their best to make their subordinates effective ones. Daft (2005) states that effective followers are those who are independent thinkers and active in the organization, those who behave justly to all regardless of the position they hold, and those who are risk takers as well. He adds that those effective followers are capable of self-management. They do not manipulate others nor do they despair in their positions or manipulate others.

Most researchers look at leadership effectiveness in terms of the consequences of the relationship between leaders and followers as well as other organizational stakeholders. A common measure of leadership effectiveness is the extent to which the leader's organizational unit performs its task successfully and attains its goals. In addition, how followers look at the leader is very important for measuring the effectiveness of the leader, that is to say, whether followers are committed, satisfied with the leader's performance is a good indicator for the leader's effectiveness. Effective leaders get people involved in developing the strategy. They form task forces to guide the implementation and coordination for change activities. Effective leaders, in addition, prepare their subordinates to adjust to change, help them cope with it and its pain and inform them about the progress of it showing them their personal commitment to it as well. (Yukl, 2002)

Another trait that leaders should have to be effective is integrity. Above all, Graham Day believes honesty to be a very essential part of effective leadership. Martin Yaylor looks for courage, generosity and imagination while Richard Giordano, Penny Hughes and Ann Iverson look for fairness. Bill Castell looks for personal qualities and sincerity. Christopher Hogg emphasizes the importance of

putting the organization first in order to win trust. Almost all leaders believe that getting to the top is or should be overwhelmingly about substance and performance.

The common assumption about the narcissism and "large egos" of leaders was at odds with another frequently cited attribute of true leadership, particularly bye the older generation-the requirement for humility. For Neil Shaw, lack of arrogance is the key component of leadership. Graham Day has witnessed the power of implicit courtesy from Buck Crump, the chief executive at Canadian Pacific, notes that a friend of his, Manfred Kets de Vries who taught at INSEAD, used to teach at Harvard with Abraham Zaleznik. Zaleznik used to say" we're woefully short of substance, humanity and morality and these are the attributes of leadership. It's not the gung-ho, follow-me, John Wayne kind of fix". (Tait et al, 1996)

Drive is another trait effective leaders need. Without exception, the business leaders described themselves as ambitious leaders who recognized exceptional commitment and derive. Richard Gioradno spoke of de4dication to winning, Archie Nroman about "driving energy", Iverson and Denton of a desire to come first, Charles Mackay about willpower and determination. Many leaders attributed their success to not giving up, but to be ambitious. Thus, vision, interpersonal skills, integrity and drive were the four essential attributes that were described to be necessary for business leaders. There is no doubt that there are other traits such as good health, energy and stamina were mentioned. In addition, Ann Iverson and Christopher Hogg asserted the fact that effective leaders should be enthusiastic and energetic. (Tait et al, 1996)

Heifetz and Laurie (1997) identify the pressing demands on leaders to mobilize workers throughout the organization to be adaptive in a changing workplace, claiming that instead of maintaining norms, leaders have to challenge "the way we do business" and help others distinguish values that cannot be changed from historical practices that must go. (Sarros and Santora, 2001)

An Australian holding and management company in major mining and industrial companies with around 19,000 employees, former Deputy Chairman John Ralph said that team building means getting people to operate as coaches rather than bosses, leading and encouraging rather than command and control ... it's about trusting them and gaining their trust, and really generating an enthusiastic team. What Ralph was really saying was that leadership works best when leaders and workers agree where it is they want to go and what mechanisms and strategies need to be used to get there. When Ray Smith, CEO of Bell Atlantic, gave the keynote address at the Princeton University 7th Annual Conference in November 1995, he gave his vision of the new type of leadership emerging in US

corporations. Smith spoke of: ...a dialogue - a true intellectual engagement with the people who deliver the goods; and a new social contract - a moral commitment to our employees that we will be their partners in allocating the corporation's resources and realizing the company's vision. Here Smith was clearly acknowledging the contributions of employees to achieving organizational goals. The linkage between visionary leadership and its appeal to a common core of values among management and workers is clear in Smith's address. Agreeing the direction of the company and the means to get there rests on good leadership and core value propositions. If the values of management diverge significantly from those of the workers, leadership success by definition is impossible to achieve. So leadership is about alignment, understanding, and change. So what type of leadership is best in a world undergoing massive transformations? Obviously what worked in the past may not necessarily work today. What this article reveals is that when leaders use specific leadership behaviors consistent with their deeply-ingrained values, they can achieve great things. We explore these leadership behaviors through the dimensions of transformational and transactional leadership. (Sarros and Santora et al, 2001)

Groups and organizations exist to perform work that cannot be achieved by the individuals who are working alone. Owners, shareholders, lenders, customers and the government share the activities and performance of the organization or the company. The survival or the prosperity of the organization depend on the relationship between the efficient internal process (making products or services) and the outside parties (getting resources, satisfying customers and stakeholders). Decisions include determining the purpose and how to attain the purpose as well as how to adapt to environmental changes and maintaining the member commitment and cooperation. Leadership can be looked at as an influence and decisional process, which is important to ensure the survival and prosperity of a group or organization. In order to be effective, leaders should take into their consideration the following points. First, they should understand that the employees need to agree about what to do and how to do it. They should keep in mind that leadership is about creating an agreement about a shared objective and general strategies to attain it. They should not forget that leadership is about finding new ways and influencing people to change how things are done or should be done. Second, they should keep in mind that leadership is about increasing the enthusiasm and excitement of the work force so that the employees get more motivated and confident. Third, they should help their subordinates understand and help each other to learn how to face and solve problems in a constructive way. In addition, they should coordinate many different activities in a way that makes use of the employees and resources. Moreover, leaders should keep the support from the external environment. (Yukl, 2002)

2.11 Leadership Style and Effectiveness

The effectiveness of leadership styles has been a topic of concern by academics and practitioners (Avolio, 1988; Howell and Avolio,1993; Bass and Avolio,1994;Avolio,1999). Although most managers exhibit components of several different leadership styles, past research has demonstrated that managers who emphasize transformational behavior are seen as the most effective and satisfying managers by their subordinates (Bass and Avolio, 1990; 1993). Employers, too, recognize transformational behavior as the most effective leadership style. (Bas Bass et al., 1996;Avolio et al., 1988).

Manning (2002) pointed out that transformational leaders characteristically nurture personal and group improvement, share inspiring organizational vision, and encourage commitment and motivation towards important goals (Bass, 1985;Kouzes and Posner, 1987). Transformational leadership behavior in managers has been widely linked to positive individual and organizational consequences (Bass, 1998). Managers' transformational leadership is typically associated with higher job satisfaction of employees (Bycio et al., 1996; Niehoff et al., 1990) and with objective, independent performance measures, including stock and product performance, sales volume, and profit margin (Geyer and Steyer, 1998; Howell and

Avolio, 1993). The researcher; however, would focus on four leadership styles namely: (autocratic, democratic, consultative and laissez-fair).

2.12 Personality and Leadership Styles

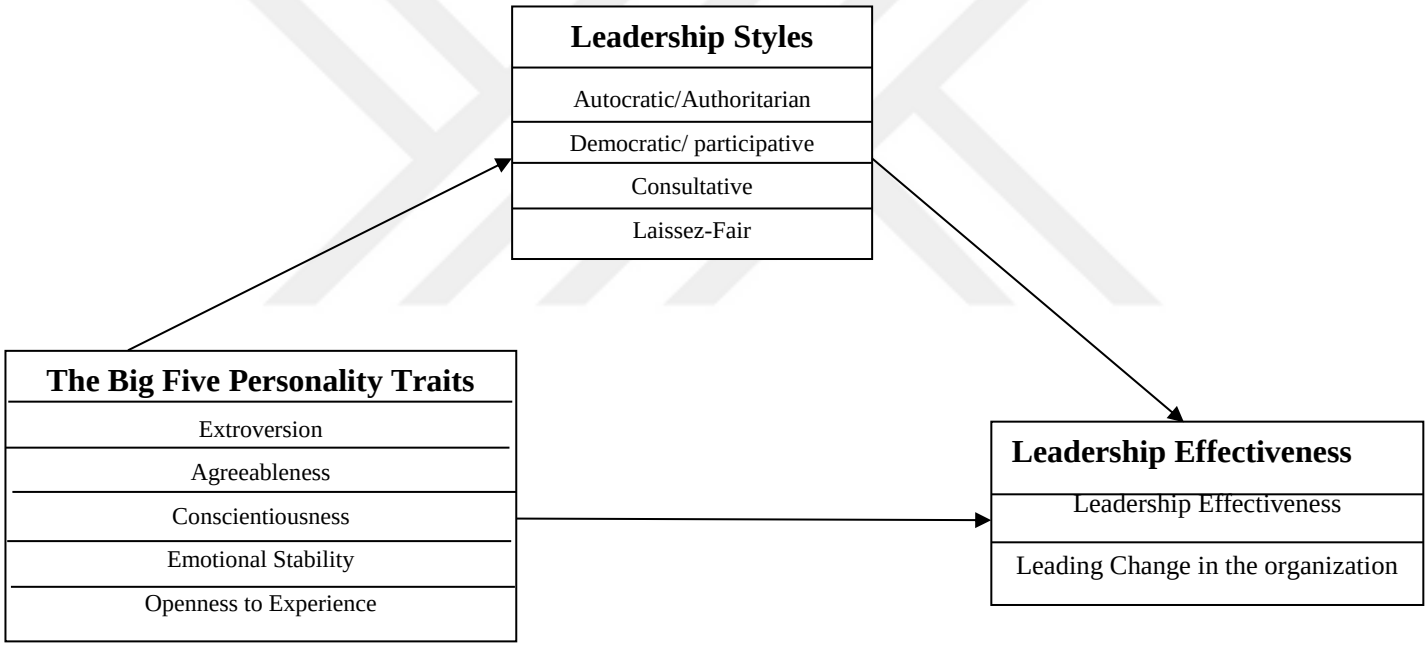
Many researchers have attempted to link leadership styles and various indicators of individual personality and some have shown interesting results (Howell & Higgins, 1990; Church, 1996; and Atwater & Yammarino,1993). Despite the large number of studies that have been conducted, Bass (1990) has noted that much more research in this area is needed to further explore their relationships.

Numerous studies on leadership show that personality is an important variable in leadership identification. Hogan et al (1994) mentioned that the big-five constructs might be useful measures for establishing leadership potential in a variety of situations. Hogan (1996) also suggested that well developed measures of personality could be valid predictors of behavior in virtually all occupations.

Many researchers found considerable evidence that people who score high on the dimensions of Extraversion, Agreeableness, Conscientiousness, and Emotional Stability are more successful leaders (Bass, 1981; 1990).

In a study investigating personality variable, Howell and Avolio (1993) found that leaders who displayed more characteristics of the transformational leadership style positively contributed to the achievement of organization goals. Interestingly, many researchers determined that transformational leadership characteristics could be taught.

2.13Theoretical Framework



Control Variable
Age
Gender
Experience
Education Background
Race

Referring to the above diagram, the independent variables are the big five personality traits (Extroversion, Agreeableness, Conscientiousness, Emotional Stability, and Openness to Experience). The dependent variable is leadership effectiveness including leading change as a part of leader's effectiveness. The mediator variables in this study are four leadership styles: autocratic, democratic, consultative and laissez-fair. In addition, there are some control variables such as age, gender, experience, educational background and race of the leader. In fact, this model represents the relationship between the big five personality traits, leadership styles and leadership effectiveness. The researcher in this study seeks to understand if there is a relationship between the personality traits of the manager and the leadership style he/she uses from the one hand and the relationship between both the personality traits and leadership style used and leadership effectiveness. In other words, the study tries to see which personality traits and leadership styles are positively related to leadership effectiveness.

2.10 Hypotheses

Based on the theoretical framework, the following hypotheses have been formulated:

H1a: There is a positive relationship between Extroversion and Leadership Effectiveness.

H1b: There is a positive relationship between Extroversion and Leading Change.

H2a: There is a negative relationship between Agreeableness and Leadership effectiveness.

H2b: There is a negative relationship between Agreeableness and Leading Change.

H3a There is a positive relationship between Conscientiousness and Leadership effectiveness

H3b There is a positive relationship between Conscientiousness and Leading Change.

H4a: There is a positive relationship between Emotional Stability and Leadership Effectiveness.

H4b: There is a positive relationship between Emotional Stability and Leading Change.

H5a: There is a positive relationship between Emotional Openness to Experience and Leadership Effectiveness.

H5b: There is a positive relationship between Openness to Experience and Leading Change.

H6a: There is a negative relationship between Autocratic Leadership Style and Leadership Effectiveness.

H6b: There is a negative relationship between Autocratic Leadership Style and Leading Change.

H7a: There is a positive relationship between Consultative Leadership Style and Leadership Effectiveness.

H7b:There is a positive relationship between Consultative Leadership Style and Leadership Effectiveness.

H8a: There is a positive relationship between Democratic Leadership Style and Leadership Effectiveness.

H8b: There is a positive relationship between Democratic Leadership Style and Leading Change.

H9a: There is a negative relationship between laissez-fair Leadership Style and Leadership Effectiveness.

H9b: There is a negative relationship between laissez-fair Leadership Style and Leading Change

Chapter 3

METHODOLGY

3.0 Research Design

This research was designed to examine the relationship between the big five personality traits, four leadership styles namely:(autocratic, democratic, consultative and laissez-fair) and both leadership effectiveness and leading change. Thus, the nature of this research is of a correlations type. The focus of this research was the managers whom are reported to, i.e., those who are in charge of a number of subordinates. The research targeted 200 managers. The designed questionnaires were distributed by hand and throughout the email to be completed by only the managers. This chapter will discuss the methods of data collection and methods of data analysis.

