

The copyright © of this thesis belongs to its rightful author and/or other copyright owner. Copies can be accessed and downloaded for non-commercial or learning purposes without any charge and permission. The thesis cannot be reproduced or quoted as a whole without the permission from its rightful owner. No alteration or changes in format is allowed without permission from its rightful owner.



**THE MODERATING ROLE OF ORGANIZATIONAL
CULTURE ON THE RELATIONSHIP BETWEEN
EMOTIONAL INTELLIGENCE AND
TRANSFORMATIONAL LEADERSHIP**



HUSSEIN-ELHAKIM AL ISSA



**DOCTOR OF PHILOSOPHY
UNIVERSITI UTARA MALAYSIA
November 2016**

**THE MODERATING ROLE OF ORGANIZATIONAL CULTURE
ON THE RELATIONSHIP BETWEEN EMOTIONAL
INTELLIGENCE AND TRANSFORMATIONAL LEADERSHIP**



**Thesis Submitted to
Othman Yeop Abdullah Graduate School of Business,
Universiti Utara Malaysia, in Fulfillment of the Requirement for the
Degree of Doctor of Philosophy**



Pusat Pengajian Pengurusan Perniagaan
(*School of Business Management*)

Kolej Perniagaan
(*College of Business*)

Universiti Utara Malaysia

PERAKUAN KERJA TESIS / DISERTASI
(*Certification of thesis / dissertation*)

Kami, yang bertandatangan, memperakukan bahawa
(*We, the undersigned, certify that*)

MR. HUSSEIN-ELHAKIM AL ISSA

calon untuk Ijazah

DOCTOR OF PHILOSOPHY

(*candidate for the degree of*)

telah mengemukakan tesis / disertasi yang bertajuk:

(*has presented his/her thesis / dissertation of the following title*):

THE MODERATING ROLE OF ORGANIZATION CULTURE ON THE RELATIONSHIP BETWEEN EMOTIONAL
INTELLIGENCE AND TRANSFORMATIONAL LEADERSHIP

seperti yang tercatat di muka surat tajuk dan kulit tesis / disertasi.
(*as it appears on the title page and front cover of the thesis / dissertation*).

Bahawa tesis/disertasi tersebut boleh diterima dari segi bentuk serta kandungan dan meliputi bidang ilmu dengan memuaskan, sebagaimana yang ditunjukkan oleh calon dalam ujian lisan yang diadakan pada:

29 September 2016.

(*That the said thesis/dissertation is acceptable in form and content and displays a satisfactory knowledge of the field of study as demonstrated by the candidate through an oral examination held on:*

29 September 2016.

Pengerusi Viva
(*Chairman for Viva*)

: Assoc. Prof. Dr. Chandrakantan a/l Subramaniam

Tandatangan
(*Signature*)

Pemeriksa Luar
(*External Examiner*)

: Assoc. Prof. Dr. Khairul Anuar Mohd. Ali (UKM)

Tandatangan
(*Signature*)

Pemeriksa Dalam
(*Internal Examiner*)

: Dr. Tang Swee Mei

Tandatangan
(*Signature*)

Tarikh: 29 September 2016
(*Date*)

Nama Nama Pelajar
(Name of Student) : Mr. Hussein-Elhakim Al Issa

Tajuk Tesis / Disertasi
(Title of the Thesis / Dissertation) : The Moderating Role Of Organization Culture On The Relationship Between Emotional Intelligence And Transformational Leadership

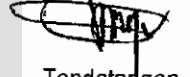
Program Pengajian
(Programme of Study) : Doctor of Philosophy

Nama Penyelia/Penyelia-penyalia
(Name of Supervisor/Supervisors) : Prof. Dr. Rosli Mahmood

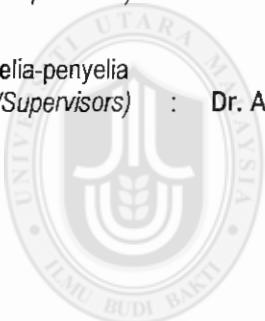
Nama Penyelia/Penyelia-penyalia
(Name of Supervisor/Supervisors) : Dr. Abdul Shukor Shamsudin



Tandatangan



Tandatangan



UUM
Universiti Utara Malaysia

PERMISSION TO USE

In presenting this thesis in fulfilment of the requirements for a postgraduate degree from Universiti Utara Malaysia, I agree that the University Library may make it freely available for inspection. I further agree that permission for the copying of this thesis in any manner, in whole or in part, for scholarly purpose may be granted by my supervisor(s) or, in their absence, by the Dean of Othman Yeop Abdullah Graduate School of Business. It is understood that any copying or publication or use of this thesis or parts thereof for financial gain shall not be allowed without my written permission. It is also understood that due recognition shall be given to me and to Universiti Utara Malaysia for any scholarly use which may be made of any material from my thesis.

Requests for permission to copy or to make other use of materials in this thesis, in whole or in part, should be addressed to:



ABSTRACT

The purpose of this empirical research is to examine the interrelated influences among emotional intelligence, organizational culture, and transformational leadership. In particular, the current study investigated the effect of emotional intelligence as a predictor of transformational leadership. The potential moderating effects of organizational culture on the relationships between the dimensions of emotional intelligence and transformational leadership were also examined. Data was collected from a sample of 333 academic leaders in 18 public universities in peninsular Malaysia. Transformational leadership was measured by using the Multifactor Leadership Questionnaire (MLQ-5x Short), emotional intelligence, using the Wong and Law Emotional Intelligence Scale (WLEIS), and organizational culture, using the Organizational Culture Assessment Instrument (OCAI). Structural equation modeling by means of partial least square bootstrapping resampling was used for hypotheses testing. Methodological improvements were made to overcome some of the challenges identified by past research that examined emotional intelligence and leadership. These concerns included common method variance, smaller sample sizes, relatively lower construct reliability, and researching sole organizations. The statistical results revealed a significantly positive relationship between transformational leadership and three of the independent variables, namely, self-emotion appraisal, others emotional appraisal, and use of emotion. The study of organizational culture as a moderator between the dimensions of emotional intelligence and transformational leadership was also unprecedented. Generally, organizational culture played an important role in moderating this relationship. However, the moderating effect of organizational culture as a whole construct, and clan and hierarchy type cultures were found significant only on the relationship between regulation of emotion and transformational leadership while adhocracy type culture negatively moderated the relationship between others emotional appraisal and transformational leadership. The results of this study contribute to the present pool of knowledge about the interrelationships of emotional intelligence, organizational culture and transformational leadership, showing that the power of leaders' emotional intelligence on transformational leadership is expressed through a third moderating variable, organizational culture. Theoretically, the study is hopeful to further understandings of the predictive power of emotional intelligence dimensions on transformational leadership, as well as contribute insights as to the conditional effect of organizational culture on the relationship. The findings of the study will also help practitioners improve the selection and development of leaders.

Keywords: Transformational Leadership, Emotional Intelligence, Organizational Culture, Higher Education

ABSTRAK

Tujuan kajian empirikal ini ialah untuk meneliti pengaruh yang saling mengait di antara kecerdasan emosi, budaya organisasi dan kepimpinan transformasi. Khususnya kajian ini meneliti kesan pengukuran kecerdasan emosi sebagai peramal kepada kepimpinan transformasi. Potensi kesan-kesan pengantara budaya organisasi ke atas hubungan di antara dimensi-dimensi kecerdasan emosi dengan kepimpinan transformasi juga telah diteliti. Data telah dipungut daripada sampel 333 pemimpin akademik di 18 universiti awam di Semenanjung Malaysia. Kepimpinan transformasi telah diukur menggunakan Multifactor Leadership Questionnaire (MLQ-5x Short), kecerdasan emosi menggunakan Wong and Law Emotional Intelligence Scale (WLEIS), dan budaya organisasi menggunakan Organizational Culture Assessment Instrument (OCAI). Kuasa Dua Terkecil Separa-permodelan Persamaan Struktur persampelan semula telah digunakan untuk menguji hipotesis-hipotesis. Penambahbaikan metodologi telah dilakukan untuk mengatasi beberapa cabaran yang dikenalpasti oleh pengkaji-pengkaji lepas apabila meneliti kecerdasan emosi dan kepimpinan. Keperihatinan itu termasuk kaedah biasa varians, saiz sampel yang kecil, kebolehpercayaan dan konstruk yang relatifnya kecil, dan menyelidiki organisasi tunggal. Dapatkan statistik menunjukkan hubungan signifikan positif antara kepimpinan transformasi dengan tiga daripada pembolehubah-pembolehubah bebas iaitu penilai emosi diri, penilai emosi lain dan penggunaan emosi. Penggunaan budaya organisasi sebagai penyederhana di antara dimensi kecerdasan emosi dan kepimpinan transformasi juga tidak pernah dilakukan sebelum ini. Umumnya budaya organisasi telah memainkan peranan penting dalam menyederhana hubungan ini. Bagaimanapun kesan penyederhanaan budaya organisasi sebagai konstruk keseluruhan, dan jenis budaya puak dan hierarkaki hanya signifikan ke atas hubungan antara peraturan emosi dengan kepimpinan transformasi manakala jenis budaya adokrasi menyederhana secara negatif hubungan antara penilaian emosi lain dengan kepimpinan transformasi. Dapatkan kajian ini menyumbang kepada pengetahuan semasa mengenai perhubungan kecerdasan emosi, budaya organisasi dan kepimpinan transformasi, dengan menunjukkan bahawa kuasa kecerdasan emosi pemimpin-pemimpin ke atas kepimpinan transformasi dinyatakan melalui variabel penyederhana ketiga, budaya organisasi. Secara teorinya, kajian ini diharap akan meningkatkan kefahaman kuasa peramal dimensi kecerdasan emosi ke atas kepimpinan transformasi di samping menyumbang pandangan kepada kesan bersyarat budaya organisasi ke atas hubungan tersebut. Dapatkan kajian ini juga akan membantu pengamal-pengamal dalam meningkatkan lagi pemilihan dan pembangunan pemimpin-pemimpin.

Kata Kunci: Kepimpinan transformasional, kecerdasan emosi, budaya organisasi, pendidikan tinggi

ACKNOWLEDGEMENTS

Alhamdulilah. Thank God for His blessings and for allowing me to complete my PhD dissertation. I thank my family for their prayers and moral support.

I am forever indebted to my supervisor, Professor Dr. Rosli Mahmood, for his experienced guidance and encouraging support. Without a doubt, I owe this achievement to my supervisor for being a pivotal and single biggest contact point for me as an aspiring scholar at UUM. His valuable direction cleared many hurdles, and so freed more time and energy for me to contribute as a researcher. I found my supervisor's vast experience, inspirational motivation skills, and network contacts, indispensable. I am also grateful to Dr. Abdul Shukor Bin Shamsudin for being there when I needed his advice. A special thank you goes to the panel of the Oral Examination Board for their comments and suggestions during the viva session, particularly to Dr. Tang Swee Mei for her valuable detailed suggestions and constructive criticism. Finally, I would like to extend my appreciation to the management of Universiti Utara Malaysia and support system for making my transition back to school, and out so seamless.

Many people deserve my thanks of which only a few can be mentioned here. Therefore, I would like to offer my gratitude to all of those who supported me during my journey until the completion of this work, and God bless.

Alhamdulilah.

TABLE OF CONTENTS

TITLE PAGE	PAGE
TABLE OF CONTENTS.....	viii
LIST OF TABLES	xii
LIST OF FIGURES	xiii
LIST OF ABBREVIATIONS.....	xiv
CHAPTER ONE INTRODUCTION	1
1.1 Background.....	1
1.2 Problem Statement.....	10
1.3 Research Questions.....	17
1.4 Research Objectives.....	18
1.5 Scope of Study	19
1.6 Significance of Study	19
1.7 Definition of Terms	21
1.8 Organization of the Thesis	22
CHAPTER TWO LITERATURE REVIEW	24
2.1 Introduction.....	24
2.2 Concept of Transformational Leadership	24
2.2.1 Leadership in Higher Education	33
2.3 Concept of Emotional Intelligence (EI)	38
2.4 Concept of Organizational Culture (OC).....	51
2.5 Underpinning Theory.....	63
2.6 Emotional Intelligence and Leadership	69
2.7 Organizational Culture as a Moderator.....	84
2.8 Hypotheses Development	87
2.8.1 Self-Emotion Appraisal and Transformational Leadership	87
2.8.2 Others Emotional Appraisal and Transformational Leadership.....	89
2.8.3 Use of Emotion and Transformational Leadership	91
2.8.4 Regulation of Emotion and Transformational Leadership.....	93

2.8.5 Organizational culture moderating self-emotion appraisal and transformational leadership	95
2.8.6 Organizational culture moderating others emotional appraisal and transformational leadership.....	96
2.8.7 Organizational culture moderating use of emotion and transformational leadership	97
2.8.8 Organizational culture moderating regulation of emotion and transformational leadership	98
2.9 The Research Framework	99
2.10 Chapter Summary	101
CHAPTER THREE METHODOLOGY	102
3.1 Introduction.....	102
3.2 Research Design	102
3.3 Population and Sampling.....	104
3.4 Measurement.....	110
3.4.1 Transformational Leadership Measurement	110
3.4.2 Emotional Intelligence Measurement	112
3.4.3 Organizational Culture Measurement	114
3.5 Validity and Reliability.....	118
3.5.1 Transformational Leadership	118
3.5.2 Emotional Intelligence	119
3.5.3 Organizational Culture.....	120
3.6 Pilot Test.....	121
3.7 Data Collection Procedures	122
3.8 Data Analysis Techniques and Tools.....	123
3.9 Chapter Summary	127
CHAPTER FOUR RESULTS AND DISCUSSION	129
4.1 Introduction.....	129
4.2 Preparing the Data	129
4.2.1 Missing Data	130
4.3 Analysis of Survey Response	131
4.3.1 Demographic Profile of the Respondents	132
4.3.2 Non-Response Bias.....	133
4.3.3 Outliers.....	135

4.3.4 Normality	136
4.3.5 Multicollinearity	139
4.3.6 Homoscedasticity	140
4.3.7 Common Method Variance Test.....	141
4.3.8 Descriptive Analysis	142
4.4 Evaluation of Measurement Model.....	149
4.4.1 The Construct Validity.....	150
4.4.2 Internal Consistency Reliability.....	150
4.4.3 Indicator reliability.....	154
4.4.5 Discriminant Validity.....	155
4.5 Evaluation of the Structural Model (Inner Model) and Hypotheses Testing	157
4.5.1 Coefficient of Determination - R Squared (R^2).....	157
4.5.2 Size and significance of path coefficients.....	158
4.5.3 Effect Sizes (f^2)	160
4.5.4 Effect Sizes (Q^2).....	162
4.5.5 Hypotheses Testing - Bootstrapping.....	163
4.6 Summary of the Findings.....	173
CHAPTER FIVE CONCLUSION AND RECOMMENDATION.....	175
5.1 Introduction.....	175
5.2 Recapitulation of the Study.....	175
5.3 Discussion of the Findings.....	176
5.3.1 The Level of Transformational Leadership	177
5.3.2 Emotional Intelligence and Transformational Leadership.....	178
5.3.3 The Moderating Effect of Organizational Culture.....	183
5.4 Contributions of the Study	189
5.4.1 Managerial Implications	189
5.4.2 Theoretical Implications	190
5.5 Limitation of the Study	191
5.6 Recommendations for Future Study	192
5.7 Conclusion	194
REFERENCES	196
APPENDIX A	247
Research Questionnaire	247

APPENDIX B	255
SPSS Output	255
SMARTPLS Output.....	278



LIST OF TABLES

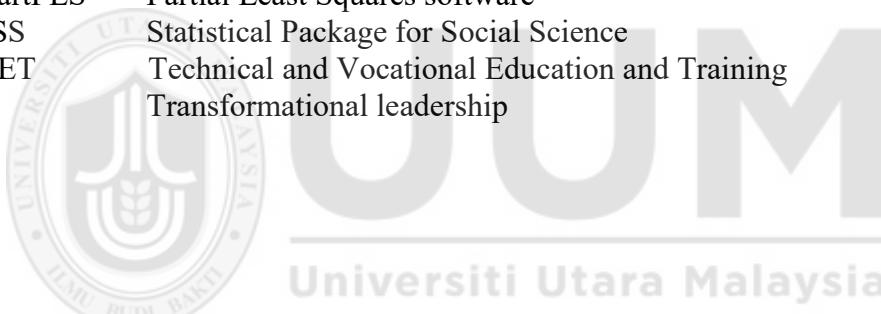
	Page
Table 2.1 <i>Personality, Behaviors, and Effects on Charismatic</i>	30
Table 2.2 <i>Summary of EI Models and their Dimensions</i>	40
Table 2.3 <i>The Domain of Trait Emotional Intelligence</i>	43
Table 2.4 <i>Aspects of Emotional Intelligence.....</i>	45
Table 2.5 <i>Scheins's Organizational Culture Framework</i>	52
Table 2.6 <i>Elements of Organizational Culture in Higher Education</i>	54
Table 2.7 <i>Summary of Selected Literature.....</i>	80
Table 2.8 <i>Comparison of Transformational Leadership with Emotional Intelligence</i>	99
Table 3.1 <i>Population Frame and Desired sample size Malaysian Public Universities..</i>	108
Table 3.2 <i>Contents of the Questionnaire</i>	109
Table 3.3 <i>Operational Definition of Transformational Leadership Study Construct.....</i>	112
Table 3.4 <i>Operational Definition of Study Emotional Intelligence Construct.....</i>	114
Table 3.5 <i>Operational Definition of Organizational Culture Study Construct</i>	118
Table 3.6 <i>Reliability of Construct for Pilot Test (n = 30)</i>	122
Table 4.1 <i>Demographic Profile</i>	133
Table 4.2 <i>T-test of Non-Response Bias</i>	134
Table 4.3 <i>Cohen's d Effect Size Statistic</i>	134
Table 4.4 <i>Construct Skewness and Kurtosis Statistics (n=333)</i>	137
Table 4.5 <i>Pearson's Correlation Coefficients Matrix</i>	140
Table 4.6 <i>Collinearity Statistic</i>	140
Table 4.7 <i>Mean Scores of Transformational Leadership by Demographics</i>	143
Table 4.8 <i>Descriptive Statistics of Constructs (n = 333).....</i>	144
Table 4.9 <i>Descriptive Statistics of Transformational Leadership</i>	145
Table 4.10 <i>Dominant Cultural Types of Six Cultural Dimensions</i>	149
Table 4.11 <i>Measurement Model Results Summary: Transformational Leadership</i>	151
Table 4.12 <i>Measurement Model Results Summary: Emotional Intelligence</i>	152
Table 4.13 <i>Measurement Model Results Summary: Organizational Culture</i>	153
Table 4.14 <i>Fornell-Larcker Criterion.....</i>	155
Table 4.15 <i>HTMT Main Results.....</i>	156
Table 4.16 <i>HTMT OC Dimensions Results.....</i>	157
Table 4.17 <i>Effect Size, f^2, for Transformational Leadership Construct.....</i>	161
Table 4.18 <i>Effect Size, f^2, for Transformational Leadership (OC dimensions)</i>	161
Table 4.19 <i>Predictive Relevance of the Model</i>	162
Table 4.20 <i>Results of Hypothesis Testing</i>	164
Table 4.21 <i>Strength of the Moderating Effects</i>	171
Table 4.22 <i>Summary of Hypotheses Testing</i>	173

LIST OF FIGURES

	Page
Figure 1.1 <i>Malaysia GDP from Services</i>	2
Figure 1.2 <i>Higher education expenditure as a percentage of annual national budget</i>	3
Figure 1.3 <i>Malaysia's ranking in the U21 report</i>	5
Figure 2.1 <i>Full Range of Leadership Model</i>	32
Figure 2.2 <i>Academic leadership, academic management and self-leadership</i>	35
Figure 2.3 <i>Bar-On's emotional-social intelligence model</i>	41
Figure 2.4 <i>Goleman's Framework of Emotional Competencies</i>	42
Figure 2.5 <i>Ability emotional intelligence skills</i>	46
Figure 2.6. <i>Organizational Cultures Impact on Performance and Satisfaction</i>	53
Figure 2.7 <i>How Organizational Cultures Form</i>	56
Figure 2.8 <i>Dimensions of Organizational Culture Profile</i>	57
Figure 2.9 <i>Competing Values and Organizational Theory (OCAT/CVF)</i>	60
Figure 2.10 <i>Social Systems Theory and the Individual</i>	64
Figure 2.11 <i>Schematization of the Social Cognitive Theory</i>	65
Figure 2.12 <i>Boyatzis' Theory of Self-Directed Learning</i>	68
Figure 2.13 <i>Conceptual Research Framework</i>	100
Figure 3.1 <i>A-priori power analysis for minimum sample size estimation</i>	106
Figure 4.1 <i>Normality Testing Using Q-Q Plot</i>	138
Figure 4.2 <i>Normality Testing Using De-trended Normal Q-Q Plot</i>	138
Figure 4.3 <i>Histogram and Normal Probability Plots</i>	139
Figure 4.4 <i>Dominant Organizational Culture Profile</i>	146
Figure 4.5 <i>Mapping of Cultural Dimensions and Types</i>	147
Figure 4.6. <i>SmartPLS Study Model Path Coefficients and Outer Weights</i>	160
Figure 4.7 <i>PLS Bootstrapping (t-values) for the Study Model</i>	166
Figure 4.8. <i>Interaction effect of organizational culture</i>	168
Figure 4.9 <i>Interaction effect of adhocracy OC</i>	169
Figure 4.10 <i>Interaction effect of clan OC</i>	170
Figure 4.11 <i>Interaction effect of hierarchy OC</i>	171

LIST OF ABBREVIATIONS

AKEPT	Akademik Kepimpinan Pengajian Tinggi
ECI	Emotional Competency Inventory
EI	Emotional Intelligence
EQ	Emotional Quotient
EQ-I	Bar-On Emotional Quotient Inventory
HEIs	Higher Education Institutions
HTMT	Heterotrait-monotrait
IQ	Intelligence Quotient
JTP	Jabatan Pendidikan Tinggi
KMO	Kaiser-Meyer-Olkin
LPI	Leadership Practices Inventory
MEIS	Multifactor Emotional Intelligence Scale
MLQ	Multifactors Leadership Questionnaire
MoHE	Ministry of Higher Education
MSCEIT	Mayor-Salovey-Caruso Emotional Intelligence Test
OC	Organizational Culture
SmartPLS	Partial Least Squares software
SPSS	Statistical Package for Social Science
TVET	Technical and Vocational Education and Training
TL	Transformational leadership



CHAPTER ONE

INTRODUCTION

1.1 Background

The goal of becoming a highly developed nation with highly educated skilled work force is the reason why the Malaysian government encourages greater contribution from the service sector to the economy. It is seen as a move that is in line with more developed countries where the service sector forms a major structural component of its economy (Cheen, 2015). Evidently, Malaysia's service sector contribution to GDP has markedly gone up in the past few years, climbing from 40.1% (1998) to 55.4% (2014). The service sector is now targeted to contribute as much as 66.5% to GDP by they year 2020 (Malaysia, 2010). As an important part of the service sector, higher education has seen many changes in the last few years to overcome challenges pertaining to competition from internationalization, limited research funding, higher tuition, and increased accountability to government (Khurana, 2010). Today, universities are expected to produce more highly skilled graduates and quality research to meet the demands of the 'knowledge economy' created by the recent and very fast technological advances (Deem, Hillyard, & Reed, 2007; Thorp & Goldstein, 2013). Education has long been the single biggest spending item for the government of Malaysia in order to achieve its declared national plan for 2020 and beyond to advance higher education institutions (HEIs) and transform Malaysia into an education hub.

The contents of
the thesis is for
internal user
only

REFERENCES

- Abdul Razak, M. (2015, 2016). *The 2015 and 2016 Budget Speeches*. Retrieved from <http://www.sc.com.my/home/2015-budget-speech-by-prime-minister-and-minister-of-finance/>
- Abidin, MZ, Mooi, LG, & Aziz, NIA. (2015). Achieving the AEC 2012: Challenges for the Malaysian Private Sector. *Achieving the ASEAN Economic Community*, 196-223.
- Ahmad, F., Abbas, T., Latif, S., & Rasheed, A. (2014). Impact of Transformational Leadership on Employee Motivation in Telecommunication Sector. *Journal of Management*, 2(2), 11-25.
- Alimo-Metcalfe, B., & Alban-Metcalfe, R. (2001). The development of a new transformational leadership questionnaire. *Journal of occupational and organizational psychology*, 74(1), 1-27.
- Alston, BA, Dastoor, BR, & Sosa-Fey, J. (2010). Emotional intelligence and leadership: A study of human resource managers. *International Journal of Business & Public Administration*, 7(2), 61-75.
- Altbach, P. (2004), The Costs and Benefits of World-Class Universities. Retrieved from
<http://aaup.org/AAUP/pubsres/academe/2004/JF/Feat/altb.htm>
- Altbach, P., & Selvaratnam, V. (1989). *From Dependence to Autonomy. The Development of Asian Universities*: The Netherlands: Kluwer Academic Publishers.

Altbach, P. G., & Salmi, J. (Eds.). (2011). *The road to academic excellence: The making of world-class research universities*. World Bank Publications.

Amram, Y. (2009). *The contribution of emotional and spiritual intelligences to effective business leadership*. Unpublished doctoral dissertation, Palo Alto: Institute of Transpersonal Psychology.

Antonakis, J., Day, D. V., & Schyns, B. (2012). Leadership and individual differences: At the cusp of a renaissance. *The Leadership Quarterly*, 23(4), 643-650.

Antonakis, J. (2003). Why “emotional intelligence” does not predict leadership effectiveness: A comment on Prati, Douglas, Ferris, Ammeter, and Buckley (2003). *The International Journal of Organizational Analysis*, 11(4), 355-361.

Antonakis, J., Ashkanasy, N., & Dasborough, M. (2009). Does leadership need emotional intelligence? *The Leadership Quarterly*, 20(2), 247-261.

Antonakis, J., Avolio, B., & Sivasubramaniam, N. (2003). Context and leadership: An examination of the nine-factor full-range leadership theory using the Multifactor Leadership Questionnaire. *The leadership quarterly*, 14(3), 261-295.

Arambewela, R., & Hall, J. (2009). An empirical model of international student satisfaction. *Asia Pacific journal of marketing and logistics*, 21(4), 555-569.

Arbuckle, J. L., & Wothke, W. (1999). *Amos 4.0 user's guide*. Chicago, IL: Small Waters Corporation.

Armstrong, S., & Overton, T. (1977). Estimating nonresponse bias in mail surveys. *Journal of marketing research*, 396-402.

- Ashkanasy, N. M., & Cooper, C. L. (Eds.). (2008). *Research companion to emotion in organizations* (pp. 1-15). Cheltenham, UK: Edward Elgar.
- Ashkanasy, N. M., & Daus, C. S. (2002). Emotion in the workplace: The new challenge for managers. *The Academy of Management Executive, 16*(1), 76-86.
- Ashkanasy, N., & Daus, C. (2005). Rumors of the death of emotional intelligence in organizational behavior are vastly exaggerated. *Journal of Organizational Behavior, 26*(4), 441-452.
- Atwater, L. E., & Yammarino, F. J. (1992). Does self-other agreement on leadership perceptions moderate the validity of leadership and performance predictions?. *Personnel Psychology, 45*(1), 141-164.
- Avolio, B., Bass, B., & Jung, D. (1999). Re-examining the components of transformational and transactional leadership using the Multifactor Leadership. *Journal of occupational and organizational psychology, 72*(4), 441-462.
- Avolio, B., Walumbwa, F., & Weber, T. (2009). Leadership: Current theories, research, and future directions. *Annual review of psychology, 60*, 421-449.
- Ayman, R., Chemers, M., & Fiedler, F. (1995). The contingency model of leadership effectiveness: Its levels of analysis. *The Leadership Quarterly, 6*(2), 147-167.
- Babbie, E. R. (2005). *The basic of social research*. Belmont: Thomson Wadsworth.
- Bachman, J., Stein, S., Campbell, K., & Sitarenios, G. (2000). Emotional intelligence in the collection of debt. *International Journal of Selection and Assessment, 8*(3), 176-182.

Bagozzi, R. P., Yi, Y., & Phillips, L. W. (1991). Assessing construct validity in organizational research. *Administrative science quarterly*, 421-458.

Bakar, M. S., (2014). *The mediating effect of intrapreneurial orientation on the relationships between leadership style, knowledge sharing behavior and performance of academic leaders in Malaysia*. Unpublished doctoral dissertation. Universiti Utara Malaysia, Malaysia.

Bakar, M., & Mahmood, R. (2014). Linking transformational leadership and corporate entrepreneurship to performance in the public higher educations in Malaysia. *Advances in Management and Applied Economics*, 4(3), 109-122.

Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice-Hall, Inc.

Bar-On, R. (1997). *The Emotional Quotient Inventory (EQ-i): a test of emotional intelligence*. Toronto, Canada: Multi-Health Systems, Inc.

Bar-On, R. M. (2006). The Bar-On model of emotional-social intelligence (ESI). *Psicothema*, 18(1), 13-25.

Bar-On, R., Handley, R., & Fund, S. (2006). The impact of emotional intelligence on performance. *Linking emotional intelligence and performance at work: Current research evidence with individuals and groups*, 3-19. Mahwah, New Jersey: Lawrence Erlbaum Associates Publishers.

Bar-On, R., & Parker, J. (2000). *The handbook of emotional intelligence: Theory, development, assessment, and application at home, school, and in the workplace*. Hoboken, New Jersey: Jossey-Bass.