3.1 Sample

The population of the study is Malaysian managers who are in charge of a number of subordinates. In other words, those who are reported to whether being heads of departments or of sections. The questionnaires were both hand distributed and emailed to those managers. That depended on their destinations. Penang was the main target location of the samples; however, other states were targeted as well. That depended on the ability of the researcher to distribute the questionnaire. Table 3.1 will explain the sample distribution.

Table 3.1: Sample distribution

Area	Number. of Managers	Distribution Method
Managers joining USM School of Management	45	Hand distributed
Penang	30	Hand distributed
Kedah	10	Hand distributed
Penang	3	Email
Kedah	7	Email

Out of 150 questionnaires distributed, 105 respondents were found to be usable. This gives a return rate of 70 %. It is worth mentioning here that data collection was quite tough as

managers are busy and getting data through the email was not fruitful. That made the researcher distribute the questionnaires in hand.

3.2 Questionnaire Design

The questionnaire of this study consists of six sections. The majority of them are adopted. Some questions were written by the researcher based on the literature review. Section A is a demographical data. It includes the age, the gender, the race, the educational level and experience of the manager as a head of department or a section. Section B determines the big five personality traits. Section C examines four leadership styles: autocratic, democratic, consultative, and laissez-fair. Section D examines leadership effectiveness. Section E examines the managers' capability of leading change. Section E is about the company or organizational characteristics.

3.2.1 Section A- Demographical Data

This part was to record the leader's demographic data. It consists of seven questions about the gender, the age, the race, the educational level, the experience as a head of department or section, and the designation of the manager as well as how many people are reporting to him/her.

3.2.2 Section B- Personality Traits

This part of the questionnaire examines the big five personality traits of the managers. Those personality traits were measured using the Five Factor Personality Inventory (FFPI) (Goldberg, 1993). It is worth mentioning here that Goldberg (1993) has identified five general dimensions that described personality known as Big-Five personality dimensions, which include extraversion, agreeableness, conscientiousness, emotional stability, and openness to experience. Items (1-10) examined emotional stability trait. Items (11-19) examined openness to experience trait. Items (20-29) examined extraversion trait. Items (30-39) examined agreeableness trait. Items (40-49) examined conscientiousness trait.

3.2.3 Section C: Leadership Styles

This section was meant to examine four leadership styles: autocratic, democratic, consultative and laissez-fair. Items (1, 4, 6, 11, and 19) examined the autocratic leadership style. Items (2, 7, 8, 9, and 16) examined the democratic leadership styles. All those items were adopted from The Leader's Self-

Insight 6.1, Daft, 2005, page231. Items 3, 10, 12, 15, and 18) examined the consultative leadership style. Items (5, 13,14, and 17) examined the laissez-fair leadership style. They were written by the researcher based on the literature review.

3.2.4 Section D: Leadership Effectiveness

There were 13 items that examined leadership effectiveness of the leader. Those items were adopted from Beh Hock Yau MBA thesis, 2003.

3.2.5 Section E: Leading Change

This section consisted of 10 items that examined the capability of leading change. They were adopted from Leader's Self-Insight 16.1, Daft, 2005.

3.2.6 Section F: Organizational Characteristics

This section consists of four questions about the leader's organization. They were written by the researcher.

3.3 Measurement

In section A, managers were requested to provide us with information about themselves. The researcher started with this section to give the respondent the confidence and comfortability to start responding to the more difficult questions. In section B, a 1-7 scale was used to measure the big five personality traits. In sections, C, D and E a 1-5 scale was used to measure leadership styles, effectiveness, and leading change. In section F, managers were asked four questions about their companies or organizations.

Two rounds of pilot studies were conducted with 12 managers. The time taken to complete the questionnaire ranged from 11 to 14 minutes, with an average of 13 minutes. This was a reasonable time to request from the respondents and probably encouraged good participation of them. Indeed, some comments of the 12 respondents who carried out the pilot study were very useful. Three modifications were made regarding the structure of section 1 where one of the questions that was not clear was rewritten. The majority of the respondents did not have any problem completing the questionnaire, the thing that encouraged the researcher to proceed with it after making the necessary modifications. Some respondents found the questionnaire lengthy, but there was no other way for the researcher to make it shorter. This is due to the variables the researcher would like to test.

3.4 Data Collection

There were150 questionnaires distributed to respondents; 95 of them were distributed by personally door visits to the targeted population. Other 55 questionnaires were sent to the respondents by email. However, out of the 55 questionnaires sent through the email, the researcher could only get 10. That made the researcher make a decision of distributing the questionnaires by hand. The data was collected in two stages. Stage one of gathering the data was done in January and February, 2006 where sixty five questionnaires were collected while the second stage of gathering data was done from December2006 and April 2007. Therefore, a T-Test was carried out to examine the consistency of the variance of the two samples. The results of the T-Test showed that there is consistency and the researcher can consider the two samples as one. The table below shows the results of the T-Test.

Table2: T-Test

	Grou	N	Mean	Std.	Std.Error
ID1	old	60	5.6068	.73241	.09455
	new	45	5.5556	.86173	.12846
ID2	old	60	5.1688	.65533	.08460
	new	45	5.4889	.78644	.11723
ID3	old	60	5.0521	.80461	.10387
	new	45	5.4194	.77154	.11502
ID4	old	60	5.3278	.80369	.10376
	new	45	5.0444	1.10234	.16433
CONSULT	old	60	3.8667	.42052	.05429
	new	45	3.7667	.52872	.07882
AUTACR	old	60	3.6500	.47657	.06152
	new	45	3.7778	.66191	.09867
DEMOCRAT	old	60	3.6375	.49878	.06439
	new	45	3.4944	.64069	.09551
EFFECTIV	old	60	3.8778	.47027	.06071
	new	45	4.0648	.46666	.06956
CHANGE	old	60	3.8650	.57219	.07387
	new	45	3.8533	.50254	.07491

3.5 Data Analysis Method

Data, which was gathered from the questionnaires, was proceeding to analysis part. In this study, the statistical tool SPSS11.0 for windows (Statistical Package for Social Science) was applied to analyze the data profile and also the hypotheses testing. Several analysis procedures were being carried out. For instance, descriptive analysis, test for goodness of data, Pearson correlation analysis and also regression analysis were all applied.

3.6 Descriptive Analysis

This descriptive analysis was firstly carried out to understand the characteristics of the respondents as well as the characteristics or the respondents' companies or organizations. For example, the respondents' gender, age, educational background, experience could be identified through the descriptive analysis. In addition, the variables' mean, standard deviation, and frequency distribution could be obtained in the descriptive statistics as well.

3.7 Goodness of Measure

In order to measure the goodness of data, both factor analysis and reliability analysis had been carried out by SPSS11.0. Factor analysis was necessary as the range of the items in the questionnaire is really long. This is due to the fact that the variables are many. According to Green, Salkind and Akey (1997), the main objective of the first stage is to make an initial decision about the number of factors underlying the variables that are to be measured in the research. Factor rotation was done to make the factors more interpretable and to finally ascertain the final number of underlying factors. After the factor analysis had been carried out, a reliability test was conducted. The reliability test indicated the extent of the measure without bias and thus offers a consistent measurement across time and across the various items in the instrument (Sekaran,2000). Cronbach's alpha was the reliability coefficient that indicated how well the items in a set are positively correlated to one another. Sekaran (2000) suggested that if the Cronbach's alpha was nearest to 1, it was better because it meant that the internal consistency reliability of factors is high. If the Cronbach's alpha is less than 0.60, it is considered poor. Those in 0.70 range are acceptable; and those over 0.80 was good in reliability.

3.8 Inferential Statistics

Pearson correlation analysis and multiple regression analysis were employed to test the hypotheses. Pearson correlation analysis was conducted to recognize the linkage between variables. While the multiple regression analysis was done to observe the relationship between independent variables (the big five personality traits) and dependent variables (leadership effectiveness and leading change) in this study.

Chapter 4
RESULTS

4.0 Introduction

This chapter presented the results of the analysis. The first part of the analysis consisted of the descriptive analysis and frequency. The second part of the analysis included the factor analysis, reliability, Pearson correlation and regression. Finally, the hypotheses testing were summarized in a table format.

4.1 Profile of the Respondents

Out of the 150 questionnaires distributed, only 105 were responded and collected. Table 4.1 shows gender, age, experience as a head of department/section, designation, race and educational level of the respondents.

Table 4.1: Profile of the Respondents

Variable	Category	Frequency	Percentage
Age	20 - 25	6	5.7
	26 - 30	**31**	**29.5**
	31 - 35	**32**	**30.5**
	36 - 40	14	13.3
	41 - 45	9	8.6
	46 - 50	7	6.7
	51 - 55	5	4.8
	56 – above	1	1.0
Gender	Male	54	51.4
	Female	51	48.6
Educational Background	SPM	3	2.9
	STPM/ Diploma	12	11.4
	Degree	**68**	**64.8**
	Master	22	21.0
	SPM	3	2.9
	STPM/ Diploma	12	11.4
Experience as a head of section / department	Less than 2 years	23	21.9
	2 to 5 years	**49**	**46.7**

	6 to 10 years	19	18.1
	11 - 15 years	7	6.7
	16 and above	7	6.7
Designation	General manager	**29**	**27.6**
	Managers	**14**	**13.4**
	Assistant Manager	**32**	**30.5**
	Head of Section/Department	10	9.5
	Other	15	14.3
Race	Malay	60	57.1
	Chinese	26	24.8
	Indian	17	16.2
How many people are reporting to you directly	1 to 10	68	64.8
	11-20	16	15.2
	21-30	8	7.6
	31-40	4	3.8
	40 and above	7	6.7

The above table shows that the majority of respondents' age was between 26 and 31 and 31 and 35. Respondents whose age varied between 36 and 40 were only 13.3 percent. It also shows that the majority of respondents had an experience of being head of department or section that vary between 2 to 5 years.

The table explains that 57.1 percent of the respondents were Malay while 24.8 percent were Chinese and 16.2 percent were Indians. Only 1.9 percent of the respondents were others. As for the race, it shows that the majority of the respondents had their degree (64%). A noticeable percentage of 21.0 of the respondents had their masters' degree.

Twelve respondents with percentage of 11.4 got their STPM or Diploma while the minority of them (2.9%) only got their SPM.

As shown in table 4.6, the majority of respondents of the questionnaires were Assistant managers and general managers with a percentage of 30.5 and 27.6 respectively. Head of section or department respondents were 10 with percentage of 9.5. Marketing managers were 3, operations and sales managers were four with percentage of 3.8 for each. Two logistic managers and only one project manager were found among the respondents. Other managers included design managers, quality managers. Indeed, this shows that managers with Masters' degrees are those managers who are young. This may be due to the fact that people in Malaysia have become more aware of the importance of getting a high degree. One of the interviewers said: " If you do not have at least a degree, you are lost and can not get a good job." This is true due to the competitive market in Malaysia.

The table also shows that the number of people reporting to the surveyed managers was centered between 1 and 10 (66%). This is also obvious due to the years of experience as a head of department or section and the young age groups present in the research. 11 to 20 people reporting to the surveyed managers consisted of 15.5 percent, 21 to 30 with 7.8 percent, 31 to 40 with 3.9 percent and 40 and above with 6.8 percent. The survey included two cases of missing values, which could be resulted from the fact that they were shy to mention that due to a few number of people reporting to them or they might have forgotten to answer. There could be other reasons for an individual to refuse to answer, though we cannot identify the reason without having a face-to-face interview with them.

Table 4.2

Profile of the Company /Organization

Variable	Category	Frequency	Percentage
How old is the company	Less than 1 year	1	1.0
	1-10	34	32.4
	11-20 years	28	26.7
	21-30 years	10	9.5
	31 years and above	30	28.6
	Not known	2	1.9
	501-1000	5	4.8

How Many Full Time Employees Are There in			
	1001-2000	8	7.6
	2001-3000	15	14.3
	3001 and above	6	5.7
What industry is your company in	Manufacturing	14	13.3
	Electronics	9	8.6
	Media	3	2.9
	Service	53	50.5
	Other	10	9.5
	Retaliating	10	9.5
	Health / Personal Care	4	3.8
Ownership of the Company	100% Malaysian owned	68	64.8
	Majority- Malaysian owned	8	7.6
	Majority- Foreign owned	7	6.7
	100% Foreign owned	22	21.0

The above-mentioned table shows that the majority of respondents in the interview were working for a company / organization aged between 1 and 10 years (32.4%). The questionnaires indicated a significant number of companies aged between 11 to 20 (26.7%) and companies 31 years and above (28.6%). Companies between 21 and 30 years of age were present with 9.5 percent and the companies aged less than one year were the minority with only one percent. It seems that two respondents did not know the actual age of the company they are working for. This could be due to the reason that they have just joined the company or organization. Table 4.9 shows that the majority of managers taking part in the research worked for a company employing 1 to 500 people (67.6%). It was obvious that the managers with more than 500 employees working for their companies are extremely busy due to the operational sector. Thus, the researcher found it difficult to get many responses in that category. Only 15 managers however reported that their companies employ between 2001 and 3000 employees. Companies

employing 1001 to 2000 employees were present with 8 respondents and large-scale companies with more 3000 employees were only present with 5.7 percent.