- Barbuto, J., & Burbach, M. (2006). The emotional intelligence of transformational leaders: A field study of elected officials. *The Journal of social psychology*, 146(1), 51-64.
- Barling, J., Weber, T., & Kelloway, k. (1996). Effects of transformational leadership training on attitudinal and financial outcomes: A field experiment. *Journal of applied psychology*, 81(6), 827.
- Barling, Slater, Frank, & Kelloway, K. (2000). Transformational leadership and emotional intelligence: An exploratory study. *Leadership & Organization Development Journal*, 21(3), 157-161.
- Barlow, D. (2004). *Anxiety and its disorders: The nature and treatment of anxiety and panic*. New York City, NY: Guilford press.
- Baron, R., & Kenny, D. (1986). The moderator–mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of personality and social psychology*, 51(6), 1173.
- Barling, J., Kelloway, E. K., & Iverson, R. D. (2003). High-quality work, job satisfaction, and occupational injuries. *Journal of Applied Psychology*, 88(2), 276.
- Bass, B. M. (1985). *Leadership and performance beyond expectations*. New York City, NY: Collier Macmillan.
- Bass, B.M. (1985b). Leadership and performance beyond expectations, (NY: The Free Press). In Dormeyer, Sophia “A Study about the Leadership Style and the Organizational Climate at the Swedish Civil Aviation Administration in Malmö-Sturup”, Lund Universitet, Institutionen för psykologi, PSY 161, Magisteruppsats, HT 2003:.22.

- Bass, B., & Avolio, B. (1994). Improving organizational performance through transformational leadership: Thousand Oaks, CA: Sage.
- Bass, B. M., & Avolio, B. J. (2000). *Multifactor Leadership Questionnaire: MLQ; Sampler Set; Technical Report, Leader Form, Rater Form, and Scoring Key for MLQ Form 5x-short*. Menlo Park, CA: Mind Garden.
- Bass, B. M., Avolio, B. J., Jung, D. I., & Berson, Y. (2003). Predicting unit performance by assessing transformational and transactional leadership. *Journal of applied psychology*, 88(2), 207.
- Bass, B.,& Riggio, R. (2006). *Transformational leadership*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Begum, N., Jan, F. A., & Khan, S. U. D. (2013). Women in leadership: an examination of transformational leadership, gender role orientation and leadership effectiveness (a case study of Pakistan and Turkey). *Sarhad Journal of Agriculture*, 29(2), 307-316.
- Bell, J., & Waters, S. (2014). *Doing Your Research Project: A guide for first-time researchers*: New York City, NY: McGraw-Hill Education.
- Bennis, W., & Nanus, B. (1985). *Leaders: The strategies for taking charge*. New York City, NY: Harper. Row.
- Bento, F. (2011). A discussion about power relations and the concept of distributed leadership in higher education institutions. *The Open Education Journal*, 4, 17-23.
- Berglund, M. (2014). *A Study to Explore the Relationship between Leadership and Organizational Culture in a Government Organization*. Unpublished doctoral dissertation. Grand Canyon University, Phoenix, AZ.

- Berrien, F. K. (1968). *General and social systems*. New Brunswick, NJ: Rutgers University Press.
- Berrocal, P., & Pacheco, N. (2006). Emotional intelligence: A theoretical and empirical review of its first 15 years of history. *Psicothema, 18*(1), 7-12.
- Berry, J. (2006). Quantitative methods in education research. Retrieved from <http://www.edu.plymouth.ac.uk/resined/Quantitative/quanthme.htm>
- Berson, Y., & Avolio, B. (2004). Transformational leadership and the dissemination of organizational goals: A case study of a telecommunication firm. *The Leadership Quarterly, 15*(5), 625-646.
- BeShears, R. S. (2004). *The ability of emotional intelligence to predict transformational leadership when personality, affect, and cognitive ability are controlled*. Unpublished doctoral dissertation. Wayne State University, Detroit, MI.
- Bess, J., & Dee, J. (2008). *Understanding college and university organization: Dynamics of the system* (Vol. 2). Sterling, VA: Stylus Publishing, LLC.
- Beyer, J., & Nino, D. (2001). Culture as a source, expression and reinforcer of emotions in organizations. *Emotions at work: Theory, research and applications in management*, 173-197.
- Blanchard, K., Zigarmi, D., & Nelson, R. (1993). Situational leadership after 25 years: a retrospective. *Journal of Leadership & Organizational Studies, 1*(1), 21-36.
- Bolden, R., Gosling, J., O'Brien, A., Peters, K., Ryan, M., Haslam, A., . . . Winklemann, K. (2012). *Academic leadership: changing conceptions*,

- identities and experiences in UK higher education.* London, England: Leadership Foundation for Higher Education.
- Bono, J., & Judge, T. (2003). Self-concordance at work: Toward understanding the motivational effects of transformational leaders. *Academy of Management Journal*, 46(5), 554-571.
- Boyce, L., Zaccaro, S. J., & Wisecarver, M. (2010). Propensity for self-development of leadership attributes: Understanding, predicting, and supporting performance of leader self-development. *The Leadership Quarterly*, 21, 159-178.
- Boyatzis, R. (2002). *Unleashing the power of self-directed learning*. Member Emotional Intelligence Consortium. Retrieved February 26, 2016, from <http://www.eiconsortium.org/members/boyatzis.htm>
- Boyatzis, R., Goleman, D., & Rhee, K. (2000). Clustering competence in emotional intelligence: Insights from the Emotional Competence Inventory (ECI). *Handbook of emotional intelligence*, 343-362.
- Boyatzis, R.E., and Kolb, D.A. (1969). *Feedback and self-directed behavior change*. Unpublished Working Paper 394-69. Sloan School of Management, MIT, Cambridge, MA.
- Brandt, T., & Laiho, M. (2013). Gender and personality in transformational leadership context: An examination of leader and subordinate perspectives. *Leadership & Organization Development Journal*, 34(1), 44-66.
- Brown, W., Bryant, S., & Reilly, M. (2006). Does emotional intelligence-as measured by the EQI-influence transformational leadership and/or desirable outcomes? *Leadership & Organization Development Journal*, 27(5), 330-351.

- Bruin, J. (2006). Newtest: command to compute new test. UCLA: Academic Technology Services, Statistical Consulting Group.
- Bryman, A., & Bell, E. (2007). *Business Research Methods* (2nd ed.). Oxford: University Press.
- Buller, J. (2013). Academic leadership 2.0. *Academe*, 99(3), 28.
- Burbach, M. E. (2004). *Testing the relationship between emotional intelligence and full-range leadership as moderated by cognitive style and self-concept*. Unpublished doctoral dissertation. University of Nebraska, Lincoln.
- Burns, James M. (1978). *Leadership*. New York. NY: Harper and Row Publishers.
- Byrne, B.M. (2010). *Structural equation modeling with Amos: Basic concepts, applications and programming*. New York: Taylor and Francis group.
- Caldwell, B. (1994). Missteps, miscues. *Information Week*, 20, 50-60.
- Cameron, K. S., Freeman, S. J., & Mishra, A. K. (1991). Best practices in white-collar downsizing: Managing contradictions. *The Executive*, 5(3), 57-73.
- Cameron, K., & Quinn, R. (2011). *Diagnosing and changing organizational culture: Based on the competing values framework*. New York City, NY: John Wiley & Sons.
- Campbell, J. P., Bownas, D. A., Peterson, N. G., & Dunnette, M. D. (1974). *The measurement of organizational effectiveness: A review of relevant research and opinion*. Personnel Decisions Research Institute, Minneapolis, MN.
- Carmeli, A. (2003). The relationship between emotional intelligence and work attitudes, behavior and outcomes. *Journal of Managerial Psychology*, 18 (8), 788-813.

- Caruso, D., Mayer, J. D., and Salovey, P. (2010). Emotional intelligence and emotional leadership. In R. E. Riggio, S. E. Murphy, & F. J. Pirozzolo (eds.), *Multiple Intelligences and Leadership* (p. 70). Mahwah, NJ: Lawrence Erlbaum.
- Carver, C.S., Pozo, C., Harris, S.D., Noriega, V., Scheier, M.F., Robinson, D.S., Ketchan, A.S., Moffat, F.L., Jr., & Clark, K.C. (1993). How coping mediates the effect of on distress: A study of women with early stage breast cancer. *Journal of Personality and Social Psychology, 65*, 375-390.
- Cavazotte, F., Moreno, V., & Hickmann, M. (2012). Effects of leader intelligence, personality and emotional intelligence on transformational leadership and managerial performance. *The Leadership Quarterly, 23*(3), 443-455.
- Chan, A., & Chan, E. (2005). Impact of perceived leadership styles on work outcomes: Case of building professionals. *Journal of Construction Engineering and Management, 131*(4), 413-422.
- Chang, S., & Lee, M. (2007). A study on relationship among leadership, organizational culture, the operation of learning organization and employees' job satisfaction. *The learning organization, 14*(2), 155-185.
- Chaplin, W. (1991). The next generation of moderator research in personality psychology. *Journal of personality, 59*(2), 143-178.
- Chatman, J., & Barsade, S. (1995). Personality, organizational culture, and cooperation: Evidence from a business simulation. *Administrative Science Quarterly, 40*, 423-443.
- Cheen, L. (2015). World Trade Organization. Retrieved May 26, 2015, from https://www.wto.org/english/res_e/booksp_e/casestudies_e/case25_e.htm

- Chemers, M. M. (2014). *An integrative theory of leadership*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Cheng, Y., (2014). *Links between transformational leadership and organizational performance in colleges and universities: mediating effects of organizational innovation*. Paper presented at International Conference on Logistics Engineering, Management and Computer Science. Doi: file:///C:/Users/user/Downloads/lemcs0441.pdf
- Cherniss, C. (1999). The business case for emotional intelligence. Retrieved from http://www.eiconsortium.org/reports/business_case_for_ei.html
- Cherniss, C., Goleman, D., (2001). Training for emotional intelligence: a model. In W. Bennis, *The emotionally intelligent workplace* (p. 209-233). New York City, NY: John Wiley & Sons.
- Cherniss, C. (2010). Emotional intelligence: Toward clarification of a concept. *Industrial and Organizational Psychology*, 3(2), 110-126.
- Chhokar, J. S., Brodbeck, F. C., & House, R. J. (Eds.). (2013). *Culture and leadership across the world: The GLOBE book of in-depth studies of 25 societies*. Abingdon, UK: Routledge.
- Chin, W. W. (1998). The partial least squares approach to structural equation modeling. *Modern methods for business research*, 295(2), 295-336.
- Chin, W. W. (2010). How to write up and report PLS analysis. In V. Esposito Vinci, W. W. Chin, J. Henseler, & H. Wang (Eds), *Handbook of Partial Least Squares: Concepts, Methods and Applications* (pp. 655-690). New York: Springer.

- Chin, W. W., Marcolin, B. L., & Newsted, P. R. (2003). A partial least squares latent variable modeling approach for measuring interaction effects: Results from a Monte Carlo simulation study and an electronic-mail emotion/adoption study. *Information systems research, 14*(2), 189-217.
- Chuttipattana, N., & Shamsudin, F. (2011). Organizational culture as a moderator of the personality-managerial competency relationship: A study of primary care managers in Southern Thailand. *Leadership in Health Services, 24*(2), 118-134.
- Clarke, N. (2010). Emotional intelligence and its relationship to transformational leadership and key project manager competences. *Project Management Journal, 41*(2), 5-20.
- Clark, L. A., & Watson, D. (1995). Constructing validity: basic issues in objective scale development. *Psychological Assessment, 7*(3), 309–319.
- Coetzee, C., & Schaap, P. (2004). The relationship between leadership styles and emotional intelligence. In *6thAnnual Conference for the Society of Industrial and Organizational Psychology*, Sandton, South Africa.
- Cohen, J. (1988). *Statistical power analysis for the behavioural sciences*. Mahwah, NJ: Lawrence Erlbaum.
- Conway, J. M., & Lance, C. E. (2010). What reviewers should expect from authors regarding common method bias in organizational research. *Journal of Business and Psychology, 25*(3), 325-334.
- Cooper, A., & Petrides, K. V. (2010). A psychometric analysis of the Trait Emotional Intelligence Questionnaire—Short Form (TEIQue-SF) using item response theory. *Journal of Personality Assessment, 92*(5), 449-457.

- Cooper, D., Schindler, P., & Sun, J. (2006). *Business research methods* (Vol. 9). New York City, NY: McGraw-hill.
- Corona, M. (2010). The Relationship Between Emotional Intelligence and Transformational Leadership: A Hispanic American Examination. *Business Journal of Hispanic Research*, 4(1).
- Côté, S., Lopes, P. N., Salovey, P., & Miners, C. T. (2010). Emotional intelligence and leadership emergence in small groups. *The Leadership Quarterly*, 21(3), 496-508.
- Craighead, C. W., Ketchen, D. J., Dunn, K. S., & Hult, G. T. M. (2011). Addressing common method variance: guidelines for survey research on information technology, operations, and supply chain management. *Engineering Management, IEEE Transactions on*, 58(3), 578-588.
- CSC Index (1992) *State of reengineering report: North America and Europe*, Cambridge, MA: CSC Index, Inc.
- Curran, P. J., West, S. G., & Finch, J. F. (1996). The robustness of test statistics to non-normality and specification error in confirmatory factor analysis. *Psychological methods*, 1(1), 16.
- Dabke, D. H. (2012). Examining the relationship Between Emotional intelligence with transformational leadership in the work and family domains: an Empirical study. *Journal of Organisation and Human Behaviour*, 1(4), 21.
- Danaeefard, H., Salehi, A., Hasiri, A., & Noruzi, M. R. (2012). How emotional intelligence and organizational culture contribute to shaping learning organization in public service organizations. *African Journal of Business Management*, 6(5), 1921.

- Daus, C. S., Dasborough, M. T., Jordan, P. J., & Ashkanasy, N. M. (2012). Chapter 14 We are all Mad in Wonderland: An Organizational Culture Framework for Emotions and Emotional Intelligence Research. *Experiencing and Managing Emotions in the Workplace (Research on Emotion in Organizations, Volume 8)* Emerald Group Publishing Limited, 8, 375-399.
- Day, D. V. (2000). Leadership development: A review in context. *Leadership Quarterly*, 11, 581-613.
- Day, D., & Antonakis, J. (2012). *The nature of leadership*. Thousand Oaks, CA: Sage.
- Day, D. V., & Zaccaro, S. J. (2004). Toward a science of leader development. In D. V. Day, S. J. Zaccaro, & S. M. Halpin. (Eds.), *Leader development for transforming organizations* (pp. 383–396). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- D'Alessio, F. (2006). *The influence of personality, critical thinking, and emotional intelligence in Peruvian managers' leadership*. Unpublished doctoral dissertation. University of Phoenix.
- Deem, R., Hillyard, S., & Reed, M. (2007). *Knowledge, higher education, and the new managerialism: The changing management of UK universities*. Oxford, UK: Oxford University Press.
- De Hoogh, A. H., Den Hartog, D. N., & Koopman, P. L. (2005). Linking the Big Five-Factors of personality to charismatic and transactional leadership; perceived dynamic work environment as a moderator. *Journal of Organizational Behavior*, 26(7), 839-865.

- Deng, N., Allison, J. J., Fang, H. J., Ash, A. S., & Ware, J. E. (2013). Using the bootstrap to establish statistical significance for relative validity comparisons among patient-reported outcome measures. *Health and quality of life outcomes*, 11(1), 1-12.
- Deshpande, R. (1983). Paradigms lost: On theory and method in research in marketing. *Journal of Marketing*, 47, 101-110.
- Dess, G., Lumpkin, G., & Covin, J. (1997). Entrepreneurial strategy making and firm performance: Tests of contingency and configurational models. *Strategic management journal*, 18(9), 677-695.
- Downton, J. V. (1973). *Rebel leadership: Commitment and charisma in a revolutionary process*. New York, NY: Free Press.
- Dubinsky, A. J., Yammarino, F. J., & Jolson, M. A. (1995). An examination of linkages between personal characteristics and dimensions of transformational leadership. *Journal of Business and Psychology*, 9(3), 315-335.
- Dulewicz, V., & Higgs, M. (2000). Emotional intelligence-A review and evaluation study. *Journal of managerial Psychology*, 15(4), 341-372.
- Duncan, B., Miller, S., Wampold, B., & Hubble, M. (2010). *The heart and soul of change: Delivering what works in therapy*. Washington, DC: American Psychological Association.
- During, S.M., & McMahon, R.J. (1991). Recognition of emotional facial expressions by abusive mother and their children. *Journal of Clinical Psychology*, 20(2), 132-139.

- Dvir, T., Eden, D., Avolio, B., & Shamir, B. (2002). Impact of transformational leadership on follower development and performance: A field experiment. *Academy of management journal*, 45(4), 735-744.
- Eisenbeiss, S. A., van Knippenberg, D., & Boerner, S. (2008). Transformational leadership and team innovation: integrating team climate principles. *Journal of applied psychology*, 93(6), 1438.
- Eisenberger, R., Karagonlar, G., Stinglhamber, F., Neves, P., Becker, T. E., Gonzalez-Morales, M. G., & Steiger-Mueller, M. (2010). Leader-member exchange and affective organizational commitment: The contribution of supervisor's organizational embodiment. *Journal of Applied Psychology*, 95(6), 1085.
- Erdogan, B., & Bauer, T. (2005). Enhancing career benefits of employee proactive personality: The role of fit with jobs and organizations. *Personnel Psychology*, 58(4), 859-891.
- Erdogan, B., Liden, R., & Kraimer, M. (2006). Justice and leader-member exchange: The moderating role of organizational culture. *Academy of Management Journal*, 49(2), 395-406.
- Erkutlu, H. (2012). The impact of organizational culture on the relationship between shared leadership and team proactivity. *Team Performance Management: An International Journal*, 18(1/2), 102-119.
- Falk, R. F., & Miller, N. B. (1992). *A primer for soft modelling*. Akron, OH: University of Akron Press.

- Fatt, J., & Howe, I. (2003). Emotional intelligence of foreign and local university students in Singapore: Implications for managers. *Journal of Business and Psychology*, 17(3), 345-367.
- Fernández-Berrocal, P., & Extremera, N. (2006). Special issue on emotional intelligence: An overview. *Psicothema*, 18(Suplemento), 1-6.
- Fields, D., & Herold, D. (1997). Using the leadership practices inventory to measure transformational and transactional leadership. *Educational and Psychological Measurement*, 57(4), 569-579.
- Follesdal, H., & Hagtvet, K. (2013). Does emotional intelligence as ability predict transformational leadership? A multilevel approach. *The Leadership Quarterly*, 24(5), 747-762.
- Foster, B. (2000). *Barriers to servant leadership: Perceived organizational elements that impede servant leader effectiveness*. Unpublished doctoral dissertation. Santa Barbara, CA: Fielding Institute.
- Foster, C., & Roche, F. (2014). Integrating trait and ability EI in predicting transformational leadership. *Leadership & Organization Development Journal*, 35(4), 316-334.
- Fralinger, B., & Olson, V. (2007). Organizational culture at the university level: A study using the OCAI instrument. *Journal of College Teaching & Learning (TLC)*, 4(11).
- Fulmer, R., & Conger, J . (2004). *Growing your company's leaders: How great organizations use succession management to sustain competitive advantage*: New York, NY: AMACOM.

- Fullan, M. (2011). *Change leader: Learning to do what matters most*. New York, NY: John Wiley & Sons.
- Gappa, J., Austin, A., & Trice, A. (2007). *Rethinking faculty work: Higher education's strategic imperative*. San Francisco, CA: Jossey-Bass.
- García-Morales, V., Jiménez-Barriónuevo, M., & Gutiérrez-Gutiérrez, L. (2012). Transformational leadership influence on organizational performance through organizational learning and innovation. *Journal of Business Research*, 65(7), 1040-1050.
- García-Morales, V. J., Lloréns-Montes, F. J., & Verdú-Jover, A. J. (2008). The Effects of transformational leadership on organizational performance through knowledge and innovation. *British journal of management*, 19(4), 299-319.
- Gardner, L., & Stough, C. (2002). Examining the relationship between leadership and emotional intelligence in senior level managers. *Leadership & Organization Development Journal*, 23(2), 68-78.
- Garson, G. D. (2016). *Partial least squares: Regression and structural equation models*. Asheboro, NC: Statistical Publishing Associates.
- Garvin, D. A. (1985). Building a learning organization. *Organizational Development & Training*, 6E (Iae), 274.
- Gatfield, T. (2005). An investigation into PhD supervisory management styles: Development of a dynamic conceptual model and its managerial implications. *Journal of Higher Education Policy and Management*, 27(3), 311-325.
- George, J. (2000). Emotions and leadership: The role of emotional intelligence. *Human relations*, 53(8), 1027-1055.

- Giberson, T., Resick, C., Dickson, M., Mitchelson, J., Randall, K., & Clark, M. (2009). Leadership and organizational culture: Linking CEO characteristics to cultural values. *Journal of Business and Psychology*, 24(2), 123-137.
- Glynn, M., & DeJordy, R. (2010). *Leadership through an organization behavior lens*. Paper presented at the Handbook of Leadership Theory and Practice: An HBS Centennial Colloquium on Advancing Leadership.
- Gold, A. H., & Malhotra, A. H. Segars. (2001). Knowledge management: An organizational capabilities perspective. *Journal of management information systems*, 18(1), 185-214.
- Goleman, D. (1998). *Working with emotional intelligence*. New York: Bantam Book.
- Goleman, D. (2013). *Focus: the hidden driver of excellence*. London: A & C Black.
- Goleman, D., Boyatzis, R.E., & McKee, A. (2002). *Leadership and emotional intelligence*. Boston, MA: Harvard Business School Press.
- Goleman, D., Boyatzis, R., & McKee, A. (2004). *Primal leadership: Learning to lead with emotional intelligence*. Boston, MA: Harvard Business School Press.
- Goleman, D., Boyatzis, R., & McKee, A. (2013). *Primal leadership*. Boston, MA: Harvard Business School Press.
- Gong, Y., Huang, J. C., & Farh, J. L. (2009). Employee learning orientation, transformational leadership, and employee creativity: The mediating role of employee creative self-efficacy. *Academy of management Journal*, 52(4), 765-778.
- Goss, T., Pascale, R., & Athos, A. (1993). The reinvention roller coaster: Risking the present for a powerful future. *Harvard Business Review*, 71(6), 97-108.

Gotterbam, R.C. (1989). The relationship of age, intelligence, and social-emotional adjustment to children's ability to differentiate thoughts from emotional states. *Dissertation Abstracts International*, 51 (05B), 2620.

Gharibvand, S. (2012). The relationship between Malaysian organizational culture, participative leadership style, and employee job satisfaction among Malaysian employees from semiconductor industry. *International Journal of Business and Social Science*, 3(16).

Graen, G., & Uhl-Bien, M. (1995). Relationship-based approach to leadership: Development of leader-member exchange (LMX) theory of leadership over 25 years: Applying a multi-level multi-domain perspective. *The leadership quarterly*, 6(2), 219-247.

Greenleaf, R. K. (1970). *The Servant as Leader*. Indianapolis, IN: The Robert K Greenleaf Center.

Grewal, D., & Salovey, P. (2005). Feeling Smart: The Science of Emotional Intelligence A new idea in psychology has matured and shows promise of explaining how attending to emotions can help us in everyday life. *American scientist*, 93, 330-339.

Gurdjian, P., Halbeisen, T., & Lane, K. (2014). Why leadership-development programs fail. *Mckinsey Quarterly*. Retrieved November 7, 2015, from http://www.mckinsey.com/insights/leading_in_the_21st_century/why_leadership-development_programs_fail

Gurria, A. (2012). Southeast Asian Economic Outlook. Retrieved from <http://www.oecd.org/dev/49427029.pdf>

- Haddy, L.E. (2005). *Emotional intelligence and organizational culture: A study of West Virginia's 2003 smallpox vaccination project*. Unpublished doctoral dissertation, Minnesota: Capella University.
- Hair, J. F., Black, B., & Babin, B. J. (2010). *Multivariate data analysis*. Upper Saddle River, NJ: Prentice Hall.
- Hair Jr, J. F., Hult, G. T. M., Ringle, C., & Sarstedt, M. (2014). *A primer on partial least squares structural equation modeling (PLS-SEM)*. Thousand Oaks, CA: Sage Publications.
- Hair, J. F., Money, A., Samouel, P., & Page, M. (2007). *Research methods for business*. Great Britain: John Wiley & Sons Ltd.
- Hair, J. F., Sarstedt, M., Ringle, C. M., & Mena, J. A. (2012). An assessment of the use of partial least squares structural equation modeling in marketing research. *Journal of the academy of marketing science*, 40(3), 414-433.
- Hair, J.F., Wolfinbarger, M.F., & Ortinall, D.J. (2008). *Essential of marketing Research*. Boston, MA: McGraw. Hill/Irwin.
- Handley, R. (1997). AFRS rates emotional intelligence. *Air Force Recruiter News*, 28, 797-812.
- Harms, P., & Credé, M. (2010). Emotional intelligence and transformational and transactional leadership: A meta-analysis. *Journal of Leadership & Organizational Studies*, 17(1), 5-17.
- Harrison, D., Newman, D., & Roth, P. (2006). How important are job attitudes? Meta-analytic comparisons of integrative behavioral outcomes and time sequences. *Academy of Management journal*, 49(2), 305-325.

- Hartel, C. (2008). How to build a healthy emotional culture and avoid a toxic culture. In Ashkanasy, N. M., & Cooper, C. L. (Eds.). (2008). *Research companion to emotion in organizations* (pp. 1-15). Cheltenham, UK: Edward Elgar
- Hartsfield, M. (2006). *The internal dynamics of transformational leadership: Effects of spirituality, emotional intelligence, and self-efficacy*. Unpublished doctoral dissertation. Regent University, Virginia Beach, VA.
- Hartnell, C. A., Ou, A. Y., & Kinicki, A. (2011). Organizational culture and organizational effectiveness: a meta-analytic investigation of the competing values framework's theoretical suppositions. *Journal of Applied Psychology*, 96(4), 677.
- Hatch, M., & Schultz, M. (2004). *Organizational identity: A reader*. Oxford, UK: Oxford University Press.
- Hays, S. (1999). Internal resources: American Express taps in to the power of emotional intelligence. *Workforce-Costa Mesa-*, 78(7), 72-74.
- Hebert, E., (2010). *The Relationship between emotional intelligence, transformational leadership, and effectiveness in school principals*. Unpublished doctoral dissertation. Georgia State University, Atlanta, Georgia.
- Henseler, J., & Fassott, G., (2010). Testing moderating effects in pls path models: an illustration of available procedures. In V. Esposito Vinci, W. W. Chin, J. Henseler, & H. Wang (Eds), *Handbook of partial least squares: Concepts, methods and applications* (pp. 712-735). New York: Springer.

- Henseler, J., Ringle, C. M., & Sarstedt, M. (2015). A new criterion for assessing discriminant validity in variance-based structural equation modeling. *Journal of the Academy of Marketing Science*, 43(1), 115-135.
- Henseler, J., Ringle, C. M., & Sinkovics, R. R. (2009). The use of partial least squares path modeling in international marketing. *Advances in international marketing*, 20(1), 277-319.
- Henseler, J., Wilson, B., Götz, O., & Hautvast, C. (2007). Investigating the moderating role of fit on sports sponsorship and brand equity. *International Journal of Sports Marketing and Sponsorship*, 8(4), 34-42.
- Herbst, T., & Maree, K. (2008). Thinking style preference, emotional intelligence and leadership effectiveness: empirical research. *SA Journal of Industrial Psychology*, 34(1), 32-41.
- Heritage, B., Pollock, C., & Roberts, L. (2014). Validation of the organizational culture assessment instrument. *PloS one*, 9(3), e92879.
- Heskett, J., & Kotter, J. (1992). Corporate culture and performance. *Business Review*. Vol, 2, 83-93.
- Higgs, M., & Aitken, P. (2003). An exploration of the relationship between emotional intelligence and leadership potential. *Journal of Managerial psychology*, 18(8), 814-823.
- Hinkin, T., & Schriesheim, C. (2008). A theoretical and empirical examination of the transactional and non-leadership dimensions of the Multifactor Leadership Questionnaire (MLQ). *The Leadership Quarterly*, 19(5), 501-513.
- Hofstede, G. (2001). *Culture's consequences: Comparing values, behaviors, institutions and organizations across nations*. Thousand Oaks, CA: Sage.

- Hogg, M. A. (2001). A social identity theory of leadership. *Personality and social psychology review*, 5(3), 184-200.
- Hopkins, M. M., & Bilimoria, D. (2008). Social and emotional competencies predicting success for male and female executives. *Journal of management development*, 27(1), 13-35.
- House, R. (1971). A path goal theory of leader effectiveness. *Administrative science quarterly*, 321-339.
- House, R. J., Hanges, P. J., Javidan, M., Dorfman, P. W., & Gupta, V. (Eds.). (2004). *Culture, leadership, and organizations: The GLOBE study of 62 societies*. Thousand Oaks, CA: Sage publications.
- Huang, M. (2011). A comparison of three major academic rankings for world universities: from a research evaluation perspective. *Journal of Library and Information Studies*, 9(1), 1-25.
- Huey Yiing, L., & Zaman Bin Ahmad, K. (2009). The moderating effects of organizational culture on the relationships between leadership behaviour and organizational commitment and between organizational commitment and job satisfaction and performance. *Leadership & Organization Development Journal*, 30(1), 53-86.
- Hulland, J., (1999). Use of partial least squares (PLS) in strategic management research: A review of four recent studies. *Strategic management journal*, 20(2), 195-204.
- Humphrey, R. (2002). The many faces of emotional leadership. *The Leadership Quarterly*, 13(5), 493-504.