It also explains that the majority of companies or organizations were from service sector with 51 percent. Manufacturing companies were present with 13.3 percent. Electronics companies were present with 8.7 percent. Retailing industry was present with percentage of 9.7. It was found that four percent of the respondents were working for health and personal care businesses while 9.7 percent of them were working for other businesses such as agriculture.

As for the ownership of the companies, the table shows that 64.8 percent of the companies in the research are 100% Malaysian owned. It is obvious that majority of the SME's present in the survey are fully Malaysian owned. Twenty one percent of the surveyed companies, however, are 100% foreign owned which shows that Malaysia is open for foreign investment and gives opportunity for foreign companies to operate in Malaysia. The researcher came to know that the Malaysian government encourages foreigners to invest in Malaysia. Majority Malaysian owned companies were present with 7.6 percent and majority foreign owned enterprises with 6.7%.

4.3 Goodness of Data

A factor analysis with varimax rotation was carried out to validate whether the respondents perceived the different items used to test the different variables in this study. The result of factor analysis showed that unlike to what was planned, only four factors were extracted from the personality traits items instead of five, five factors were extracted from the leadership styles instead of four, and four factors extracted from the dependent variables instead of two. The criteria used to identify and interpret the factors mentioned above was used by Igbaria, (1995) where each item should load 0.05 or greater on one factor and 0.35 or lower on the other factor.

4.3.1 Factor Analysis – Personality Traits

The factors were extracted from the principal component analysis and also Varimax rotation, which had been carried out on the 49-items measuring the big five personality traits that represent the five independent variables in the study. They are (Emotional Stability, Openness to Experience, Extroversion, Agreeableness and Consciousness). There were only four factors emerging in the factor analysis of the big five personality traits. The rotated factors and factor loadings of the Big Five Personality Traits are presented in table 4.1

Table 4.3
Rotated Factors and Factor Loading of The Big Five Personality Traits

Items of the Big Five Personality Traits	**Components**			
	1	2	3	4
Personality traits 1	.103	7.367E-02	**.628**	.186
Personality traits 2	-.199	.188	**.498**	3.599E-02
Personality traits 3	-5.496E-02	.389	**.617**	5.816E-02
Personality traits 4	.180	.143	**.697**	3.242E-02
Personality traits 5	.293	.340	**.691**	.121
Personality traits 6	.186	9.965E-02	**.641**	5.203E-02
Personality traits 7	.432	1.894E-02	**.652**	-1.470E-02
Personality traits 9	.216	.122	**.530**	5.198E-02
Personality traits 17	.332	**.561**	.253	4.150E-02
Personality traits 18	.439	**.607**	.104	-.109
Personality traits 19	.279	**.768**	7.452E-02	-7.263E-02
Personality traits 20	3.804E-02	**.621**	.126	.224
Personality traits 21	.188	**.676**	.280	.219
Personality traits 22	-.150	**.537**	7.432E-02	.338
Personality traits 23	.256	**.614**	5.174E-02	.290
Personality traits 24	-2.012E-02	**.656**	.249	.300

Personality traits 28	4.984E-02	.105	-.135	**.719**
Personality traits 29	.143	.273	-.141	**.713**
Personality traits 30	.316	5.151E-02	-.111	**.572**
Personality traits 41	**.677**	.267	.306	.281
Personality traits 42	**.622**	.382	.150	.244
Personality traits 43	**.687**	.217	.153	-3.605E-03
Personality traits 44	**.723**	.174	.160	.184
Personality traits 45	**.706**	.299	7.660E-02	7.345E-02
Personality traits 46	**.593**	.224	.370	.103
Personality traits 48	***.500***	.169	8.591E-02	.132
Personality traits 49	***.527***	5.360E-03	1.244E-03	.172
Eigenvalue	18.046	4.095	3.293	2.507
Percentage of variance	32.807	7.495	5.987	4.557
KMO Measure of Sampling Adequacy	.853			

Factor1- Conscientiousness; Factor2- Openness to Experience
Factor3-Emotional Stability; Factor4-Extroversion

Forty-nine items, which were to test the Big Five Personality Traits, were submitted to a principal components analysis with Varimax rotation to test for unidimensionality. Instead of the five dimensions, only four dimensions were extracted explaining a total of variance of 58.715 %. All items selected had MSA value, which is greater than 0.5.KMO measure of sampling adequacy. Summated scales were then created for the four extracted components. Eleven components were extracted with eigenvalue greater than 1.0, explaining a total of 71.17% of the variance. KMO value is greater than 0.5 and all items selected had MSA value greater than 0.5. Therefore, it was proven that the items were unidimension. These factors were labeled as Conscientiousness, Openness to Experience, Emotional Stability and Extroversion.

Table 4.4

Rotated Factors and Factor Loading of the Leadership Styles

Items of the Big Five Personality Traits	Components				
	1	2	3	4	5
I am perfectionist.	-.205	1.983E-02	**.709**	-3.115E-02	.291
I am assertive about how to do things.	2.020E-02	.133	**.712**	.130	-2.335E-02
I automatically take charge.	.255	.115	**.638**	.195	-.105
I talk others into doing things my way.	.137	-3.729E-03	**.708**	.101	-.112
I appreciate the needs and perspectives of others.	**.677**	8.302E-02	3.059E-02	.172	8.376E-02
I value cooperation over competition.	**.707**	.302	-2.156E-02	-2.407E-02	.147
I believe that others have good intentions.	**.785**	-2.831E-02	7.687E-03	.103	8.906E-03
I often follow up after delegation	.130	-.125	-7.394E-02	2.325E-02	**.778**
I often utilize the skills and talents of others.	.256	.213	.129	.221	**.694**
I often inform others of the developments that affect their work.	.172	.221	.138	**.756**	.219
I often involve people others in planning and goal setting.	.272	1.149E-02	.331	**.775**	1.828E-02
I often consult with people.	.134	**.504**	-.205	.291	.383

I often make employees make decision, but responsible for the decision they make.	.119	**.823**	.124	1.123E-02	.116
I often let the employees to analyze the situation and determine what needs to be done and how to do it.	4.508E-02	**.692**	0112	.331	-.273
Eigenvalue	**4.121**	**1.883**	**1.616**	**1.301**	**1.046**
Percentage of variance	**22.897**	**10.459**	**8.979**	**7.230**	**6.687**
KMO Measure of Sampling Adequacy	**.689**				

Factor 1-Democratic; Factor2-Laissez-Fair; Factor3-Autocratic; Factor4-Involvement; Factor5-Consultative

Nineteen items, which were supposed to test four leadership styles namely: (Autocratic, Democratic, Consultative, and Laissez-fair) were submitted to a principal components analysis with Varimax rotation to test for unidimensionality. Instead of four dimensions, five dimensions were extracted explaining a total of variance of 56.25 %. All items selected had MSA value, which is greater than 0.5.KMO measure of sampling adequacy. Summated scales were then created for the four extracted components.

Table 4.5

Rotated Factors and Factor Loading of Leadership Effectiveness & Leading Change

Items of Leadership Effectiveness	Components			
	1	2	3	4
Reduce employee turnover rate	.122	.225	.196	**.766**
Reduce possible resistance by followers on leader's request.	.153	.128	7.428E-02	**.854**
Provide personal growth (skills, training, promotion) to the members	.239	**.699**	.148	.133
Improve group cooperation	.240	**.815**	2.354E-04	.190
Improve morale of members	.245	**.713**	3.218E-02	6.077E-02
Increase overall contribution to the company.	.256	**.663**	6.092E-02	-8.301E-02
Gain respect of other departments.	.199	**.678**	.142	2.076E-02

Be Better prepared to face future challenges.	6.819E-02	**.645**	.419	2.092E-02
I have adopted improved procedures for doing my job.	.189	.160	**.750**	.211
I have changed how my job was executed in order to be more effective.	.293	.187	**.790**	7.664E-02
I have instituted new work methods that were more effective for the company.	**.799**	.162	.115	2.281E-02
I have changed organizational rules or policies that were nonproductive or counterproductive.	**.725**	.220	2.314E-02	-1.170E-02
I have made constructive suggestions for improving how things operate within the organization.	**.715**	.288	8.245E-02	.166
I have corrected faulty procedures or practices.	**.736**	1.46	.234	.216
I have eliminated redundant or unnecessary procedures.	**.767**	.206	.163	.216
I have implemented solutions to pressing organizational problems.	**.763**	9.019E-02	.307	6.041E-02
I have introduced new structures, technologies, or approaches to improve efficiency.	**.648**	.285	.140	-7.751E-02
Eigenvalue	8.761	2.457	*1.787*	1.015
Percentage of variance	38.090	10.683	7.769	4.411
KMO Measure of Sampling Adequacy	.855			

Factor 1-Leading Change; Factor2-Leadership Effectiveness; Factor3-Adopting New Procedures; Factor4- Achieving Employees Adherence (A.E.A) / Consolidating Peace Among Employees.

The nineteen items, which were supposed to test four leadership styles namely: (Autocratic, Democratic, Consultative, and Laissez-fair) and the ten items which were supposed to test leading change were together submitted to a principal components analysis

with Varimax rotation to test for unidimensionality. Instead of two dimensions namely (Leadership Effectiveness and Change), only three dimensions were extracted explaining a total of variance of 60.953%. All items selected had MSA value, which is greater than 0.5.KMO measure of sampling adequacy. Summated scales were then created for the four extracted components. These factors were labeled as Leading Change, Leadership Effectiveness, Adopting New Procedures, and Achieving Employees Adherence (A.E.A) / Consolidating Peace Among Employees.

4.4 Reliability

After all the items had been factored accordingly, alpha Cronbach's Reliability Analysis was performed. The main purpose of this analysis was to ensure consistency and accuracy among items extracted in the earlier factor analysis. The important statistical value in Alpha Cronbach's Reliability analysis includes scale mean, variance if item was deleted from the scale. Summary of the Alpha Cronbach's Reliability Analysis was tabulated in table 4.7

Table4.4

Alpha Cronbach's Value for All the Studied Variables

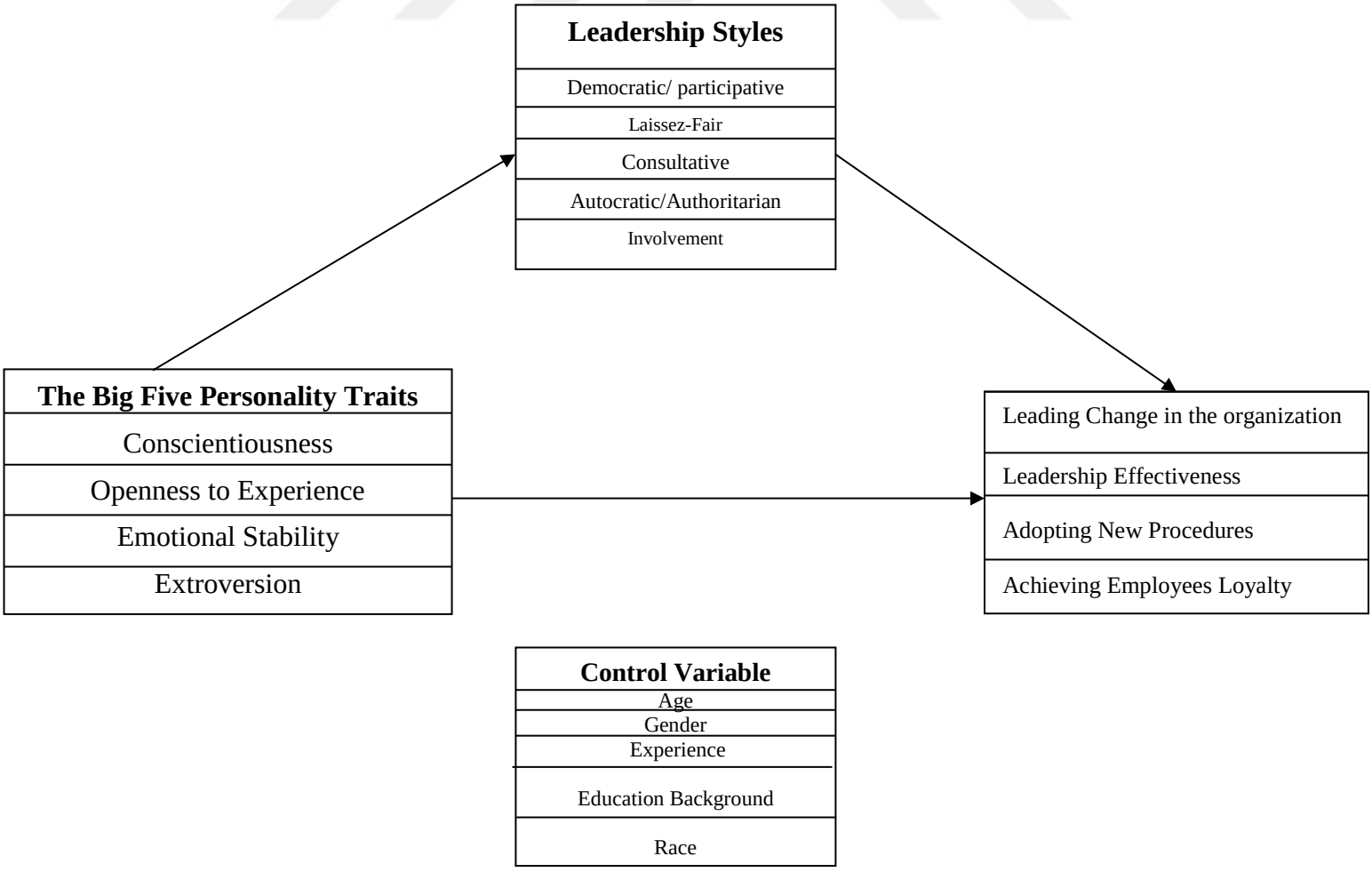
Variables		Number of Items Deleted	Alpha
Big Five Personality Traits	Conscientiousness	-	.8885
	Openness to Experience	-	.8571
	Emotional Stability	-	.8408
	Extroversion	-	.7770
Leadership Styles	Democratic	-	.6598
	Laissez-Fair	-	.5487
	Autocratic	-	.6689
	Involvement		.7468
	Consultative		.5487
Leading Change		-	.8643

Leadership Effectiveness		-	.9011
Adopting New Procedures		-	.7564
Achieving Employees Adherence		-	.7516

Alpha Cronbach values for all variables are ranging from .558 to .901. The high value of alpha Cronbach means the items used in each variable are appropriate and reliable. The item X67 was dropped to increase alpha value for consultative leadership style from .544 to .558.