- Hunt, J., & Fitzgerald, M. (2013). The relationship between emotional intelligence and transformational leadership: An investigation and review of competing claims in the literature. *American International Journal of Social Science*, 2(8), 30-38.
- Hur, Y., van den Berg, P. T., & Wilderom, C. P. (2011). Transformational leadership as a mediator between emotional intelligence and team outcomes. *The Leadership Quarterly*, 22(4), 591-603.
- Hur, M. (2008). Exploring differences in leadership styles: A study of manager tasks, follower characteristics, and task environments in Korean human service organizations. *Social Behavior and Personality: an international journal*, 36(3), 359-372.
- Jae-On, K., & Mueller, C. (1978). Factor analysis: statistical methods and practical issues. *Beverly Hills, CA: SAGE*.
- Jago, A. G. and V. H. Vroom, 1982. Sex differences in the incidence and evaluation of participative leader behavior, *J. Appl Psychol*, 67: 776-783.
- Jaskyte, K. (2004). Transformational leadership, organizational culture, and innovativeness in nonprofit organizations. *Nonprofit Management and Leadership*, 15(2), 153-168.
- Jordan, P. J., Ashkanasy, N. M., Hartel, C. E. J., & Hooper, G. S. (2002). Workgroup emotional intelligence: Scale development and relationship to team process effectiveness and goal focus. *Human Resource Management Review*, 12, 195–214.
- Jabatan Pendidikan Tinggi (2011). The official website of Department of Higher Education: Malim Sarjana (Lead Scholar). Retrieved from

<http://jpt.moe.gov.my/eng/menupenyelidik.php?page=PENYELIDIK/malim%20sarjana.php>

- Jantzi, D., & Leithwood, K. (1996). Toward an explanation of variation in teachers' perceptions of transformational school leadership. *Educational Administration Quarterly*, 32, 512-538.
- Jin, S., Seo, M. G., & Shapiro, D. L. (2016). Do happy leaders lead better? Affective and attitudinal antecedents of transformational leadership. *The Leadership Quarterly*, 27(1), 64-84.
- Judeh, M. (2010). Transformational leadership: A study of gender differences in private universities. *International Review of Business Research Papers*, 6(4), 118-125.
- Judge, T., Bono, J., Ilies, R., & Gerhardt, M. (2002). Personality and leadership: a qualitative and quantitative review. *Journal of applied psychology*, 87(4), 765.
- Judge, T. A., & Cable, D. M. (1997). Applicant personality, organizational culture, and organization attraction. *Personnel psychology*, 50(2), 359-394.
- Jung, D. I. (2001). Transformational and transactional leadership and their effects on creativity in groups. *Creativity Research Journal*, 13(2), 185-195.
- Jung, D. I., Chow, C., & Wu, A. (2003). The role of transformational leadership in enhancing organizational innovation: Hypotheses and some preliminary findings. *The Leadership Quarterly*, 14(4), 525-544.
- Kalliath, T. J., Bluedorn, A. C., & Gillespie, D. F. (1999). A confirmatory factor analysis of the competing values instrument. *Educational and Psychological Measurement*, 59(1), 143-158.

- Kanfer, F., & Goldstein, A. (1991). *Helping people change: A textbook of methods*. Boston, MA: Allyn & Bacon.
- Katou, A. (2015). Transformational leadership and organisational performance: Three serially mediating mechanisms. *Employee Relations*, 37(3), 329-353.
- Kautzman, R. W. (2011). *An Examination of the Relationship Between Emotional Intelligence and Leadership Practices in a Healthcare Organization*. Unpublished doctoral dissertation. Grand Canyon University, Phoenix, Arizona.
- Kellett, J. B., Humphrey, R. H., & Sleeth, R. G. (2006). Empathy and the emergence of task and relations leaders. *The Leadership Quarterly*, 17(2), 146-162.
- Kerr, R., Garvin, J., Heaton, N., & Boyle, E. (2006). Emotional intelligence and leadership effectiveness. *Leadership & Organization Development Journal*, 27(4), 265-279.
- Keyton, J. (2010). *Communication and organizational culture: A key to understanding work experiences*. Thousand Oaks, CA: Sage Publications.
- Khosrowjerdi, M. (2013). Asian top universities in six world university rankings. *Webology*, 10(2).
- Khurana, R. (2010). *From higher aims to hired hands: The social transformation of American business schools and the unfulfilled promise of management as a profession*. Princeton, NJ: Princeton University Press.
- Kirby, P., Paradise, L., & King, M. (1992). Extraordinary leaders in education: Understanding transformational leadership. *The Journal of educational research*, 85(5), 303-311.

- Kirkpatrick, S., & Locke, E. (1996). Direct and indirect effects of three core charismatic leadership components on performance and attitudes. *Journal of Applied Psychology*, 81(1), 36.
- Kline, R. B. (2011). *Principles and practice of structural equation modeling*. New York City, NY: Guilford publications.
- Kolb, D.A., Winter, S.K., and Berlew, D.E. (1968). Self-directed change: Two studies. *Journal of Applied Behavioral Science*. 6(3). pp. 453-471.
- Kotter, John P., and Heskett, James L. (1992). Corporate Culture and Performance. New York, NY: Free Press.
- Kouzes, J. M., & Posner, B. Z. (2006). *The leadership challenge* (Vol. 3). New York City, NY: John Wiley & Sons.
- Howard, A., & Bray, D.W. (1988). *Managerial lives in transition: Advancing age and changing times*, New York: Guilford Press.
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30(3), 607-610.
- Lam, C., & O'Higgins, E. (2012). Enhancing employee outcomes: The interrelated influences of managers' emotional intelligence and leadership style. *Leadership and Organization Development Journal*, 33(2), 149-174.
- Law, K., Wong, C., & Song, L. (2004). The construct and criterion validity of emotional intelligence and its potential utility for management studies. *Journal of applied Psychology*, 89(3), 483.
- Leban, W., & Zulauf, C. (2004). Linking emotional intelligence abilities and transformational leadership styles. *Leadership & Organization Development Journal*, 25(7), 554-564.

- Leithwood, K., & Poplin, M. (1992). Transformational Leadership. *Educational leadership*, 49, 5.
- LePage-Lees, P. (1997). Exploring patterns of achievement and intellectual development among academically successful women from disadvantaged backgrounds. *Journal of College Student Development*, 38(5), 468-478.
- Lewin, K., Lippitt, R., & White, R. (1939). Patterns of aggressive behavior in experimentally created “social climates”. *The Journal of Social Psychology*, 10(2), 269-299.
- Liao, H., & Chuang, A. (2007). Transforming service employees and climate: a multilevel, multisource examination of transformational leadership in building long-term service relationships. *Journal of applied psychology*, 92(4), 1006.
- Libbrecht, N., Lievens, F., & Schollaert, E. (2010). Measurement equivalence of the Wong and Law Emotional Intelligence Scale across self and other ratings. *Educational and Psychological Measurement*, 70(6), 1007-1020.
- Liden, R., Wayne, S., Zhao, H., & Henderson, D. (2008). Servant leadership: Development of a multidimensional measure and multi-level assessment. *The Leadership Quarterly*, 19(2), 161-177.
- Lindebaum, D., & Cartwright, S. (2010). A critical examination of the relationship between emotional intelligence and transformational leadership. *Journal of Management Studies*, 47(7), 1317-1342.
- Lindner, J. R., Murphy, T. H., & Briers, G. E. (2001). Handling nonresponse in social science research. *Journal of Agricultural Education*, 42(4), 43-53.
- Litvin, D. R. 2000. Defamiliarizing diversity. Unpublished doctoral dissertation, University of Massachusetts, Amherst.

- Liu, J., Siu, O., & Shi, K. (2010). Transformational Leadership and Employee Well-Being: The Mediating Role of Trust in the Leader and Self-Efficacy. *Applied Psychology*, 59(3), 454-479.
- Lonnqvist, A., & Kagaari, J. (2011). Performance management practices and managed performance: the moderating influence of organisational culture and climate in public universities in Uganda. *Measuring Business Excellence*, 15(4), 36-49.
- Lopez-Zafra, E., Garcia-Retamero, R., & Martos, M. P. B. (2012). The relationship between transformational leadership and emotional intelligence from a gendered approach. *The Psychological Record*, 62(1), 97.
- Lord, R., De Vader, C., & Alliger, G. (1986). A meta-analysis of the relation between personality traits and leadership perceptions: An application of validity generalization procedures. *Journal of Applied Psychology*, 71(3), 402.
- Lowe, K., Kroeck, G., & Sivasubramaniam, N. (1996). Effectiveness correlates of transformational and transactional leadership: A meta-analytic review of the MLQ literature. *The Leadership Quarterly*, 7(3), 385-425.
- Luthans, F., & Avolio, B. (2003). Authentic Leadership: A Positive Development Approach. In K. S. Cameron, J. E. Dutton, & R. E. Quinn (Eds.), *Positive Organizational Scholarship*, San Francisco, CA: Berrett-Koehler.
- MacKenzie, S., Podsakoff, P., & Rich, G. (2001). Transformational and transactional leadership and salesperson performance. *Journal of the academy of Marketing Science*, 29(2), 115-134.

MacKenzie, S. B., & Podsakoff, P. M. (2012). Common method bias in marketing: causes, mechanisms, and procedural remedies. *Journal of Retailing*, 88(4), 542-555.

Maheran, N., Isa, F., Norezam, S., & Abdul, R. (2009). Decision making quality of higher education Institutions leaders in malaysia: leadership Style, decision style, managerial process and competitive intensity relationships: Research report. Akademi Kepimpinan Pengajian Tinggi (AKEPT). Kementerian Pengajian Tinggi Malaysia.

Malaysia (2010). *Tenth Malaysia Plan 2010-2015*. Kuala Lumpur: Percetakan Nasional Malaysia Berhad.

Manfreda, K., Bosnjak, M., Berzelak, J., Haas, I., Vehovar, V., & Berzelak, N. (2008). Web surveys versus other survey modes: A meta-analysis comparing response rates. *Journal of the Market Research Society*, 50(1), 79.

Mansor, N. (2000). Malaysian culture and the leadership of organisations: A GLOBE study. *Malaysian management review*, 35, 42-53.

Marcus, B., Schuler, H., Quell, P., & Hümpfner, G. (2002). Measuring counterproductivity: Development and initial validation of a german self-report questionnaire. *International Journal of Selection and Assessment*, 10(1-2), 18-35. doi: 10.1111/1468-2389.00191

Martin, C. M. (2008). *A meta-analytic investigation of the relationship between emotional intelligence and leadership effectiveness*. Unpublished doctoral dissertation. East Carolina University, Greenville, North Carolina.

Masi, R. J., & Cooke, R. A. (2000). Effects of transformational leadership on subordinate motivation, empowering norms, and organizational

- productivity. *The International Journal of Organizational Analysis*, 8(1), 16-47.
- Masood, S., Dani, S., Burns, N., & Backhouse, C. (2006). Transformational leadership and organizational culture: the situational strength perspective. *Proceedings of the Institution of Mechanical Engineers, Part B: Journal of Engineering Manufacture*, 220(6), 941-949.
- Matthews, G., Zeidner, M., & Roberts, R. (2004). *Emotional intelligence: Science and myth*. Cambridge, MA: MIT press.
- Matthews, G., Zeidner, M., & Roberts, R. (2012). Emotional intelligence: A promise unfulfilled? *Japanese Psychological Research*, 54(2), 105-127.
- Mayer, J. D., DiPaolo, M., & Salovey, P. (1990). Perceiving affective content in ambiguous visual stimuli: A component of emotional intelligence. *Journal of personality assessment*, 54(3-4), 772-781.
- Mayer, J.D., & Salovey, P. (1997). What is Emotional Intelligence? In P. Salovey & D. J. Sluyter (Eds.) *Emotional Development and Emotional Intelligence*. New York, NY: Basic Books.
- Mayer, J., Salovey, P., & Caruso, D. (2000). Emotional intelligence as zeitgeist, as personality, and as a mental ability. In Bar-On, R. (Ed), Parker, D. A. (Ed), *The handbook of emotional intelligence: Theory, development, assessment, and application at home, school, and in the workplace* (pp. 92-117). San Francisco, CA: Jossey-Bass.
- Mayer, J. D., Salovey, P., & Caruso, D. R. (2002). *Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT): Users manual*. Toronto, Ontario, Canada: Multi-Health Systems, Inc.

- Mayer, John D, Salovey, Peter, & Caruso, David R. (2004). Emotional intelligence: Theory, findings, and implications. *Psychological inquiry*, 197-215.
- McCall, M. W., Lombardo, M. M., & Morrison, A. M. (1988). *Lessons of experience: How successful executives develop on the job*. New York City, NY: Simon and Schuster.
- McCauley, C.D., & Lombardo, M.M. (1990). Benchmarks: An instrument for diagnosing managerial strengths and weaknesses. In Clark KE, Clark MB (Eds.), *Measures of Leadership* (pp. 535-545). West Orange, NJ: Leadership Library of America.
- McCauley, C. D., Van Veslor, E., & Ruderman, M. N. (2010). Introduction: Our viewpoint of leadership development. In E. Van Veslor, C. D. McCauley, & M. N. Ruderman (Eds.), *The Center for Creative Leadership handbook of leadership development* (pp. 1–26). San Francisco, CA: Wiley.
- McCrum-Gardner, E. (2010). Sample size and power calculations made simple. *International Journal of Therapy and Rehabilitation*, 17(1), 10.
- McGuire, J. B., Rhodes, G., & Palus, C. J. (2008). Inside out: Transforming your leadership culture. *Leadership in Action*, 27(6), 3-7.
- McKee, A., Kemp, T., & Spence, G. (2012). *Management: a focus on leaders*. Upper Saddle River, NJ: Prantice Hall.
- Mills, L. B. (2009). A meta-analysis of the relationship between emotional intelligence and effective leadership. *Journal of Curriculum and Instruction*, 3(2), 22.
- Ministry of Education Malaysia (2013). *National Education Statistics: Higher Education Sector Report*. Retrieved from

<http://www.moe.gov.my/en/Pelan-Pembangunan-Pendidikan-Malaysia-Laporan-Tahunan-2014>

Ministry of Finance (2016). *Economic Report 2015/2016*. Retrieved from
http://www.treasury.gov.my/index.php?option=com_content&view=article&id=6442:economic-report-2015-2016&catid=262&Itemid=2478&lang=en

Ministry of Higher Education (2015). Malaysia Education Blueprint 2015-2025 (Higher Education). Retrieved September, 2016, from
[http://www.moe.gov.my/cms/upload_files/files/3_Malaysia_Education_Blueprint_2015-2025_\(Higher_Education\).pdf](http://www.moe.gov.my/cms/upload_files/files/3_Malaysia_Education_Blueprint_2015-2025_(Higher_Education).pdf)

Ministry of Higher Education (2007). Pelan strategik pengajian tinggi negara: Perletakan asas melangkaui 2020. Putra Jaya: Ministry of Higher Education.

Ministry of Higher Education (2011). *Malaysian higher education statistic year 2010*. Putrajaya: Ministry of Higher Education.

Mintu-Wimsatt, A. (2002). Personality and negotiation style: the moderating effects of cultural context. *Thunderbird International Business Review*, 44(6), 729-748.

Mintzberg, H. (1973). Strategy-Making in Three Modes. *California management review*, 16(2).