4.5 Revised Theoretical Framework

After carrying out the reliability analysis, some variables were not reliable and accordingly would not be considered in a further analysis. Therefore, the following theoretical framework resulted. This theoretical framework will be analyzed.



4.6 Restating the Hypotheses Based on the Revised Theoretical Framework

Based on the above revised theoretical framework and after deleting some of variables due to their unreliability, the following hypotheses have been formulated. Some hypotheses that are related to the deleted variables have been left out and some hypotheses that are related to the new variables have been formed.

H1: The Personality Traits Are Positively Related with Leading Change.

H1a: There is a positive relationship between conscientiousness and Leading Change.

H1b: There is a positive relationship between Openness to Experience and Leading Change.

H1c: There is a positive relationship between Emotional Stability and Leading Change.

H1d: There is a positive relationship between Extroversion and Leading Change.

H2: The Personality Traits Are Positively Related with Leadership Effectiveness.

H2a: There is a positive relationship between Conscientiousness and Leadership Effectiveness.

H2b: There is a positive relationship between Openness to Experience and Leadership Effectiveness

H2c: There is a positive relationship between Emotional Stability and Leadership Effectiveness.

H2d: There is a positive relationship between Extroversion and Leadership Effectiveness**.**

H3: The Personality Traits are Positively Related with Adopting New Procedures.

H3a: There is a positive relationship between conscientiousness and Adopting New Procedures.

H3b: There is a positive relationship between Openness to Experience and Adopting New Procedures.

H3c: There is a positive relationship between Emotional Stability and Adopting New Procedures.

H3d: There is a positive relationship between Extroversion and Adopting New Procedures.

H4: The Personality Traits Are Positively Related with Achieving Employees Adherence.

H4a: There is a positive relationship between conscientiousness and Achieving Employees Adherence.

H4b: There is a positive relationship between Openness to Experience and Achieving Employees Adherence.

H4c: There is a positive relationship between Emotional Stability and Achieving Employees Adherence.

H4d: There is a positive relationship between Extroversion and Achieving Employees Adherence.

H5: Leadership Styles are Positively Related with Leading Change.

H5a: Democratic Leadership Style has a positive relationship with Leading Change.

H5b: Laissez-Fair Leadership Style has a negative relationship with Leading Change.

H5c: Consultative Leadership Style has a positive relationship with Leading Change.

H5d: Autocratic Leadership Style has a positive relationship with Leading Change.

H5e: Involvement Leadership Style has a positive relationship with Leading Change.

H6: Leadership Styles Are Positively Related with Leadership Effectiveness.

H6a: Democratic Leadership Style has a positive relationship with Leadership Effectiveness.

H6b: Laissez-Fair Leadership Style has a negative relationship with Leadership Effectiveness.

H6c: Consultative Leadership Style has a positive relationship with Leadership Effectiveness.

H6d: Autocratic Leadership Style has a positive relationship with Leadership Effectiveness.

H6e: Involvement Leadership Style has a positive relationship with Leadership Effectiveness.

H7: Leadership Styles Are Positively Related with Adopting New Procedures.

H7a: Democratic Leadership Style has a positive relationship with Adopting New Procedures.

H7b: Laissez-Fair Leadership Style has a negative relationship with Adopting New Procedures.

H7c: Consultative Leadership Style has a positive relationship with Adopting New Procedures.

H7d: Autocratic Leadership Style has a positive relationship with Leadership Effectiveness.

H7e: Involvement Leadership Style has a positive relationship with Adopting New Procedures.

H8: Leadership Styles Are Positively Related with Achieving Employees Loyalty.

H8a: Democratic Leadership Style has a positive relationship with Achieving Employees Adherence.

H8b: Laissez-Fair Leadership Style has a negative relationship with Achieving Employees Adherence.

H8c: Consultative Leadership Style has a positive relationship with Achieving Employees Adherence.

H8d: Autocratic Leadership Style has a positive relationship with Achieving Employees Adherence.

H8e: Involvement Leadership Style has a positive relationship with Achieving Employees Adherence.

4.7: Pearson Correlation and Anti-image of All Studied Variables

Dimensions obtained in the Personality Big Five Traits were found to be significantly correlated among each other as noticed in table 4.8. The D1 dimension was found to be significantly related with M1, M2 and D1. It was not found to be significantly correlated with M3 and D2.

Table 4.5

Pearson Correlation and Anti-image of All Studied Variables

Pearson Correlation	CONSC	OPEN	EMOT	EXT	Demo	Laiss	Co	Autoc	Involv	Lead	Leaders	Adop	Ac
CONSCIEN	1												
OPENNESS	.530**	1											
EMOTION	.489**	.490**	1										
EXTROVER	.414**	.374**	.124	1									
Democratic	.255**	.032	.057	.046	1								
Laissez-Fair	.155	.119	.164	.011	.346**	1							

Consultative	.209*	.168	-.029	.080	.275**	.126	1						
Autocratic	.239*	.485**	.293**	.124	.108	.174	.069	1					
Involvement	.446**	.370**	.279**	.308**	.341**	.351**	.270**	.368**	1				
Leading Change	.170	.230*	.206*	.229*	.016	.229*	.242*	.257**	.374**	1			
Leadership Effectiveness	.350**	.385**	.257**	.260**	.259**	.262**	.359**	.318**	.508**	.541**	1		
Adopting New Procedures	.139	.320**	.179	.138	-.071	.071	.231*	.278**	.234*	.493**		1	

Achieving Employees' Adherence	.156	.278**	.321**	.107	.040	.099	.066	.370**	.200*	.326**	.405**	.377**	1
Mean	5.5849	5.3060	5.2095	5.2063	3.7905	3.7968	3.7810	3.7048	4.0714	3.7782	4.0063	4.0476	3.6238
Std. Deviation	.78685	.72845	.80777	.94889	.58151	.59286	.64272	.56413	.61795	.61253	.53456	.57397	.70636

Note: ** Correlation is significant at the 0.01 level (2-tailed).
*Correlation is significant at the 0.05 level (2-tailed).

4.8 Outliers

Outliers in the original data were detected and deleted to reduce bias results while testing the hypotheses. Outlier detection is crucial in this study due to the length of the questionnaire design. The questionnaire included many items because there were many variables to be tested. Outlier in the data was set at 2.5. Decision to keep or to drop the outlier was based on the R square value change after deleting the outlier. Table 4.9 below summarizes the results of Casewise Diagnostics between the dimensions of Personality Traits and Leadership Effectiveness. Table 4.8 below will explain the results of Casewise Diagnostics between the Personality Traits and Leading Change.

Table: 4.8 Casewise Results

Independent Variable	Dependent Variable	Outlier Cases Detected	Number of Outlier Cases Deleted
Conscientiousness	Leading Change	6 , 8 & 87	3
Openness to Experience			
Emotional Stability			
Extroversion			

The Casewise Diagnostics results in the table above showed that outliers were detected in one of the models studied. Only after this step, the data was considered clean and correct for further hypothesis testing.

4.9 Descriptive Analysis of Both Personality and Leadership Styles of Managers

Variable	**Mean**
Emotional Stability	5.206
Openness to Experience	5.41
Extraversion	5.254
Conscientiousness	**5.504**
Autocratic Leadership Style	3.662
Democratic Leadership Style	3.6225
Consultative Leadership Style	**3.925**
Laissez-fair Leadership Style	3.6925

4.10 Test for Hypothesis 1

The Personality Traits are positively related with Leading Change.

The same hierarchical multiple regression was conducted. To test hypothesis 1, managers' demographic factors (age, gender, Race, Educational level and Experience as head of department of section) were entered as control variables in block 1. In block2, all the four factors of personality traits namely (conscientiousness, openness to experience, emotional stability, and extroversion) were entered in linear regression to check for its predictive power in respect with Leading Change. Significance of the regression model and its coefficients would be determined by the ANOVA and t-table respectively. Table 4.10 below shows the result of hierarchical multiple regression analysis between the four personality traits and leading Change.

Table 4.10: Regression Analysis between Personality & Leading Change

Model	Variables	Beta	Sig.t	R Square	Adjusted R Square	.F	Sig.F
1	Gender	-.003	.976	.124	.079	2.725	.024
	Age	.256	.032				
	Race	-.156	.124				
	Educational Level	-.010	.920				
	Experience As a head Of department	.104	.387				
2	Gender	-.074	.456	.290	.220	5.361	**.001**
	Age	.312	.006				
	Race	-.218	.026				
	Educational Level	.012	.896				
	Experience As a head Of department	.013	.910				

	Conscientiousness	.010	.936				
	Openness to Experience	.164	.160				
	Emotional Stability	.136	.228				
	Extroversion	**.258**	**.015**				

Only Extroversion was found to be significantly and positively with Leading Change with R Square value of .29%. This means that the regression model explained 29% of variance in Leading Change. No relationship was found between Emotional Stability, Extroversion or Conscientiousness and Leading Change. The prediction equation derived from this study is shown as follows:

ZLeadership Effectiveness= 0.10ZConscientiousness + 0.16ZOpenness to experience + 0.14ZEmotional Stability + 0.26Zextroversion

4.11 Test for Hypothesis 2

The Personality Traits Are Positively Related With Leadership Effectiveness.

Hierarchical multiple regressions were conducted. To test hypothesis 1, managers' demographic factors (age, gender, Race, Educational level and Experience as head of department of section) were entered as control variables in block 1. In block2, all the four factors of personality traits namely (conscientiousness, openness to experience, emotional stability, and extroversion) were entered in linear regression to check for its predictive power in respect with leadership effectiveness. Significance of the regression model and its coefficients would be determined by the ANOVA and t-table respectively. Table 4.11 below shows the result of hierarchical multiple regression analysis between the four personality traits and Leadership Effectiveness.

Table 4.11: Regression Analysis between Personality & Leadership Effectiveness.

Model	Variables	Beta	Sig.t	R Square	Adjusted R Square	.F	Sig.F
1	Gender	.070	.506	.027	-.023	.542	.744
	Age	.033	.788				
	Race	.016	.878				
	Educational Level	-.012	.908				
	Experience As a head Of department	.135	.288				
2	Gender	-.002	.984	.234	.159	6.190	**.000**
	Age	.115	.324				
	Race	-.015	.877				
	Educational Level	.014	.884				
	Experience As a head Of department	.039	.747				
	Conscientiousness	.201	.112				
	Openness to experience	**.269**	**.027**				
	Emotional Stability	.045	.698				
	Extroversion	.062	.566				

Only Openness to Experience was found to be significantly and positively with Leadership Effectiveness with R Square value of .23%. This means that the regression model explained 23% of variance in Leadership Effectiveness. No relationship was found between Emotional Stability, Extroversion or Conscientiousness and Leadership Effectiveness. The prediction equation derived from this study is shown as follows:

ZLeadership Effectiveness = 0.20ZConscientiousness + 0.27ZOpenness to Experience + 0.05ZEmotional Stability + 0.06Zextroversion

4.12 Test for Hypothesis 3

The Personality Traits are positively related Adopting New Procedures.

The same hierarchical multiple regression was conducted. To test hypothesis 3, managers' demographic factors (age, gender, Race, Educational level and Experience as head of department of section) were entered as control variables in block 1. In block2, all the four personality traits namely (Conscientiousness, Openness to Experience, Emotional Stability and Extroversion) were entered in linear regression to check for its predictive power in respect with Adopting New Procedures. Significance of the regression model and its coefficients would be determined by the ANOVA and t-table respectively. Table 4.12 below shows the result of hierarchical multiple regression analysis between the leadership styles and leadership effectiveness.

Table 4.12: Regression Analysis between Personality & Adopting new Procedures.

Model	Variables	Beta	Sig.t	R Square	Adjusted R Square	.F	Sig.F
1	Gender	.113	.284	.034	-.017	.669	.648
	Age	.000	1.000				
	Race	.008	.522				
	Educational Level	-.111	.294				
	Experience As a head Of department	.074	.557				
2	Gender	.115	.294	.133	.048	2.630	**.039**
	Age	.037	.766				
	Race	.015	.885				
	Educational Level	-.088	.389				

	Experience as a head of department/section	.054	.676				
	Conscientiousness	.084	.531				
	Openness to Experience	**.339**	**.009**				
	Emotional Stability	.016	.896				
	Extroversion	.032	.779				

Only Openness to Experience was found to be significantly and positively with Adopting to New Procedures with R Square value of .13%. This means that the regression model explained 13% of variance in Adopting New Procedures. No relationship was found between Emotional Stability, Extroversion or Conscientiousness and Adopting New Procedures. The prediction equation derived from this study is shown as follows:

ZAdopting New Procedures= 0.08ZConscientiousness + 0.34ZOpenness to experience + 0.02ZEmotional stability + 0.03ZExtroversion

4.13 Test for Hypothesis 4

Personality Traits are Positively Correlated with Achieving Employees' Adherence.

The same hierarchical multiple regression was conducted. To test hypothesis 3, managers' demographic factors (age, gender, Race, Educational level and Experience as head of department of section) were entered as control variables in block 1. In block2, four personality traits namely (Conscientiousness, Openness to Experience, Emotional Stability and Extroversion) were entered in linear regression to check for its predictive power in respect with Achieving Employees' Adherence. Significance of the regression model and its coefficients would be determined by the ANOVA and t-table respectively. Table 4.13 below shows the result of hierarchical multiple regression analysis between the big five personality traits and Achieving Employees' Adherence.

Table 4.13: Regression Analysis between Personality & Achieving Employees' Loyalty

Model	Variables	Beta	Sig.t	R Square	Adjusted R Square	.F	Sig.F
1	Gender	-.076	.479	.017	-.035	.323	.898
	Age	-.045	.719				
	Race	.047	.659				
	Educational Level	.091	.390				
	Experience As a head Of department	.015	.905				
2	Gender	-.072	.502	.158	.075	3.852	**.006**
	Age	.057	.639				
	Race	.036	.730				
	Educational Level	.123	.223				
	Experience As a head Of department	-.101	.426				
	Conscientiousness	-.026	.846				
	Openness to Experience	.163	.198				
	Emotional Stability	**.288**	**.020**				
	Extroversion	.044	.389				

Only Emotional Stability was found to be significantly and positively correlated with Achieving Employees' Adherence with R Square value of .16%. This means that the regression model explained 16% of variance in Achieving Employees' Adherence. No

relationship was found between Openness to Experience, Extroversion, Conscientiousness or Achieving Employees' Adherence. The prediction equation derived from this study is shown as follows:

ZAchieving Employees' Adherence = - 0.03ZConscientiousness + 0.16ZOpenness to Experience + 0.29ZEmotional Stability + 0.04Zextroversion

4.14 Test for Hypothesis 5:

Leadership Styles are Positively Correlated with Leadership Effectiveness.

The same hierarchical multiple regression was conducted. To test hypothesis 3, managers' demographic factors (age, gender, Race, Educational level and Experience as head of department of section) were entered as control variables in block 1. In block2, all the five leadership styles namely (Democratic, Laissez-Fair, Consultative, Autocratic, and Involvement) were entered in linear regression to check for its predictive power in respect with leading change. Significance of the regression model and its coefficients would be determined by the ANOVA and t-table respectively. Table 4.14 below shows the result of hierarchical multiple regression analysis between the leadership styles and leadership effectiveness.

Table 4.14: Regression Analysis between Leadership Styles and Leadership Effectiveness.

Model	Variables	Beta	Sig.t	R Square	Adjusted R Square	.F	Sig.F
1	Gender	.070	.506	.027	-.023	.542	.744
	Age	.033	.788				
	Race	.016	.878				
	Educational Level	-.012	.908				
	Experience As a head Of department	.135	.288				
2	Gender	.009	.917	.344	.272	8.780	**.000**

	Age	.035	.736				
	Race	-.059	.528				
	Educational Level	-.087	.349				
	Experience As a head Of department	-.028	.802				
	Democratic	.041	.676				
	Laissez-Fair	.079	.414				
	Consultative	.254	**.010**				
	Autocratic	.107	.254				
	Involvement	.374	**.000**				

Only Consultative and Involvement Leadership Styles were found to be significantly and positively correlated with Leadership Effectiveness with R Square value of .34%. This means that the regression model explained 34% of variance in Leading Change. No relationship was found between Democratic, Consultative, Autocratic or Laissez-Fair Leadership Styles and Leadership Effectiveness.

4.15 Test for Hypothesis 6

Leadership Styles are positively correlated with Leading Change.

The same hierarchical multiple regression was conducted. To test hypothesis 3, managers' demographic factors (age, gender, Race, Educational level and Experience as head of department of section) were entered as control variables in block 1. In block2, all the five leadership styles namely (Democratic, Laissez-Fair, Consultative, Autocratic, and Involvement) were entered in linear regression to check for its predictive power in respect with Leading Change. Significance of the regression model and its coefficients would be determined by the ANOVA and t-table respectively. Table 4.15 below shows the result of hierarchical multiple regression analysis between the leadership styles and Leading Change.

Table 4.15: Regression Analysis between Leadership Styles and Leading Change.

Model	Variables	Beta	Sig.t	R Square	Adjusted R Square	.F	Sig.F
1	Gender	-.003	.976	.124	.079	2.725	.024
	Age	.256	.032				
	Race	-.156	.124				
	Educational Level	-.010	.920				
	Experience As a head Of department	.104	.387				
2	Gender	-.045	.608	.377	.308	7.363	**.000**
	Age	.238	.022				
	Race	-.272	.004				
	Educational Level	-.087	.337				
	Experience As a head Of department	.002	.985				
	Democratic	-.162	.092				
	Laissez-Fair	.179	.061				
	Consultative	.174	.059				
	Autocratic	.123	.182				
	Involvement	**.350**	**.001**				

Only Involvement Leadership Styles was found to be significantly and positively correlated with Leading Change with R Square value of .38%. This means that the regression model explained 38% of variance in Leading Change. No relationship was found between Democratic, Consultative, Autocratic or Leadership Style and Leading Change. This result is supported by literature. Howard (2004) mentioned that leaders should learn how to communicate the need for change and how to make change appealing. The

researcher believes that involving in the subordinates activities is one of the most effective ways to convince and make subordinates change. As explained by et.al. Howard (2004), leading change is a significant part of the policy process, and therefore, the researcher believes that leaders' involvement in the subordinates activities is very essential for bringing about change as change may not occur if leaders are aloof or just giving orders.

4.16 Test for Hypothesis 7

Leadership Styles are positively correlated with Adopting New Procedures.

The same hierarchical multiple regression was conducted. To test hypothesis 3, managers' demographic factors (age, gender, Race, Educational level and Experience as head of department of section) were entered as control variables in block 1. In block2, all the five leadership styles namely (Democratic, Laissez-Fair, Consultative, Autocratic, and Involvement) were entered in linear regression to check for its predictive power in respect with Adopting New Procedures. Significance of the regression model and its coefficients would be determined by the ANOVA and t-table respectively. Table 4.16 below shows the result of hierarchical multiple regression analysis between the leadership styles and Adopting New Procedures.

Table 4.16: Regression Analysis between Leadership Styles and Adopting New Procedures.

Model	Variables	Beta	Sig.t	R Square	Adjusted R Square	.F	Sig.F
1	Gender	.113	.284	.034	-.017	.669	.648
	Age	.000	1.000				
	Race	.068	.522				
	Educational Level	-.111	.294				
	Experience As a head Of department	.074	.557				
2	Gender	.062	.540	.179	.088	3.212	**.010**

	Age	-.007	.950				
	Race	-.018	.864				
	Educational Level	-.139	.0183				
	Experience As a head Of department	.004	.978				
	Democratic	-.180	.103				
	Laissez-Fair	.059	.585				
	Consultative	**.217**	**.040**				
	Autocratic	.198	.063				
	Involvement	.169	.141				

Only Consultative Leadership Style was found to be significantly and positively correlated with Adopting New Procedures with R Square value of 9%. This means that the regression model explained 9% of variance in Adopting to New Procedures. No relationship was found between Democratic, Laissez-Fair, Autocratic or Involvement Leadership Styles and Adopting New Procedures.

4.17 Test for Hypothesis 8

Leadership Styles are positively correlated with Achieving Employees' Loyalty

The same hierarchical multiple regression was conducted. To test hypothesis 3, managers' demographic factors (age, gender, Race, Educational level and Experience as head of department of section) were entered as control variables in block 1. In block2, all the five leadership styles namely (Democratic, Laissez-Fair, Consultative, Autocratic, and Involvement) were entered in linear regression to check for its predictive power in respect with Achieving Employees' Adherence. Significance of the regression model and its coefficients would be determined by the ANOVA and t-table respectively. Table 4.17 below shows the result of hierarchical multiple regression analysis between the Leadership Styles and Achieving Employees' Adherence.

Table 4.17: Regression Analysis between Leadership Styles and Achieving Employees' Adherence.

Model	Variables	Beta	Sig.t	R Square	Adjusted R Square	.F	Sig.F
1	Gender	-.076	.479	.017	-.035	.323	.898
	Age	-.045	.719				
	Race	.047	.659				
	Educational Level	.091	.390				
	Experience As a head Of department	.015	.905				
2	Gender	-.122	.759	.153	.060	2.941	**.017**
	Age	-.037	.759				
	Race	-.029	.783				
	Educational Level	.121	.251				
	Experience As a head Of department	-.042	.738				
	Democratic	.021	.581				
	Laissez-Fair	-.008	.943				
	Consultative	.033	.756				
	Autocratic	**.350**	**.001**				
	Involvement	.064	.578				

Only Autocratic Leadership Style was found to be significantly and positively correlated with Achieving Employees' Adherence with R Square value of .15%. This means that the regression model explained 15% of variance in Achieving Employees' Adherence. No relationship was found between Democratic, Laissez-Fair, Autocratic or Involvement and Achieving Employees' Adherence.

4.18 Test for Hypothesis 9

Personality Traits Are Correlated with Democratic Leadership Style.

The same hierarchical multiple regression was conducted. To test hypothesis 4, managers' demographic factors (age, gender, Race, Educational level and Experience as head of department of section) were entered as control variables in block 1. In block2, all the four personality traits namely (Conscientiousness, Openness to Experience, Emotional Stability and Extroversion) were entered in linear regression to check for its predictive power in respect with Democratic Leadership Style. Significance of the regression model and its coefficients would be determined by the ANOVA and t-table respectively. Table 4.18 below shows the result of hierarchical multiple regression analysis between the leadership styles and leadership effectiveness.

Table 4.18: Regression Analysis between Personality and Democratic Leadership Style.

Model	Variables	Beta	Sig.t	R Square	Adjusted R Square	.F	Sig.F
1	Gender	-.016	.878	.055	.006	1.123	.353
	Age	-.070	.560				
	Race	-.126	.221				
	Educational Level	.084	.415				
	Experience As a head Of department	.239	.053				
2	Gender	-.033	.764	.125	.040	1.842	.127
	Age	-.041	.741				
	Race	-.067	.529				
	Educational Level	.028	.784				

	Experience As a head Of department	.215	.099				
	Conscientiousness	.357	.009				
	Openness to Experi	-.064	.621				
	Emotional Stability	-.096	.443				
	Extroversion	-.097	.404				

None of the personality traits was found to be correlated with Democratic Leadership Style.

4.19 Test for Hypothesis 10

Personality Traits are correlated with Laissez-fair Leadership Style.

The same hierarchical multiple regression was conducted. To test hypothesis 4, managers' demographic factors (age, gender, Race, Educational level and Experience as head of department of section) were entered as control variables in block 1. In block2, all the four personality traits namely (Conscientiousness, Openness to Experience, Emotional Stability and Extroversion) were entered in linear regression to check for its predictive power in respect with Laissez-fair Leadership Style. Significance of the regression model and its coefficients would be determined by the ANOVA and t-table respectively. Table 4.19 below shows the result of hierarchical multiple regression analysis between the leadership styles and Laissez-fair Leadership Style.

Table 4.19: Regression Analysis between Personality and Laissez-fair Leadership Style.

Model	Variables	Beta	Sig.t	R Square	Adjusted R Square	.F	Sig.F
1	Gender	-.036	.727	.074	.026	1.544	.184
	Age	.047	.696				
	Race	.152	.145				

	Educational Level	.209	.044				
	Experience As a head Of department	.124	.316				
2	Gender	-.042	.697	.141	.057	1.782	.139
	Age	.125	.314				
	Race	.194	.070				
	Educational Level	.223	.030				
	Experience As a head Of department	.042	.746				
	Conscientiousness	.189	.156				
	Openness to Experi	.019	.879				
	Emotional Stability	.132	.288				
	Extroversion	-.127	.269				

None of the personality traits was found to be correlated with the Laissez-Fair Leadership Style.

4.20 Test for Hypothesis 11

Personality Traits Are Correlated with Consultative Leadership Style.

The same hierarchical multiple regression was conducted. To test hypothesis 4, managers' demographic factors (age, gender, Race, Educational level and Experience as head of department of section) were entered as control variables in block 1. In block2, all the four personality traits namely (Conscientiousness, Openness to Experience, Emotional Stability and Extroversion) were entered in linear regression to check for its predictive power in respect with Leading Change. Significance of the regression model and its coefficients would be determined by the ANOVA and t-table respectively. Table 4.20

below shows the result of hierarchical multiple regression analysis between the leadership styles and leadership effectiveness.

Table 4.20: Regression Analysis between Leadership Styles and Leadership Effectiveness.