Miron, E., Erez, M., & Naveh, E. (2004). Do personal characteristics and cultural values that promote innovation, quality, and efficiency compete or complement each other? *Journal of organizational behavior*, 25(2), 175-199.

Mishra, S. (2012). Role of Thinking Style, Emotional Intelligence and Organizational culture in Human Resource Management Practices. *Social Science International*, 28(2), 345-350.

- Mittal, V. & Kamakura, W. (2001). Satisfaction, repurchases intent, and repurchases behavior: Investigating the moderating effect of customer characteristics. *Journal of Marketing Research*, 38(1), 131–142.
- Moore, B. V. (1927). The May conference on leadership. *Personnel Journal*, 6, 124–128.
- Morley, M., Cerdin, J., Vivian Tang, H., Yin, M., & Nelson, D. (2010). The relationship between emotional intelligence and leadership practices: A cross-cultural study of academic leaders in Taiwan and the USA. *Journal of Managerial Psychology*, 25(8), 899-926.
- Morrow, C., Jarrett, Q., & Rupinski, M. (1997). An investigation of the effect and economic utility of corporate-wide training. *Personnel Psychology*, 50(1), 91-117.
- Moynihan, D., Pandey, S., & Wright, B. (2012). Setting the table: How transformational leadership fosters performance information use. *Journal of Public Administration Research and Theory*, 22(1), 143-164.
- Muenjohn, N., & Armstrong, A. (2008). Evaluating the structural validity of the multifactor leadership questionnaire (MLQ), capturing the leadership factors of transformational-transactional leadership. *Contemporary Management Research*, 4(1).
- Mumford, M., Zaccaro, S., Harding, F., Jacobs, O., & Fleishman, E. (2000). Leadership skills for a changing world: Solving complex social problems. *The Leadership Quarterly*, 11(1), 11-35.

- Nam Nguyen, H., & Mohamed, S. (2011). Leadership behaviors, organizational culture and knowledge management practices: An empirical investigation. *Journal of Management Development*, 30(2), 206-221.
- Navaresse, D. (2008). *The effects of organizational culture, rewards, and individual creativity on the creative performance of technical workgroups*. Ann Arbor, MI: ProQuest.
- Nelton, S. (1996). Emotions in the Workplace. *Nation's Business*, 84(2), 25-29.
- Neuman, W. L., & Kreuger, L. (2003). *Social work research methods: Qualitative and quantitative approaches*: Allyn and Bacon.
- Nemanich, L. A., & Keller, R. T. (2007). Transformational leadership in an acquisition: A field study of employees. *Leadership Quarterly*, 18, 49–68.
- Northouse, P. G. (2012). *Leadership theory and practice*(6th ed.). Thousand Oaks, CA: Sage Publications, Inc.
- Nunnally, J. C. (1978). *Psychometric theory*. New York: McGraw-Hill.
- Obenchain, A. M., Johnson, W. C., & Dion, P. A. (2004). Institutional types, organizational cultures, and innovation in Christian colleges and universities. *Christian Higher Education*, 3(1), 15-39.
- Oppenheim, A.N. (1966). *Questionnaire design and attitude measurement*. New York, NY: Basic Books,inc.
- O'Reilly, C., Chatman, J., & Caldwell, D. (1991). People and organizational culture: A profile comparison approach to assessing person-organization fit. *Academy of management journal*, 34(3), 487-516.

- Othman, R., Abdul-Ghani, R., & Arshad, R. (2001). Great expectations-CEOs' perception of the performance gap of the HRM function in the Malaysian manufacturing sector. *Personnel Review*, 30(1), 61-80.
- Page, C., Wilson, M., Meyer, D., & Inkson, K. (2003). "It's the situation I'm in": the importance of managerial context to effectiveness. *Journal of Management Development*, 22(10), 841-862.
- Pallant, J. (2013). *SPSS survival manual: A step by step guide to data analysis using SPSS for windows (4th ed.)*. England, UK: McGraw Hill Open University Press.
- Parrish, D. R. (2015). The relevance of emotional intelligence for leadership in a higher education context. *Studies in Higher Education*, 40(5), 821-837.
- Pascarella, E., Terenzini, P., & Feldman, K. (2005). *How college affects students* (Vol. 2). San Francisco, CA: Jossey-Bass.
- Pearlin, L.I., & Schooler, C. (1978). The structure of coping. *Journal of Health and Social Behavior*, 19, 2-21.
- Pearl, D.K., & Fairly, D. (1985). Testing for the potential for non-response bias in sample survey. *Public Opinion Quarterly*, 49(4): 553-560.
Doi:10.1086/268950.
- Pelster, B. (2016). Deloitte, U.S. Learning solutions partner. Retrieved February 10, 2016, from <http://www2.deloitte.com/global/en/profiles/bpelster.html>
- Pérez, J., Petrides, K., & Furnham, A. (2005). Measuring trait emotional intelligence. In Schulze, R., (Ed) & Roberts, R. D. (Ed), *emotional intelligence: an international handbook*, 123-143. Boston, MA: Hogrefe & Huber Pub.

- Petrides, F. (2010). Trait emotional intelligence theory. *Industrial and Organizational Psychology*, 3(2), 136-139.
- Petrides, F., & Furnham, A. (2001). Trait emotional intelligence: Psychometric investigation with reference to established trait taxonomies. *European Journal of Personality*, 15(6), 425-448.
- Petrides, K. V., & Furnham, A. (2003). Trait emotional intelligence: Behavioural validation in two studies of emotion recognition and reactivity to mood induction. *European journal of personality*, 17(1), 39-57.
- Petrides, K. V., Pita, R., & Kokkinaki, F. (2007). The location of trait emotional intelligence in personality factor space. *British Journal of Psychology*, 98(2), 273-289.
- Petrie, N. (2011). *Future trends in leadership development*. Center for Creative Leadership white paper. Cambridge, MA: Harvard Graduate School of Education
- Pettigrew, A. (1979). On studying organizational cultures. *Administrative science quarterly*, 570-581.
- Podsakoff, P., MacKenzie, S., Lee, J., & Podsakoff, N. (2003). Common method biases in behavioral research: a critical review of the literature and recommended remedies. *Journal of applied psychology*, 88(5), 879.
- Podsakoff, P. M., & Organ, D. W. (1986). Self-reports in organizational research: Problems and prospects. *Journal of management*, 12(4), 531-544.
- Posner, B., & Kouzes, J. (1993). Psychometric properties of the leadership practices inventory-updated. *Educational and psychological measurement*, 53(1), 191-199.

QS (2014). World university rankings. Retrieved from

<http://www.topuniversities.com/university-rankings>

Quinn, R., & Rohrbaugh, J. (1983). A spatial model of effectiveness criteria: Towards a competing values approach to organizational analysis. *Management science*, 29(3), 363-377.

Quinn, R. E., & Spreitzer, G. M. (1991). *The psychometrics of the competing values culture instrument and an analysis of the impact of organizational culture on quality of life*. Bingley, UK: Emerald.

Radhakrishnan, A., & UdayaSuriyan, G. (2010). Emotional intelligence and its relationship with leadership practices. *International Journal of Business and Management*, 5(2), p65.

Raesli, I., Honarvar, M. S., Fallah, M. F., & Behnood, V. (2016). The Relationship between Different Leadership Styles and Emotional Intelligence (EI) in Managers of Educational Groups (Case Study: Tehran Schools). *International Journal of Humanities and Cultural Studies (IJHCS)* ISSN 2356-5926, 514-527.

Ramachandran, S., Chong, S., & Ismail, H. (2011). Organisational culture: An exploratory study comparing faculties' perspectives within public and private universities in Malaysia. *The International Journal of Educational Management*, 25(6), 615-634.

Reigle, R. (2001). Measuring organic and mechanistic cultures. *Engineering Management Journal-Rolla*, 13(4), 3-8.

Ringle, C., Wend, S., & Will, A. (2010). Finite mixture partial least squares analysis: methodology and numerical examples. In V. Esposito Vinci, W. W.

- Chin, J. Henseler, & H. Wang (Eds), *Handbook of Partial Least Squares: Concepts, Methods and Applications* (pp. 195-218). New York: Springer.
- Romle, A., & Shamsudin, A. (2006). The relationship between management practices and job satisfaction: the case of assistant registrars at public institutions of higher learning in Northern Region Malaysia. *The Journal of Human Resources and Adult Learning*, 2(2), 72-80.
- Rosete, D., & Ciarrochi, J. (2005). Emotional intelligence and its relationship to workplace performance outcomes of leadership effectiveness. *Leadership & Organization Development Journal*, 26(5), 388-399.
- Sadri, G., Weber, T., & Gentry, W. (2011). Empathic emotion and leadership performance: An empirical analysis across 38 countries. *The Leadership Quarterly*, 22(5), 818-830.
- Salmi, J. (2009). The challenge of establishing world-class universities. Washington, DC: World Bank Publications.
- Salovey, P., Stroud, L.R., Woolery, A., & Epel, E.S. (2002). Perceived emotional intelligence, stress reactivity, and symptom reports: Further explorations using the Trait Meta-Mood Scale. *Psychology and Health*, 17, 611-627.
- Sarros, J., Gray, J., Densten, I., & Cooper, B. (2005). The organizational culture profile revisited and revised: An Australian perspective. *Australian Journal of Management*, 30(1), 159-182.
- Sathe, Vijay. "Implications of Corporate Culture: A Manager's Guide to Action." *Organizational Dynamics*, 1983, 12, 4-23.
- Saunders, M. N., Lewis, P., & Thornhill, A. (2009). *Research methods for business students*, 5/e. Noida, India: Pearson Education.

- Schafer, J. (2010). Effective leaders and leadership in policing: traits, assessment, development, and expansion. *Policing: An International Journal of Police Strategies & Management*, 33(4), 644-663.
- Schaubroeck, J., Lam, S., & Cha, S. (2007). Embracing transformational leadership: team values and the impact of leader behavior on team performance. *Journal of Applied Psychology*, 92(4), 1020.
- Schein, Edgar H. (1984). "Coming to a New Awareness of Organizational Culture." *Sloan Management Review*, 25, 3–16.
- Schein, E. (1993). How can organizations learn faster? The challenge of entering the green room. *Sloan Management Review*, 34(2), 85-92.
- Schein, E.H. (2004), *Organizational Culture and Leadership*. San Francisco, CA: Jossey-Bass
- Schlesinger, P., & Kotter, J. (1992). *Organization: Text, cases, and readings on the management of organizational design and change*: Burr Ridge, IL: Irwin Professional Publishing.
- Schnake, M., & Dumler, M. (2003). Levels of measurement and analysis issues in organizational citizenship behaviour research. *Journal of Occupational and Organizational Psychology*, 76(3), 283-301.
- Schriesheim, C. A., Wu, J. B., & Scandura, T. A. (2009). A meso measure? Examination of the levels of analysis of the Multifactor Leadership Questionnaire (MLQ). *The Leadership Quarterly*, 20(4), 604-616.
- Schulte, M. J., Ree, M. J., & Carretta, T. R. (2004). Emotional intelligence: Not much more than g and personality. *Personality and individual differences*, 37(5), 1059-1068.

- Schutte, N., Malouff, J., Hall, L., Haggerty, D., Cooper, J., Golden, C., & Dornheim, L. (1998). Development and validation of a measure of emotional intelligence. *Personality and individual differences*, 25(2), 167-177.
- Scott, T., Mannion, R., Davies, H., & Marshall, M. (2003). The quantitative measurement of organizational culture in health care: a review of the available instruments. *Health services research*, 38(3), 923-945.
- Sekaran, U., & Bougie, R. (2010). Research methods for business: A skill building approach. United Kingdom: John Wiley & Son Ltd.
- Sergiovanni, T., & Corbally, J. (1986). *Leadership and organizational culture: New perspectives on administrative theory and practice*. Champaign, IL: University of Illinois Press.
- Shamsudin, A. (2012). *The Relationship between Emotional Intelligence, Islamic Work Ethic and Leadership Practices among Middle Level Administrators in Malaysian Public Universities*. Unpublished Doctoral dissertation. Universiti Utara Malaysia. Malaysia.
- Shapiro, D. L. (2008). Revisiting the link between leaders' emotional intelligence and transformational leadership: the moderating role of emotional intensity. In Academy of Management Proceedings (Vol. 2008, No. 1, pp. 1-6). *Academy of Management*.
- Sheldon, O. J., Dunning, D., & Ames, D. R. (2014). Emotionally unskilled, unaware, and uninterested in learning more: Reactions to feedback about deficits in emotional intelligence. *Journal of Applied Psychology*, 99(1), 125.

- Shin, S. J., & Zhou, J. (2003). Transformational leadership, conservation, and creativity: Evidence from Korea. *Academy of management Journal*, 46(6), 703-714
- Shin, S. J., & Zhou, J. (2007). When is educational specialization heterogeneity related to creativity in research and development teams? Transformational leadership as a moderator. *Journal of applied Psychology*, 92(6), 1709.
- Simosi, M., & Xenikou, A. (2010). The role of organizational culture in the relationship between leadership and organizational commitment: an empirical study in a Greek organization. *The International Journal of Human Resource Management*, 21(10), 1598-1616.
- Sirat, M., Ahmad, A., & Azman, N. (2012). University Leadership in Crisis: The Need for Effective Leadership Positioning in Malaysia. *Higher Education Policy*, 25(4), 511-529.
- Sivanathan, N., & Cynthia Fekken, G. (2002). Emotional intelligence, moral reasoning and transformational leadership. *Leadership & Organization Development Journal*, 23(4), 198-204.
- Slaski, M., & Cartwright, S. (2003). Emotional intelligence training and its implications for stress, health and performance. *Stress and health*, 19(4), 233-239.
- Smith, J., & Foti, R. (1998). A pattern approach to the study of leader emergence. *The Leadership Quarterly*, 9(2), 147-160.
- Sosik, J. (2005). The role of personal values in the charismatic leadership of corporate managers: A model and preliminary field study. *The Leadership Quarterly*, 16(2), 221-244.

- Sosik, J.J., & Megerian, L.E. (1999). Understanding leader emotional intelligence and performance. *Group & Organization Management*, 24(3), 367-390.
- Southam-Gerow, M.A.,& Kendall, P.C. (1997). A preliminary study of the emotion understanding of youths referred for treatment of anxiety disorders. *Journal of Clinical Child Psychology*, 29(3), 319-237.
- Spencer, L. M. (2001). The economic value of emotional intelligence competencies and EIC-based HR programs. *The Emotionally Intelligent Workplace: How to Select for, Measure, and Improve Emotional Intelligence in Individuals, Groups, and Organizations*. San Francisco, CA: Jossey Bass,45, 82.
- Spector, P. E. (2006). Method variance in organizational research truth or urban legend?. *Organizational research methods*, 9(2), 221-232.
- Srivastava, A. K., Sibia, A., & Misra, G. (2008). Research on emotional intelligence: the Indian experience. *Emotional Intelligence: Theoretical and Cultural Perspectives*, New York, NY: Nova Publishers, 135-52.
- State of Higher Education 2014 - OECD. (2012, 2013, 2014). Retrieved from <http://www.oecd.org/edu/imhe/stateofhighereducation2014.htm>
- Stogdill, R. (1974). *Handbook of leadership: A survey of theory and research*. New York, NY: Free Press.
- Stone, E., & Hollenbeck, J. (1984). Some issues associated with the use of moderated regression. *Organizational Behavior and Human Performance*, 34(2), 195-213.

- Stout-Stewart, S. (2005). Female community-college presidents: Effective leadership patterns and behaviors. *Community College Journal of Research and Practice*, 29(4), 303-315.
- Stubbs Koman, E., & Wolff, S. B. (2008). Emotional intelligence competencies in the team and team leader: A multi-level examination of the impact of emotional intelligence on team performance. *Journal of Management Development*, 27(1), 55-75.
- Subramanian, I. D., & Yen, C. L. (2013). Emotional intelligence of leaders and organizational culture: Evidence from IT companies in Malaysia. *African Journal of Business Management*, 7(11), 882.
- Suls, J., & Fletcher, B. (1985). The relative efficacy of avoidant and nonavoidant coping strategies: A meta-analysis. *Health Psychology*, 4, 249-288.
- Sy, T., Tram, S., & O'Hara, L. A. (2006). Relation of employee and manager emotional intelligence to job satisfaction and performance. *Journal of vocational behavior*, 68(3), 461-473.
- Tabachnick, B.G. & Fidell, L.S. (2007). *Using multivariate statistics* (5th edn). Boston, MA: Pearson Education.
- Talbott, J.E. (2000). *Childhood maltreatment: How abuse, neglect, and multiple maltreatment affect the self-perceptions and esteem, interpersonal relationships, environmental perceptions, emotional functioning, and quality and efficiency of cognitive processing of child survivors: A question of personality development*. Dissertation Abstracts International, 61(07B), 3863.
- Tang, V., H. W., Yin, M. S., & Nelson, D. B. (2010). The relationship between emotional intelligence and leadership practices: A cross-cultural study of

- academic leaders in Taiwan and the USA. *Journal of managerial psychology*, 25(8), 899-926.
- Tashakkori, A., & Teddlie, C. (1998). Mixed methodology: *Combining qualitative and quantitative approaches* (Vol. 46): Sage.
- Taylor, T., Martin, B., Hutchinson, S., & Jinks, M. (2007). Examination of leadership practices of principals identified as servant leaders. *International Journal of Leadership in Education*, 10(4), 401-419.
- Teo, R. (2013). Gears in motion for private higher education players. Retrieved from <http://www.theborneopost.com/2013/02/24/gears-in-motion-for-private-higher-education-players/#ixzz3PzeV2jvQ>
- Teo, T. S., Srivastava, S. C., & Jiang, L. (2008). Trust and electronic government success: An empirical study. *Journal of management information systems*, 25(3), 99-132.
- Tett, R., & Burnett, D. (2003). A personality trait-based interactionist model of job performance. *Journal of Applied Psychology*, 88(3), 500.
- Thomas, D. E. (2011). *Examining the relationship between emotional intelligence and leadership effectiveness of navy human resource officers*. Unpublished doctoral dissertation. Northcentral University, Prescott Valley, AZ.
- Thorp, H., & Goldstein, B. (2013). *Engines of innovation: The entrepreneurial university in the twenty-first century*. Chapel Hill, NC: UNC Press Books.
- Tierney, W. (2008). *The impact of culture on organizational decision-making: Theory and practice in higher education*. Sterling, VA: Stylus Publishing, LLC.

- Tipu, S. A. A., Ryan, J. C., & Fantazy, K. A. (2012). Transformational leadership in Pakistan: An examination of the relationship of transformational leadership to organizational culture and innovation propensity. *Journal of Management & Organization*, 18(04), 461-480.
- Tischler, L., Biberman, J., & McKeage, R. (2002). Linking emotional intelligence, spirituality and workplace performance: Definitions, models and ideas for research. *Journal of managerial psychology*, 17(3), 203-218.
- Trading Economics, (2016). Malaysia GDP Forecast. Retrieved from:
<http://www.tradingeconomics.com/malaysia/gdp-from-services/forecast>
- Trochim, W. M. (2001). *Research methods knowledge base*. Cincinnati, OH: Atomic Dog Pub.
- Uinzi, V. E., Chin, W. W., Henseler, J., & Wang, H. (2010). *Handbook of Partial Least Squares: Concepts, Methods and Applications*. Berlin, Germany: Springer.
- Valentine, J., & Prater, M. (2011). Instructional, transformational, and managerial leadership and student achievement: High school principals make a difference. *NASSP Bulletin*, 0192636511404062.
- Van Knippenberg, B., & Van Knippenberg, D. (2005). Leader self-sacrifice and leadership effectiveness: the moderating role of leader prototypicality. *Journal of Applied Psychology*, 90(1), 25.
- Van Maanen, J., & Kunda, G. 1989. "Real feelings": Emotional expression and organizational culture. *Research in Organizational Behavior*, 11: 43 - 103.
- Vecchio, R., & Brazil, D. (2007). Leadership And Sex-Similarity: A Comparison In A Military Setting. *Personnel Psychology*, 60(2), 303-335.

- Voon, M., Lo, M., Ngui, K., & Peter, S. (2009). Leadership styles in context of institution of higher education in Malaysia. Paper presented at the International Conference on Business and Information Retrieved from https://www.researchgate.net/publication/215628403_Leadership_styles_in_Context_of_Institution_of_Higher_Education_in_Malaysia
- Walter, F., & Bruch, H. (2009). An affective events model of charismatic leadership behavior: A review, theoretical integration, and research agenda. *Journal of Management*.
- Walter, F., Cole, M., & Humphrey, R. (2011). Emotional intelligence: sine qua non of leadership or folderol? *The Academy of Management Perspectives*, 25(1), 45-59.
- Walumbwa, F., Avolio, B., Gardner, W., Wernsing, T., & Peterson, S. (2008). Authentic leadership: Development and validation of a theory-based measure†. *Journal of management*, 34(1), 89-126.
- Walumbwa, F., Avolio, B., & Zhu, W. (2008). How transformational leadership weaves its influence on individual job performance: The role of identification and efficacy beliefs. *Personnel Psychology*, 61(4), 793-825.
- Walumbwa, F. O., Wang, P., Lawler, J. J., & Shi, K. (2004). The role of collective efficacy in the relations between transformational leadership and work outcomes. *Journal of Occupational and Organizational Psychology*, 77(4), 515-530.
- Wang, Y. S., & Huang, T. C. (2009). The relationship of transformational leadership with group cohesiveness and emotional intelligence. *Social Behavior and Personality: an international journal*, 37(3), 379-392.

- Wang, H., Law, K. S., Hackett, R. D., Wang, D., & Chen, Z. X. (2005). Leader-member exchange as a mediator of the relationship between transformational leadership and followers' performance and organizational citizenship behavior. *Academy of management Journal*, 48(3), 420-432.
- Wang, G., & Howell, J. (2010). Exploring the dual-level effects of transformational leadership on followers. *Journal of Applied Psychology*, 95(6), 1134.
- Wang, G., Oh, I., Courtright, S., & Colbert, A. (2011). Transformational leadership and performance across criteria and levels: A meta-analytic review of 25 years of research. *Group & Organization Management*, 36(2), 223-270.
- Weber, M. (1947). The theory of economic and social organization. *Trans. AM Henderson and Talcott Parsons*. New York: Oxford University Press.
- Weinberger, L. (2009). Emotional intelligence, leadership style, and perceived leadership effectiveness. *Advances in Developing Human Resources*, 11(6), 747-772.
- Williams, L. J., & Brown, B. K. (1994). Method variance in organizational behavior and human resources research: Effects on correlations, path coefficients, and hypothesis testing. *Organizational Behavior and Human Decision Processes*, 57(2), 185-209.
- Winter, D., McClelland, D., & Stewart, A. (1981). *A New Casefor the Liberal Arts: Assessing Institutional Goals and Student Development*. San Francisco: Jossey-Bass.
- World Economic Forum Annual Meeting 2014. (n.d.). Retrieved from <http://www.weforum.org/events/world-economic-forum-annual-meeting-2014>

- Wong, C., & Law, K. (2002). The effects of leader and follower emotional intelligence on performance and attitude: An exploratory study. *The leadership quarterly*, 13(3), 243-274.
- Wright, B., & Pandey, S. (2009). Transformational leadership in the public sector: Does structure matter? *Journal of public administration research and theory*, mup003.
- Wu, W., Liu, Y., Song, L., & Liu, J. (2006). Effects of organizational leadership on employee commitment: The moderating role of emotional intelligence. *Journal of Psychology in Chinese Societies*, 7, 283-306.
- Yammarino, F., Spangler, W., & Bass, B. (1993). Transformational leadership and performance: A longitudinal investigation. *The Leadership Quarterly*, 4(1), 81-102.
- Young, M., & Dulewicz, V. (2007). Relationships between emotional and congruent self-awareness and performance in the British Royal Navy. *Journal of Managerial Psychology*, 22(5), 465-478.
- Yousef, D. (2001). Islamic work ethic-A moderator between organizational commitment and job satisfaction in a cross-cultural context. *Personnel Review*, 30(2), 152-169.
- Yukl, G. A. (1989). *Leadership in organizations*. Noida, India: Pearson Education India.
- Yukl, G., & Mahsud, R. (2010). Why flexible and adaptive leadership is essential. *Consulting Psychology Journal: Practice and Research*, 62(2), 81.

- Zacharatos, A., Barling, J., & Kelloway, E. K. (2000). Development and effects of transformational leadership in adolescents. *The Leadership Quarterly*, 11(2), 211-226.
- Zahari, I. B., & Shurbagi, A. M. A. (2012). The effect of organizational culture and the relationship between transformational leadership and job satisfaction in petroleum sector of Libya. *International Business Research*, 5(9), 89.
- Zagorsek, H., Jaklic, M., & Stough, S. (2004). Comparing leadership practices between the United States, Nigeria, and Slovenia: does culture matter? *Cross Cultural Management: An International Journal*, 11(2), 16-34.
- Zagorsek, H., Stough, S., & Jaklic, M. (2006). Analysis of the reliability of the leadership practices inventory in the item response theory framework. *International Journal of Selection and Assessment*, 14(2), 180-191.
- Zeidner, M., & Saklofske, D.S. (1996). Adaptive and maladaptive coping. In M. Zeidner & N.S. Endler (Eds.), *Handbook of coping*. New York City, NY: Wiley.
- Zhang, X., & Bartol, K. (2010). Linking empowering leadership and employee creativity: The influence of psychological empowerment, intrinsic motivation, and creative process engagement. *Academy of Management Journal*, 53(1), 107-128.
- Zikmund, W. G., Babin, B. J., Carr, J. C., & Griffin, M. (2010). *Business research methods (8th ed.)*. Sydney: South Western Cengage Learning.

APPENDIX A

Research Questionnaire



OTHMAN YEOP ABDULLAH
GRADUATE SCHOOL OF BUSINESS
Universiti Utara Malaysia
06010 UUM SINTOK
KEDAH DARUL AMAN
MALAYSIA.



Tel: 604-828 7121/7112/7130
Fax: 604-828 7180
Laman Web (Web): www.yagsb.uum.edu.my

KEDAH AMAN MAKMUR • BERSAMA MEMACU TRANSFORMASI

UUM/YAGSB/R-4/4/1
9 December 2015

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

LETTER FOR DATA COLLECTION AND RESEARCH WORK

This is to certify that **Hussein-Elhakim Al Issa (Matric. No: 95999)** is a bonafied student of Doctor of Philosophy (PhD), Othman Yeop Abdullah Graduate School of Business, Universiti Utara Malaysia. He is conducting a research entitled "**Moderating Role of Organizational Culture on the Relationship Between Emotional Intelligence and Leadership**" under the supervision of Prof. Dr. Rosli Mohamad.

In this regard, I hope that you could kindly provide assistance and cooperation for him to successfully complete the research. All the information gathered will be strictly used for academic purposes only.

Your cooperation and assistance is very much appreciated.

Thank you.

"SCHOLARSHIP, VIRTUE, SERVICE"

Yours faithfully,


ROZITA BINTI RAMLI

Assistant Registrar
Vice Dean

Othman Yeop Abdullah Graduate School of Business

D.C - Supervisor
Student's File (95999)



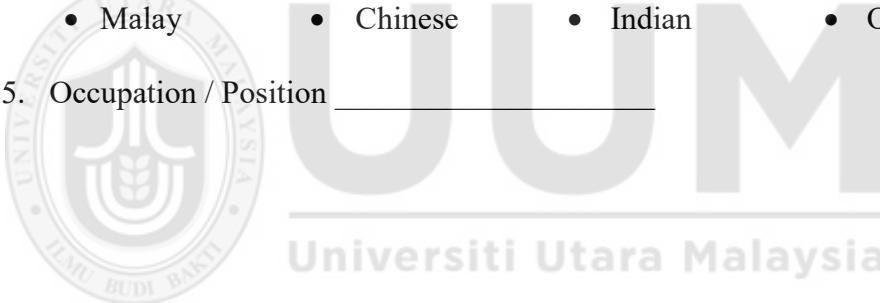
My name is Hussein-Elhakim Al Issa. This survey is part of my PhD research in management at UUM. Your input is much appreciated and will duly aid in the pursuit and contribution of knowledge. All information provided in this survey will be treated as strictly confidential, no organization or individuals will be identified

in any research report, and all information collected will be used purely for the purpose of academic research. There are no “right” or “wrong” answers. Please reflect carefully and answer all questions as honestly as possible.

If you have any questions about the survey, please email me at:
htalissa@hotmail.com

Section A - Demographics:

1. Please specify the highest level of education you have completed.
 - Master degree
 - PhD degree
 - Other (please specify)
2. Please specify age group:
 - Less than 30
 - 30 - 40
 - Over 40
3. Please specify your gender.
 - Female
 - Male
4. Please specify your race/ethnicity.
 - Malay
 - Chinese
 - Indian
 - Other
5. Occupation / Position _____



Section B – Transformational Leadership:

This section describes your leadership style as you perceive it. If an item is irrelevant or if you are unsure or do not know the answer, leave the answer blank.