Model	Variables	Beta	Sig.t	R Square	Adjusted R Square	.F	Sig.F
1	Gender	.134	.193	.086	.038	1.808	.119
	Age	-.029	.808				
	Race	-.037	.715				
	Educational Level	.120	.242				
	Experience As a head Of department	.285	.022				
2	Gender	.090	.397	.173	.092	2.419	**.054**
	Age	-.049	.688				
	Race	-.059	.569				
	Educational Level	.118	.236				
	Experience As a head Of department	.331	.010				
	Conscientiousness	.188	1.448				
	Openness to Exper	**.242**	**.056**				
	Emotional Stabilit	**-.294**	**.017**				
	Extroversion	-.091	.419				

Both Openness to Experience and Emotional Stability were found to be correlated with the Consultative Leadership Style.

4.21 Test for Hypothesis 12

Personality Traits Are Correlated with Autocratic Leadership Style.

The same hierarchical multiple regression was conducted. To test hypothesis 4, managers' demographic factors (age, gender, Race, Educational level and Experience as head of department of section) were entered as control variables in block 1. In block2, all the four personality traits namely (Conscientiousness, Openness to Experience, Emotional Stability and Extroversion) were entered in linear regression to check for its predictive power in respect with Autocratic Leadership Style. Significance of the regression model and its coefficients would be determined by the ANOVA and t-table respectively. Table 4.21 below shows the result of hierarchical multiple regression analysis between the leadership styles and leadership effectiveness.

Table 4.21: Regression Analysis between Personality and Autocratic Leadership Style.

Model	Variables	Beta	Sig.t	R Square	Adjusted R Square	.F	Sig.F
1	Gender	.108	.297	.073	.340	1.512	.193
	Age	-.019	.877				
	Race	.205	.050				
	Educational Level	-.114	.270				
	Experience As a head Of department	.094	.449				
2	Gender	.139	.147	.340	.276	9.316	**.000**
	Age	.087	.421				
	Race	.182	.052				
	Educational Level	-.073	.414				

	Experience As a head Of department	.027	.813				
	Conscientiousness	.013	.911				
	Openness to Expe	**.509**	**.000**				
	Emotional Stability	.092	.394				
	Extroversion	-.171	-1.712				

Only Openness to Experience was found to be correlated with the Autocratic Leadership Style.

4.22 Test for Hypothesis 13

Personality Traits Are Correlated with Involvement Leadership Style.

The same hierarchical multiple regression was conducted. To test hypothesis 4, managers' demographic factors (age, gender, Race, Educational level and Experience as head of department of section) were entered as control variables in block 1. In block2, all the four personality traits namely (Conscientiousness, Openness to Experience, Emotional Stability and Extroversion) were entered in linear regression to check for its predictive power in respect with Involvement Leadership Style. Significance of the regression model and its coefficients would be determined by the ANOVA and t-table respectively. Table 4.22 below shows the result of hierarchical multiple regression analysis between the leadership styles and leadership effectiveness.

Table 4.22: Regression Analysis between Personality and Involvement Leadership Style.

Model	Variables	Beta	Sig.t	R Square	Adjusted R Square	.F	Sig.F
1	Gender	.048	.643	.057	.009	1.194	.317
	Age	.016	.896				
	Race	.148	.160				

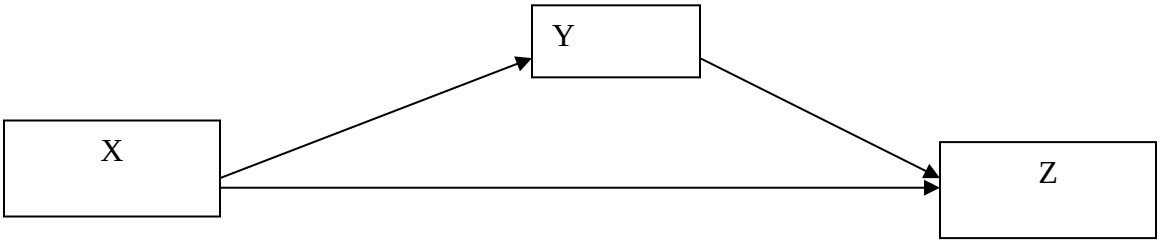
	Educational Level	.107	.307				
	Experience As a head Of department	.168	.180				
2	Gender	-.063	.512	.295	.228	8.011	**.000**
	Age	.109	.329				
	Race	.141	.145				
	Educational Level	.128	.167				
	Experience As a head Of department	.039	.734				
	Conscientiousness	**.365**	**.003**				
	Openness to Experie	.128	.268				
	Emotional Stability	.059	.599				
	Extroversion	.078	.452				

Only Conscientiousness was found to be correlated with Involvement Leadership Style.

4.23 Testing for Mediating

According to the article by Baron and Kenny (1986), one should estimate three regression equations in order to test for meditation. These three regressions are: first, regressing the mediator on the independent variable; second, regressing the dependent variable on the independent variable; and third, regressing the dependent variable on both the independent variable and on the mediator. Baron and Kenny (1986) explained in the same article that separate coefficients for each equation should be estimated and tested. To establish mediation, they pointed out that first, the independent variable must affect the mediator in the first equation; second, the independent variable must be shown to affect the dependent variable in the second equation; and third, the mediator must affect the dependent variablein the third equation. Perfect mediation exists when the independent

variable has no effect when the mediator is controlled. Based on the same article mentioned above, the following diagram explains the mediation.



Z = Dependent Variable

X = Independent Variable

^ = Mediating Variable

The steps that should be tested according to are as follows:

Z = f (X) = a + bX

Z = f (X) = c + dX

Z = f (Y) = e + fY

Z= f (X,Y) = g + hX +jY (Ramayah, Ignatius & Aafaqi, 2005)

Based on the above formulas, we will have full mediator effect if b is not equal to zero, d is not equal to zero, f is not equal to zero and also j is not equal to zero while h must be equal to zero. On the contrary, we will have partial mediator effect if b is not equal to zero, d is not equal to zero, f is not equal to zero and also j is not equal to zero, h is not equal to zero while h is less than b.

Testing conditions of mediating mentioned above, it was found that only Autocratic Leadership Style is mediating Openness to Experience and Adopting New Procedures in Testing whether the mediator is full or partial mediator, we apply the conditions mentioned above and suggested by Baron and Kenny (1986). First, the Autocratic Leadership Style (Y) is to be tested as a mediator between Openness to Experience(X) and Adopting New Procedures (Z).In partial mediation,

Z = f (X) = a + bX

Y = f (X) = c + dX

Z = f (Y) = e + fY

Z= f (X,Y) = g + hX +jY

Where b is not equal to zero, d is not equal to zero, f as well as j are not equal to zero while h is equal to zero. Applying the formula, we get the following result:

Z = f (X) = 2.687 + .316X

Y = f (X) = 1.728 +.485X

Z = f (Y) = 2.567 + .224Y

Z= f (X,Y) = 2.431+ .242X +.160Y

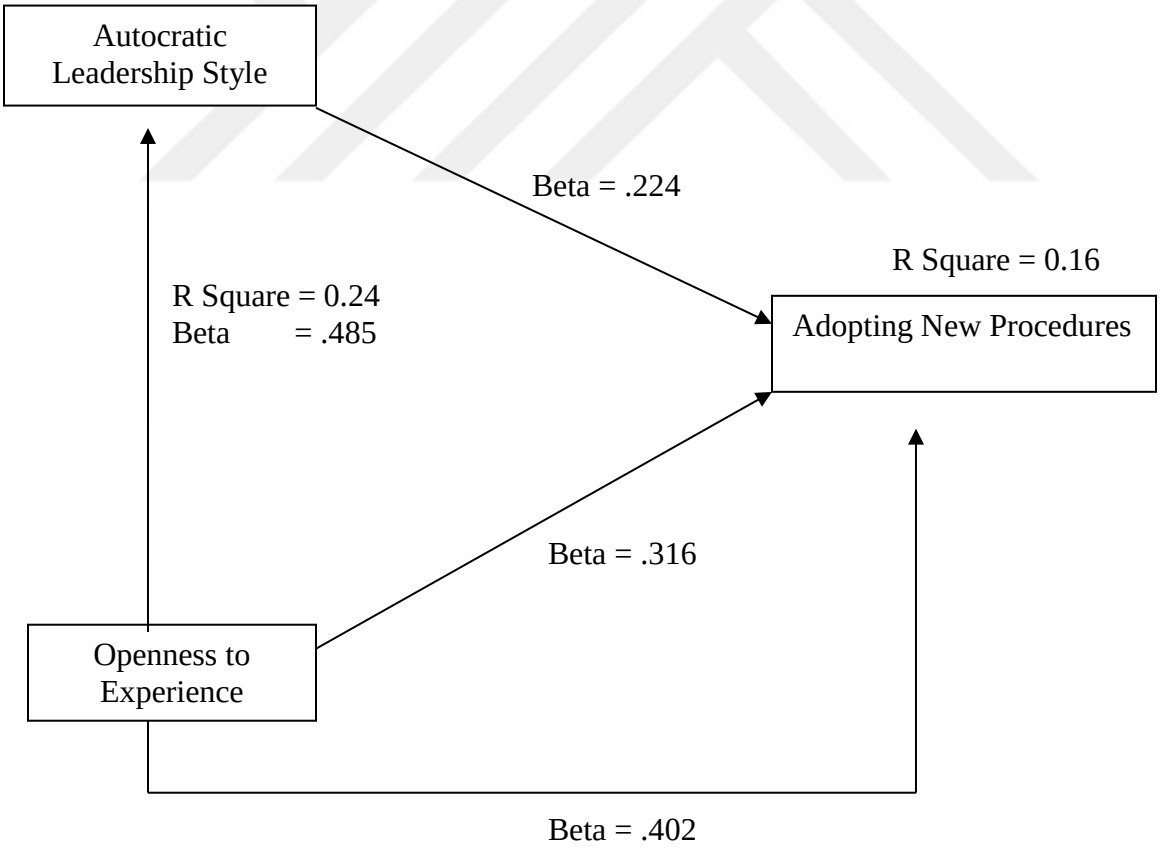
Note: Z = Adopting New Procedures

Y = Autocratic Leadership Style

X = Openness to Experience

Thus, the Autocratic Leadership Style is a partial mediator between Openness to Experience and Adopting New Procedures.

- Mediating Regression Analysis Diagram



Note: Autocratic Leadership Style was the only mediating variable in the study. It mediates Openness to Experience and Adopting New Procedures.

Summary

The table below summarizes all the hypotheses testing found in this study. Indeed, all hypotheses were partially supported. Extroversion is positively related to Leading Change. Openness to Experience is positively related to both Leadership Effectiveness and Adopting New Procedures. Emotional Stability is positively related with Achieving Employees Adherence. Consultative and Involvement Leadership styles are positive predictors of Leading Change. Involvement Leadership Style is a positive predictor of Leadership Effectiveness in the organization. Consultative Leadership Style is a positive predictor with Adopting New Procedures. Autocratic Leadership Style is a positive predictor of Achieving Employees Adherence. Consultative and Autocratic Leadership Styles fully mediated the relationship between Openness to Experience and Leadership Effectiveness. Autocratic Leadership Style fully mediated the relationship between Openness to Experience and Leading Change in the organization.

Summary of Hypotheses Testing

No	Hypothesis	Result
H1	Personality Traits Are Positively Related with Leading Change.	Partially Supported
H2	Personality Traits Are Positively Related with Leadership Effectiveness.	Partially Supported
H3	Personality Traits Are Positively Related with Adopting New Procedures.	Partially Supported
H4	Personality Traits Are Positively Related with Achieving Employees Adherence.	Partially Supported
H5	Leadership Styles Are Positively Related with Leading Change.	Partially Supported

H7	Leadership Styles Are Positively Related with Leadership Effectiveness.	Partially Supported
H8	Leadership Styles Are Positively Related with Adopting New Procedures..	Partially Supported

CHAPTER 5

DISCUSSION AND CONCLUSION

5.0 Introduction

This chapter highlights the conclusion of the findings of this research. It discusses the results that have been reported in Chapter 4. Section 5.2 below includes the recapitulation of the findings. In section 5.3, the description derived from the survey findings is presented. Section 4.5 and 5.5 underline the implication of the study and its limitation. However, section 5.6 provides some suggestions for future studies. Finally, section 5.7 concludes the study.

5.1 Recapitulation

The purpose of this study was to empirically examine the relationship between the personality of the managers (The Big Five Personality Traits) and their relationships to both leadership effectiveness and leading change. The study was also meant to examine the relationship between four leadership styles that the managers may use namely (Autocratic, Democratic, Consultative, and laissez-fair) and their influence on leadership effectiveness and bringing about change in the organization. The revised hypotheses established in Chapter 4 are the focus of this discussion.

The revised hypotheses mentioned in chapter four are based on the factor analysis done on the data gathered. These hypotheses are as follows:

H1: The Personality Traits Are Positively Related with Leading Change.

H1a: There is a positive relationship between conscientiousness and Leading Change.

H1b: There is a positive relationship between Openness to Experience and Leading Change.

H1c: There is a positive relationship between Emotional Stability and Leading Change.

H1d: There is a positive relationship between Extroversion and Leading Change.

H2: The Personality Traits Are Positively Related with Leadership Effectiveness.

H2a: There is a positive relationship between Conscientiousness and Leadership Effectiveness.

H2b: There is a positive relationship between Openness to Experience and Leadership Effectiveness

H2c: There is a positive relationship between Emotional Stability and Leadership Effectiveness.

H2d: There is a positive relationship between Extroversion and Leadership Effectiveness**.**

H3: The Personality Traits are Positively Related with Adopting New Procedures.

H3a: There is a positive relationship between conscientiousness and Adopting New Procedures.

H3b: There is a positive relationship between Openness to Experience and Adopting New Procedures.

H3c: There is a positive relationship between Emotional Stability and Adopting New Procedures.

H3d: There is a positive relationship between Extroversion and Adopting New Procedures.

H4: The Personality Traits Are Positively Related with Achieving Employees Adherence.

H4a: There is a positive relationship between conscientiousness and Achieving Employees Adherence.

H4b: There is a positive relationship between Openness to Experience and Achieving Employees Adherence.

H4c: There is a positive relationship between Emotional Stability and Achieving Employees Adherence.

H4d: There is a positive relationship between Extroversion and Achieving Employees Adherence.

H5: Leadership Styles are Positively Related with Leading Change.

H5a: Democratic Leadership Style has a positive relationship with Leading Change.

H5b: Laissez-Fair Leadership Style has a negative relationship with Leading Change.

H5c: Consultative Leadership Style has a positive relationship with Leading Change.

H5d: Autocratic Leadership Style has a positive relationship with Leading Change.

H5e: Involvement Leadership Style has a positive relationship with Leading Change.

H6: Leadership Styles Are Positively Related with Leadership Effectiveness.

H6a: Democratic Leadership Style has a positive relationship with Leadership Effectiveness.

H6b: Laissez-Fair Leadership Style has a negative relationship with Leadership Effectiveness.

H6c: Consultative Leadership Style has a positive relationship with Leadership Effectiveness.

H6d: Autocratic Leadership Style has a positive relationship with Leadership Effectiveness.

H6e: Involvement Leadership Style has a positive relationship with Leadership Effectiveness.

H7: Leadership Styles Are Positively Related with Adopting New Procedures.

H7a: Democratic Leadership Style has a positive relationship with Adopting New Procedures.

H7b: Laissez-Fair Leadership Style has a negative relationship with Adopting New Procedures.

H7c: Consultative Leadership Style has a positive relationship with Adopting New Procedures.

H7d: Autocratic Leadership Style has a positive relationship with Leadership Effectiveness.

H7e: Involvement Leadership Style has a positive relationship with Adopting New Procedures.

H8: Leadership Styles Are Positively Related with Achieving Employees Adherence.

H8a: Democratic Leadership Style has a positive relationship with Achieving Employees Adherence.

H8b: Laissez-Fair Leadership Style has a negative relationship with Achieving Employees Adherence.

H8c: Consultative Leadership Style has a positive relationship with Achieving Employees Adherence.

H8d: Autocratic Leadership Style has a positive relationship with Achieving Employees Adherence.

H8e: Involvement Leadership Style has a positive relationship with Achieving Employees Adherence.

5.2 Discussion of the Findings

Results from hypothesis 1 in this study showed a significant relationship between Extroversion and Leading Change. Extroversion was the only personality traits, which was found to be significant with Leading Change. Conscientiousness, Openness to Experience and Emotional Stability were not found to be significant. This reveals that in order for the manager to bring about change, he/she has to be extroverted. Bringing about change requires influencing the followers and influencing followers cannot exist without manager's direct contact with them. The researcher believes that a leader can not bring about change if he/she were introverted. Bringing about change in the organization is a very challenging task. Therefore, if the leader is not extroverted enough to influence the followers and lead change, it would be difficult for change to be brought about. Managers who are extroverted are assertive, energetic and dominant. They also seek out positions of authority. These traits are important for them to bring about change. This result proves what Judge and Bono(2002) has found. Jugde and Bono(2002) found that extroversion positively predicted transformational leadership. This study has proved that extroversion is related to bringing about change where bringing about change is one part of transformational leadership. However, Openness to Experience was in the direction of being significant. The significant level of Openness to Experience was 0.16. Conscientiousness and Emotional Stability, the researcher

believes were also to be significant if the sample size had been bigger and the respondents themselves had been of more leadership experience. From the Respondent Profile, it was clear that 60% of them varied between 26 and 35 years old. Moreover, Bringing about Change is an action, which is, to a large extent, related to the CEOs of the company or the organization. Therefore, the way the respondents responded to the questions might have been different if they had been the CEOs themselves.

Results from hypothesis 2 revealed that out of the four personality traits, only Openness to Experience was found to be positively related with Leadership Effectiveness. Managers who are open to experience are characterized by seeking out new experiences through travel, movies, reading widely or doing other activities. This shows the importance of being a man/woman of experience, the manager can be effective. Leadership effectiveness is based on the situation the manager as a leader is involved in. This is according to the situational theory of leadership. Experience is the key through which the manager can open new ways and means to solve problems and achieve goals. The manager can acquire such a key through experience because the situations that the leader is involved in are different. Therefore, the study has proved what other researchers had found before. Conscientiousness, Emotional Stability and Extroversion, although were not significant in this study, were in the direction of being significant and they may be significant if the sample size had been bigger and the respondents had been of more leadership experience. This results supports what Judge and Bono (2002) had found. Indeed, they examined the relationship between personality and transformational leadership and the results showed that Openness to Experience was related to transformational leadership where transformational leadership style was proved by many researchers including Bass and Avolio, 1999 to be the most effective style. Moreover, although, Conscientiousness was not proved to be significant in this study, the researcher still believes that it might have been significant if the sample size had been bigger and the respondent had been of more experience in leadership. Goleman, Mayer and Salvoey (1995) had found that Emotional Intelligence was related to leadership effectiveness. Emotional Stability is one component of EI; therefore, Emotional Stability, the researcher believes is to be significant if the sample size had been bigger.

Results from hypothesis 3 show that there is a significant and positive relationship between only Openness to Experience Personality Traits and Adopting New Procedures. It is worth mentioning here that Adopting New Procedures is one part of change indeed. However, according to the data the researcher gathered both Leading Change and Adopting New Procedures fell into different factors after the researcher had conducted factor analysis in chapter four. This result showed that a manager has to have experience so that he/she can adopt new procedures using suitable means based on the experience he/she has learned. Openness to Experience was found to be significant with leadership effectiveness as explained in Testing for Hypothesis 2. Adopting new procedures successfully is one part of leadership effectiveness. Therefore, openness to experience was found to be supporting what Judge and Bono (2000) had found. They found a positive relationship between personality, where openness to experience is one of the big five dimensions of personality, and leadership effectiveness.

Results from hypothesis 4 showed that there is a significant relationship between Emotional Stability and Achieving Employees' Loyalty. This result indicates that in order for leaders to achieve their followers' adherence and loyalty, these leaders have to be emotionally stable. They have to have a personality, which enjoys emotional stability. Followers are human beings who are emotional in nature; they are people who need a leader who appreciates them and considers their feelings. If these followers work for a leader who really cares about them, they will feel loyal to the leader in particular and to the organization or the company in general. Thus, having a personality, which enjoys emotional stability, a leader can make the followers adhere to the organization throughout influencing them emotionally. Therefore, the leader has to enjoy such an emotional stability in his/her character so that he/she can influence the followers emotionally and control him/herself emotionally when confronted with difficult circumstances. Goleman (1995) explained that emotional intelligence components such as communications skills, empathy, and self-regulation could help leaders adapt their behavior to the situation, solve complex problems, and understand the needs of others. The result that emotional stability, which is the degree to which a leader is well adjusted, calm and secure, goes along with

what Goleman found. Conscientiousness, Openness to Experience and Extroversion were in the direction of being significant. They may have been significant if the sample size had been bigger and the respondents had been of more experience in leadership.

Results from hypothesis 5 shows that there is a significant relationship between both Consultative and Involvement leadership styles and Leadership Effectiveness. This result indicates that in order for leaders to be effective, the leadership styles they should use are consultative and involvement leadership styles. This result indicates that in the Malaysian context, in order for leaders to be effective, they should get involved in the activities of the followers. In addition, they should consult the followers and discuss any issue with them to get the consensus or the majority of votes before making any decision. However, Democratic, Laissez-fair and Autocratic leadership styles were not significant with leadership effectiveness. A consultative leader is a leader who consults with others before making his/her decisions, who has confidence and trust in most people, communicates and consults widely with his employees and before making the decisions, he/she will seek the views of his/her coordinates; however, he/she will have the final say. Moreover, the study has shown that involving in the employees' activities correlates with leadership effectiveness. As mentioned at page number 27 in the literature review, Kee (2005) mentioned that Ansari (2004) found that there wre various research results with regard to leadership style in Malaysia. Govindan (2000) found that the preferred styles of Malaysians are participative and consultative. This supports the same findings of this study. This study; moreover, indicates that there is a positive relationship between consultative leadership style the Malaysian managers tend to use and being effective managers.

Results from hypothesis 6 shows that only Involvement Leadership Style was positively correlated with Leading Change. This shows that in order for leaders in the Malaysian context to bring about change, they should get involved in the activities of the followers. They should not be aloof and away from followers as bringing about change depends mainly on the employees of the company. None of the Autocratic, Laissez-fair or Democratic leadership styles was found to be significant with Leading Change. Consultative leadership style can be significant as Sig.F was .059. This indicates that under certain circumstances using the Consultative leadership style can be significant. To lead

change, a leader has to influence and persuade the followers to change. A leader cannot achieve that while giving instructions only while sitting in his office. A leader has to get involved in the activities of the employees and get involved with the employees by communicating with them face to face. The study has shown that involvement leadership style can help in bringing about change. This result is supported by literature. Howard (2004) mentioned that leaders should learn how to communicate the need for change and how to make change appealing. The researcher believes that involving in the subordinates activities is one of the most effective ways to convince and make subordinates change. As explained by et.al. Howard (2004), leading change is a significant part of the policy process, and therefore, the researcher believes that leaders' involvement in the subordinates activities is very essential for bringing about change as change may not occur if leaders are aloof or just giving orders.

Results from hypothesis 7 shows that only Consultative Leadership Style was positively correlated with Adopting New Procedures. This shows that in order for leaders in the Malaysian context to adopt new procedures, they should get practice consultative leadership style,where they make sure they consult and get the approval by the majority of all managers if not all of them. None of the Autocratic, Laissez-fair or Democratic leadership styles was found to be significant with Adopting New Procedures.

Results from hypothesis 8 shows that only Autocratic Leadership Style was positively correlated with Achieving Employees' Adherence. This indicates that leaders have to be powerful and have to show their power to their subordinates. The subordinates have to be sure that their leaders are influential and have power. As shown in hypothesis 4, leaders who tend to use such a style have a personality, which enjoys emotional stability. Therefore, having powerful leaders who are emotionally stab can make employees adhere to their jobs. None of Democratic, Laissez-fair, Consultative, or involvement was found to be significant with Achieving Employees' Adherence.

Results from hypothesis 9 shows that none of Personality Traits namely: (Conscientiousness, Openness to Experience, Emotional Stability, and Extroversion) is significant with Democratic Leadership Style.

Results from hypothesis 10 shows that none of Personality Traits namely: (Conscientiousness, Openness to Experience, Emotional Stability, and Extroversion) is significant with Laissez-fair Leadership Style.

Results from hypothesis 11 shows that both Openness to Experience and Emotional Stability are significantly correlated with Consultative Leadership Style. This indicates that those leaders who use democratic leadership style enjoy openness to experience and they are emotionally stable. Neither Conscientiousness nor Extroversion was correlated with Consultative Leadership Style.

Results from hypothesis 12 show that only Openness to Experience is significantly correlated with Autocratic Leadership Style. This indicates that those leaders who use Autocratic leadership style enjoy openness to experience, which gives them self-confident. Emotional Stability, Conscientiousness and Extroversion were not correlated with Autocratic Leadership Style.

Results from hypothesis 13 shows that Openness to Experience is significantly correlated with Autocratic Leadership Style. This indicates that those leaders who use Autocratic leadership style enjoy openness to experience, which gives them self-confident. Conscientiousness, Emotional Stability and Extroversion were not correlated with Involvement Leadership Style.

5.3 Implications of the Study

5.3.a Theoretical Implications

The findings reported from this study bring great understanding of the relationship between Personality Traits and Leadership Effectiveness, Leading Change and Achieving the Employees' Adherence. On the one hand, the study showed that Extroversion was linked to Leading Change, Openness to Experience was linked to Leadership Effectiveness as well as Adopting New Procedures and Emotional Stability

was linked with Achieving the Employees' Adherence. On the other hand, the study showed the link between Consultative and Involvement Leadership Styles and Leadership Effectiveness, Involvement Leadership Style and Leading Change, Consultative Leadership Style and Adopting New Procedures and Autocratic Leadership Style and Achieving the Employees' Adherence. Therefore, theoretically speaking, the study showed that there are certain relationships and links between the independent, the mediating and the dependent variables.

5.3.b Practical Implications

The results of the study demonstrate valuable findings in the impact of the personality traits of the managers and the leadership styles they use on their leadership effectiveness, capability of leading change, adopting new procedures and achieving the employees' adherence. The results of this study shows that in order to bring about change in the company/organization, a leader has to be an extroverted and in order to be effective and adopt new procedures, a leader has to be open to experience. Moreover, a leader has to be emotionally stable in order for him/her to achieve the loyalty of his/her employees. As for the leadership styles, the study shows that both consultative and involvement leadership styles have an impact on leadership effectiveness. The study shows that involvement leadership style, that is, the style where the leaders is involved in the activities of the employees has a very strong impact on bringing about change. The study also shows a significant relationship between the consultative leadership style and adopting new procedures in the company/organization. The study reveals a very interesting result. It shows a positive relationship between the autocratic leadership style and the employees' adherence. This may be true in the context of Malaysia where the distance between the leader and subordinate is noticeably high. This is different from other European countries or America where the distance between the leader and the subordinates is not as high as it is in Malaysia. Therefore, if a leader uses the autocratic leadership style and is well adjusted and calm, he/she will be able to achieve the employees' adherence. In addition, the study shows that managers who are open to experience and emotionally stable, tend to use the consultative leadership style. It also shows that managers who uses the autocratic leadership style, tend to be open to

experience while those managers who are responsible, achievement-oriented, persistent and dependable tend to use involvement leadership style. Thus, the CEOs of the companies or organizations can apply these theoretical findings by involving managers who are leaders in these companies in training that can enhance and develop their personality traits or leadership styles they use. For example, knowing that there is a relationship between Extraversion and Leading Change, the CEOs may involve the managers into different courses and training that enhance their Extraversion Personality Traits.

5.4 Limitations of the Study

The data gathered in this study is only from Penang and Kedah states. The majority of the data was gathered from Penang State. Therefore, the study might be limited to the respondents of Kedah and Penang in general and of Penang in particular. The results of the study have shown only four personality dimensions instead of five. This might be due to the limited number of respondents that the researcher managed to get and the fact that 60 % of the respondents were between 26 and 35 years of age. This may indicate that those respondents still need more experience in leadership. The results might have been better if those respondents were of better experiences as leaders. If the study was conducted on more managers at different areas in Malaysia, the results might have been different.

5.5 Recommendations for Future Studies

For future research, the researcher would like to recommend the following points: first, the sample of a future study should be bigger and from different areas of Malaysia. Second, the respondent should be selected from a particular category, where he/she has got enough experience as a head of section or department or the CEO of the company/organization. I am suggesting this after finding out that 60% of the respondents were from 26 to 35 years of age. Third, since this study has shown a positively significant relationship between the personalities of managers and behavior represented in bringing about change, adopting new procedures and leadership effectiveness, it is recommended that other researchers focus on what leads to extroversion or emotional stability, for example. Finally, studying the factors that lead

to making managers use certain leadership style/s is a recommended topic for research too.

5.6 Conclusion

This study has endeavored to examine the relationship between the personality of the managers based on the big five personality traits as well as the impact of the leadership style they use on their capabilities of bringing about change, their leadership effectiveness, achieving the employees' adherence and adopting new procedures. This study has shown that Extroversion is significantly related with leading change, openness to experience is related with leadership effectiveness and adopting new procedures, and emotional stability is related with achieving the employees adherence. The study has also shown that consultative and involvement leadership styles are related with leadership effectiveness, consultative leadership style is related with achieving employees' adherence and involvement leadership style is related with leading change. Finally, the researcher hopes that this study can enhance the readers' understanding of the important role both the personality and the leadership style the managers use play in leadership effectiveness and leading change in the Malaysian companies / organizations. In conclusion, this study has shown that Malaysian managers do not practice or use laissez-fair and democratic leadership styles. However, they tend to use autocratic and consultative leadership styles. **T**his is supported by the previous research of Govindan who found that the preferred styles of Malaysian managers were consultative. This study has come up with a new leadership style, which was named by the researcher as involvement leadership style, which reflects the extent to which the leader gets involved with the activities of the employees. The researcher also hopes that this study has consolidated the importance of studying the impact of personality and the leadership styles on the behavior of organizations/companies.

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APPENDIX 1

QUESTIONNAIRE

UNIVERSITI SAINS MALAYSIA

PUSAT PENGAJIAN PENGURUSAN / SCHOOL OF MANAGEMENT

Questionnaire for MBA Thesis

My Dear Respondent,

First of all, congratulations for being selected to participate in this research. I am currently conducting a research project entitled "The Big Five Personality Traits and Their Relationships with Leadership Styles and Effectiveness"

This project is performed as a part of the academic requirements for the degree of Master of Business Administration (MBA) course at the School of Management, Universiti Sains Malaysia. Indeed, I am seeking your assistance in completing the attached questionnaire. I would be most grateful to you if you could spend a few minutes of your precious time responding *HONESTLY* to the statements in the attached questionnaire.

My Dear Respondent,
Your response should reflect your role as a head of department or a head of section. You must be a leader/supervisor of a group of workers, a head of department or a head of section to be eligible as a respondent.

I would like to draw your attention that this research is a purely academic study and there is no right or wrong answer. I really seek your *HONEST* answers to the questions of the questionnaire.

Please return it directly to me or through the person who distributed it. Your responses will be kept strictly confidential. NO individual name or name of company will be published.
Finally, I would be *EXTREMELY* grateful and thankful to you in advance for your kind attention and participation in this study. Your effort would be extremely appreciated.
Yours sincerely,

Ismael YA Abu Jarad
MBA Student
School of Management, USM

Prof. Mohamed Sulaiman
Research Supervisor
School of Management, USM

Please answer all the questions below by ticking your answers in the suitable blank.

Section A: Demographical Data

1. **Gender** ☐ Male ☐ Female

2. Age

☐ 20 to 25 years ☐ 26 to 30 years

☐ 31 to 35 years ☐ 36 to 40 years

☐ 41 to 45 years ☐ 46 to 50 years

☐ 51 to 55 years ☐ 56 above

3. Race ☐ Malay ☐ Chinese ☐ Indian ☐ Others

4.Educational Level ☐ SPM ☐ STPM /Diploma ☐ Degree ☐ Master ☐ Ph, D

5. Experience as a head of department/ section

☐ Less than 2years ☐ 2 to 5 years

☐ 6 to 10 years ☐ 10 to 15 years

☐ 16 and above

6. Your Designation_____

7. How many people are reporting directly to you? _____

SECTION B: PERSONALITY TRAITS

Please circle the scale below that BEST characterizes your personality traits

Example: (angry 1 2 3 4 5 6 7 calm: 1 means you are extremely angry while7 means you are extremely calm.)

1	Angry	1	2	3	**4**	5	6	7	Calm
2	Tense	1	2	3	**4**	5	6	7	Relaxed
3	Nervous	1	2	3	**4**	5	6	7	At ease
4	Envious	1	2	3	**4**	5	6	7	Not envious
5	Unstable	1	2	3	**4**	5	6	7	Stable
6	Discontented	1	2	3	**4**	5	6	7	Contented
7	Insecure	1	2	3	**4**	5	6	7	Secure
8	Emotional	1	2	3	**4**	5	6	7	Unemotional
9	Guilt-Ridden	1	2	3	**4**	5	6	7	Guilt-free
10	Moody	1	2	3	**4**	5	6	7	Steady
11	Unintelligent	1	2	3	**4**	5	6	7	Intelligent
12	Imperceptive	1	2	3	**4**	5	6	7	Perceptive

13	Unanalytical	1	2	3	**4**	5	6	7	Analytical
14	Uninquisitive	1	2	3	**4**	5	6	7	Inquisitive
15	Unimaginative	1	2	3	**4**	5	6	7	Imaginative
16	Uncreative	1	2	3	**4**	5	6	7	Creative
17	Uncultured	1	2	3	**4**	5	6	7	Cultured
18	Unrefined	1	2	3	**4**	5	6	7	Refined
19	Unsophisticated	1	2	3	**4**	5	6	7	Sophisticated
20	Introverted	1	2	3	**4**	5	6	7	Extroverted
21	Unenergetic	1	2	3	**4**	5	6	7	Energetic
22	Silent	1	2	3	**4**	5	6	7	Talkative
23	Unenthusiastic	1	2	3	**4**	5	6	7	Enthusiastic
24	Timid	1	2	3	**4**	5	6	7	Bold
25	Inactive	1	2	3	**4**	5	6	7	Active
26	Inhibited	1	2	3	**4**	5	6	7	Spontaneous
27	Unassertive	1	2	3	**4**	5	6	7	Assertive
28	Unadventurous	1	2	3	**4**	5	6	7	Adventurous
29	Unsociable	1	2	3	**4**	5	6	7	Sociable
30	Cold	1	2	3	**4**	5	6	7	Warm
31	Unkind	1	2	3	**4**	5	6	7	Kind
32	Uncooperative	1	2	3	**4**	5	6	7	Cooperative
33	Selfish	1	2	3	**4**	5	6	7	Unselfish
34	Rude	1	2	3	**4**	5	6	7	Polite
35	Disagreeable	1	2	3	**4**	5	6	7	Agreeable
36	Distrustful	1	2	3	**4**	5	6	7	Trustful
37	Stingy	1	2	3	**4**	5	6	7	Generous
38	Inflexible	1	2	3	**4**	5	6	7	Flexible
39	Unfair	1	2	3	**4**	5	6	7	Fair
40	Disorganized	1	2	3	**4**	5	6	7	Organized
41	Irresponsible	1	2	3	**4**	5	6	7	Responsible
42	Undependable	1	2	3	**4**	5	6	7	Reliable
43	Negligent	1	2	3	**4**	5	6	7	Conscientious
44	Impractical	1	2	3	**4**	5	6	7	Practical
45	Careless	1	2	3	**4**	5	6	7	Thorough

46	Lazy	1	2	3	**4**	5	6	7	Hardworking
47	Extravagant	1	2	3	**4**	5	6	7	Thrifty
48	Rash	1	2	3	**4**	5	6	7	Cautious
49	Frivolous	1	2	3	**4**	5	6	7	Serious

SECTION C: Leadership Styles

To what extent do you agree with the following statements?

		Strongly Disagree	Disagree	Neutral Agree	Agree	Strongly Agree
1	I'm a perfectionist.	1	2	3	4	5
2	I am assertive about how to do things.	1	2	3	4	5
3	I automatically take charge.	1	2	3	4	5
4	I talk others into doing things my way.	1	2	3	4	5
5	I put people under pressure.	1	2	3	4	5
6	I enable others to feel ownership for their work.	1	2	3	4	5
7	I appreciate the needs and perspectives of others.	1	2	3	4	5
8	I trust what people say.	1	2	3	4	5
9	I value cooperation over competition.	1	2	3	4	5
10	I believe that others have good intentions.	1	2	3	4	5
11	I often follow up after delegation.	1	2	3	4	5
12	I often utilize the skills and talents of others.	1	2	3	4	5
13	I often inform others of the developments that affect their work.	1	2	3	4	5
14	I often involve others in planning and goal setting.	1	2	3	4	5
15	I often consult with people.	1	2	3	4	5
16	I often make employees make decision, but responsible for the decision they make.	1	2	3	4	5
17	I often let the employees analyze the situation and determine what needs to be done and how to do it.	1	2	3	4	5
18	I often set priorities and delegate certain tasks	1	2	3	4	5
19	I believe I cannot do everything in the organization	1	2	3	4	5

SECTION D: Leadership Effectiveness

Since you, as a manger, took over, your department has been able to

		Strongly Disagree	Disagree	Neutral Agree	Agree	Strongly Agree
1	Accomplish the prime assigned tasks by high-level management.	1	2	3	4	5
2	Achieve the department's committed goals and objectives.	1	2	3	4	5
3	Create greater cohesiveness among subordinates.	1	2	3	4	5
4	Reduce employee turnover rate.	1	2	3	4	5
5	Reduce possible resistance by followers on leader's request.	1	2	3	4	5
6	Create sense of espirit de corps (Esprit de Corps) = loyalty and devotion uniting the members of a group.	1	2	3	4	5
7	Generate profits for the company.	1	2	3	4	5
8	Provide personal growth (skills, training, promotion) to the members.	1	2	3	4	5
9	Improve group cooperation.	1	2	3	4	5
10	Improve morale of members.	1	2	3	4	5
11	Increase overall contribution to the company.					
12	Gain respect of other departments.	1	2	3	4	5
13	Be better prepared to face future challenges.	1	2	3	4	5

SECTION E: Leading Change

	Please circle your response on the 1 to 5 scale to indicate the extent of your agreement with each statement.	Strongly Disagree	Disagree	Neutral Agree	Agree	Strongly Agree
1	I have adopted improved procedures for doing my job.	1	2	3	4	5
2	I have changed how my job was executed in order to be more effective.	1	2	3	4	5
3	I have brought about improved procedures for the work unit or department.	1	2	3	4	5
4	I have instituted new work methods that were more effective for the company.	1	2	3	4	5
5	I have proposed for changes in organizational rules or policies that were nonproductive or counterproductive.	1	2	3	4	5
6	I have made constructive suggestions for improving how things operate within the organization.	1	2	3	4	5
7	I have corrected faulty procedures or practices.	1	2	3	4	5
8	I have eliminated redundant or unnecessary procedures.	1	2	3	4	5
9	I have implemented solutions to pressing organizational problems.	1	2	3	4	5
10	I have introduced new structures, technologies, or approaches to improve efficiency.	1	2	3	4	5

SECTION F: Organizational Characteristics

1. How old is your organization / company?

_____

2. How many full time employees are there in your company?

_____

3. What industry is your company in? (Example: manufacturing, electronic, food, tobacco, service, please explain)

_____

4. My company is:

a) 100 % Malaysian owned?
b) Majority-Malaysian-Owned?
c) Majority-Foreign-Owned?
d) 100% Foreign-Owned?

APPENDIX 2

SPSS OUTPUS