Twenty descriptive statements are listed on the following pages. Judge how frequently each statement fits you. The word “other” may mean your peers, clients, direct reports, supervisor, and/or all of these individuals. Use the following rating scale:

Not at All	Once in a While	Sometimes	Fairly Often	Frequently, if not always
1	2	3	4	5

1	I re-examine the critical assumption to question whether they are appropriate	1	2	3	4	5
2	I talk about my most important values and beliefs	1	2	3	4	5
3	I seek differing perspectives when solving problems	1	2	3	4	5
4	I talk optimistically about the future	1	2	3	4	5
5	I instill pride in others for being associated with me	1	2	3	4	5
6	I talk enthusiastically about what needs to be accomplished	1	2	3	4	5
7	I specify the importance of having strong sense of purpose	1	2	3	4	5
8	I spend time teaching and coaching	1	2	3	4	5
9	I go beyond self-interest for the good of the group	1	2	3	4	5
10	I treat others as individuals rather than just as a member of the group	1	2	3	4	5
11	I act in ways that build other's respect for me	1	2	3	4	5
12	I consider the moral and ethical consequences of decision	1	2	3	4	5
13	I display a sense of power and confident	1	2	3	4	5
14	I articulate a compelling vision of the future	1	2	3	4	5
15	I consider an individual as having different needs, abilities and aspirations from other	1	2	3	4	5
16	I get others to look at problems from many different angles	1	2	3	4	5
17	I help other to develop their strength	1	2	3	4	5

18	I suggest new ways of looking at how to complete assignments	1	2	3	4	5
19	I emphasize the importance of having a collective sense of mission	1	2	3	4	5
20	I express confidence that goal will be achieved	1	2	3	4	5



Section C – Emotional Intelligence:

Please select the circle number on the right hand columns to indicate your agreement with the following statements regarding your emotional intelligence:

	strongly disagree	disagree	neither disagree nor agree	agree	strongly agree
	1	2	3	4	5
	Self-emotion appraisal				1 2 3 4 5
1	I have a good sense of why I have certain feelings most of the time.				
2	I have good understanding of my own emotions.				
3	I really understand what I feel.				
4	I always know whether or not I am happy.				
	Regulation of emotion				
5	I am able to control my temper so that I can handle difficulties rationally.				
6	I am quite capable of controlling my own emotions.				
7	I can always calm down quickly when I am very angry.				
8	I have good control of my own emotions.				
	Use of emotion				
9	I always set goals for myself and then try my best to achieve them.				
10	I always tell myself I am a competent person.				
11	I am a self-motivating person.				
12	I would always encourage myself to try my best.				
	Others emotion appraisal				
13	I always know my friends' emotions.				

14	I am a good observer of others' emotions.					
15	I am sensitive to the feelings and emotions of others.					
16	I have good understanding of the emotions of people around me.					



Section D - Organizational Culture:

Please assign a number on the right hand column to indicate your agreement with the following statements about your organizational culture:

Strongly disagree	Disagree	neither disagree nor agree	Agree	Strongly agree
1	2	3	4	5

1	The organization is a very personal place. It is like an extended family. People seem to share a lot of personal information and features.	
2	The organization is a very dynamic entrepreneurial place. People are willing to stick out their necks and take risks.	
3	The organization is a very results-oriented. A major concern is getting the job done. People are very competitive and achievement-oriented.	
4	The organization is a very controlled and structured place. Formal procedures generally govern what people do.	
5	The leadership in the organization is generally considered to exemplify mentoring, facilitating, or nurturing.	
6	The leadership in the organization is generally considered to exemplify entrepreneurship, innovation, or risk taking.	
7	The leadership in the organization is generally considered to exemplify a no-nonsense, aggressive, results-oriented focus.	
8	The leadership in the organization is generally considered to exemplify coordinating, organizing, or smooth-running efficiency.	
9	The management style in the organization is characterized by teamwork, consensus, and participation.	
10	The management style in the organization is characterized by individual risk taking, innovation, freedom, and uniqueness.	
11	The management style in the organization is characterized by hard-driving competitiveness, high demands, and achievement.	

12	The management style in the organization is characterized by security of employment, conformity, predictability, and stability in relationships.	
13	The glue that holds the organization together is loyalty and mutual trust. Commitment to this organization runs high.	
14	The glue that holds the organization together is commitment to innovation and development. There is an emphasis on being on the cutting edge.	
15	The glue that holds the organization together is an emphasis on achievement and goal accomplishment.	
16	The glue that holds the organization together is formal rules and policies. Maintaining a smooth-running organization is important.	
17	The organisation emphasizes human development. High trust, openness, and participation persist.	
18	The organisation emphasizes acquiring new resources and creating new challenges. Trying new things and prospecting for opportunities are valued.	
19	The organisation emphasizes competitive actions and achievement. Hitting stretch targets and winning in the marketplace are dominant.	
20	The organisation emphasizes permanence and stability. Efficiency, control, and smooth operations are important.	
21	The organisation defines success on the basis of the development of human resources, teamwork, employee commitment, and concern for people.	
22	The organisation defines success on the basis of having the most unique or newest products. It is a product leader and innovator.	
23	The organisation defines success on the basis of winning in the marketplace and outpacing the competition. Competitive market leadership is key.	
24	The organisation defines success on the basis of efficiency. Dependable delivery, smooth scheduling, and low-cost production are critical.	
	Total	

Thank You

APPENDIX B

SPSS Output

Statistics						
		education	age	gender	ethnicity	position
N	Valid	333	333	333	333	333
	Missing	0	0	0	0	0

Education						
		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Master degree	51	15.3	15.3	15.3	
	PhD degree	282	84.7	84.7	100.0	
	Total	333	100.0	100.0		

Age					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30 - 40	104	31.2	31.2	31.2
	over 40	229	68.8	68.8	100.0
	Total	333	100.0	100.0	

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	female	126	37.8	37.8	37.8
	male	207	62.2	62.2	100.0
	Total	333	100.0	100.0	

Ethnicity					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Malay	304	91.3	91.3	91.3
	Chinese	11	3.3	3.3	94.6
	Indian	13	3.9	3.9	98.5
	Other	5	1.5	1.5	100.0
	Total	333	100.0	100.0	

Position					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	HOD/manager	241	72.4	72.4	72.4
	Dean	30	9.0	9.0	81.4
	Deputy Dean	46	13.8	13.8	95.2
	Director	10	3.0	3.0	98.2
	Deputy Director	6	1.8	1.8	100.0
	Total	333	100.0	100.0	

Pearson Correlations (n = 333)							
		Mean_T L	Mean_SE A	Mean_OE A	Mean_UO E	Mean_RO E	Mean_O C
Pearson Correlatio n	Mean_TL	1.000	.383	.299	.478	.315	.268
	Mean_SE A	.383	1.000	.403	.529	.598	.241
	Mean_OE A	.299	.403	1.000	.334	.374	.237
	Mean_UO E	.478	.529	.334	1.000	.481	.245
	Mean_RO E	.315	.598	.374	.481	1.000	.263

	Mean_OC	.268	.241	.237	.245	.263	1.000
Sig. (1-tailed)	Mean_TL	.	.000	.000	.000	.000	.000
	Mean_SEA	.000	.	.000	.000	.000	.000
	Mean_OEA	.000	.000	.	.000	.000	.000
	Mean_UOE	.000	.000	.000	.	.000	.000
	Mean_ROE	.000	.000	.000	.000	.	.000
	Mean_OC	.000	.000	.000	.000	.000	.
N	Mean_TL	333	333	333	333	333	333
	Mean_SEA	333	333	333	333	333	333
	Mean_OEA	333	333	333	333	333	333
	Mean_UOE	333	333	333	333	333	333
	Mean_ROE	333	333	333	333	333	333
	Mean_OC	333	333	333	333	333	333

Outliers Output (Mahalanobis/Cook's distance):

	Mahalanobis	Cook		Mahalanobis	Cook		Mahalanobis	Cook
1	40.28	0.02	31	40.95	0.00	61	81.25	0.02
2	43.00	0.01	32	55.90	0.00	62	64.84	0.00
3	93.69	0.02	33	47.19	0.00	63	72.69	0.01
4	81.54	0.04	34	112.43	0.02	64	141.40	0.00
5	104.52	0.01	35	110.10	0.01	65	73.92	0.01
6	63.45	0.01	36	40.48	0.00	66	58.82	0.00
7	97.25	0.01	37	38.03	0.00	67	70.06	0.01
8	39.93	0.00	38	110.70	0.01	68	67.68	0.00
9	40.58	0.00	39	80.03	0.00	69	52.63	0.00
10	17.44	0.00	40	79.94	0.00	70	64.88	0.01
11	42.63	0.01	41	77.95	0.00	71	76.85	0.00
12	45.92	0.01	42	49.06	0.01	72	59.53	0.00
13	35.89	0.00	43	67.88	0.01	73	75.28	0.00
14	40.36	0.01	44	75.82	0.00	74	46.52	0.00
15	30.06	0.00	45	104.40	0.01	75	36.94	0.00
16	41.28	0.00	46	78.91	0.00	76	103.41	0.00
17	41.28	0.00	47	68.56	0.00	77	56.41	0.00
18	65.01	0.01	48	38.72	0.00	78	102.35	0.00
19	55.33	0.01	49	50.08	0.01	79	36.01	0.00
20	98.84	0.01	50	37.91	0.00	80	89.99	0.00
21	32.70	0.00	51	47.69	0.01	81	45.72	0.00
22	43.25	0.01	52	113.39	0.01	82	43.63	0.00
23	65.20	0.00	53	49.99	0.01	83	34.87	0.00
24	131.63	0.03	54	77.55	0.01	84	111.18	0.00
25	51.24	0.01	55	44.28	0.00	85	25.15	0.00
26	113.59	0.03	56	46.36	0.00	86	42.12	0.00
27	42.99	0.00	57	81.85	0.00	87	70.90	0.00
28	65.22	0.00	58	69.78	0.01	88	38.17	0.00
29	37.42	0.01	59	58.15	0.01	89	55.41	0.00
30	52.35	0.01	60	82.13	0.00	90	57.19	0.00

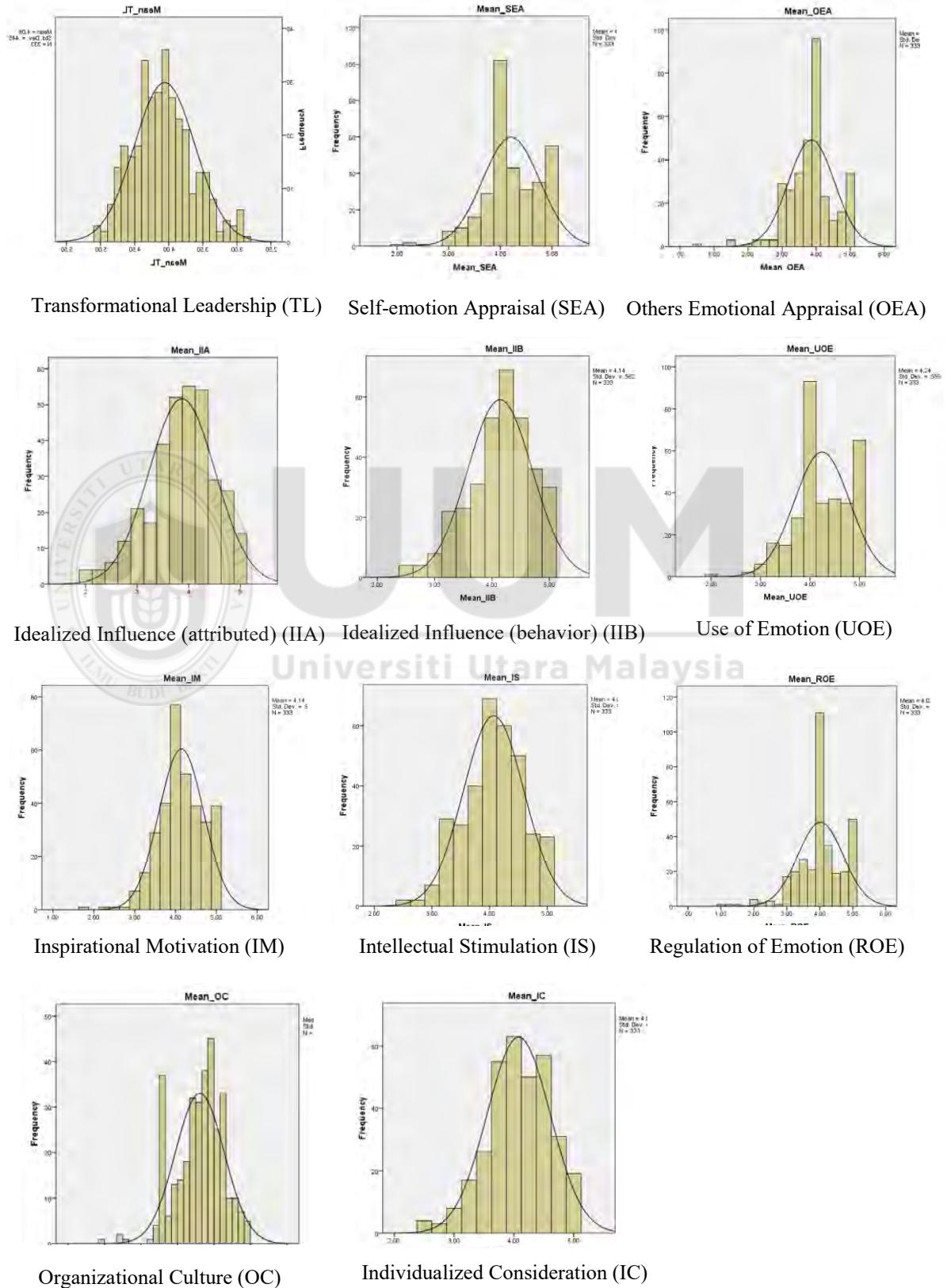
	Mahalanobis	Cook		Mahalanobis	Cook		Mahalanobis	Cook
91	81.71	0.01	121	13.97	0.00	151	57.23	0.00
92	71.87	0.01	122	40.66	0.00	152	51.57	0.00
93	24.63	0.00	123	52.23	0.00	153	54.83	0.00
94	40.24	0.01	124	66.63	0.00	154	54.29	0.00
95	48.17	0.00	125	51.27	0.00	155	47.68	0.00
96	48.90	0.00	126	90.76	0.01	156	60.77	0.00
97	39.65	0.00	127	71.95	0.00	157	103.69	0.00
98	54.89	0.00	128	27.16	0.00	158	78.25	0.00
99	65.21	0.01	129	21.22	0.00	159	36.29	0.00
100	17.26	0.00	130	66.08	0.00	160	23.49	0.00
101	91.80	0.01	131	38.90	0.00	161	108.97	0.00
102	75.11	0.00	132	11.56	0.00	162	94.91	0.00
103	36.58	0.00	133	78.75	0.00	163	45.30	0.00
104	73.95	0.00	134	31.05	0.00	164	67.74	0.00
105	36.67	0.00	135	56.74	0.00	165	44.73	0.00
106	46.08	0.00	136	51.45	0.00	166	43.04	0.00
107	30.48	0.00	137	57.61	0.00	167	151.34	0.00
108	109.84	0.01	138	28.41	0.00	168	42.87	0.00
109	42.00	0.00	139	113.86	0.00	169	67.64	0.00
110	161.92	0.00	140	13.76	0.00	170	30.96	0.00
111	38.84	0.00	141	49.34	0.00	171	26.48	0.00
112	58.15	0.00	142	52.15	0.00	172	63.05	0.00
113	33.27	0.00	143	91.08	0.00	173	94.29	0.00
114	89.81	0.01	144	58.24	0.00	174	78.77	0.00
115	35.37	0.00	145	37.38	0.00	175	68.32	0.00
116	60.80	0.00	146	41.52	0.00	176	90.80	0.01
117	43.01	0.00	147	38.33	0.00	177	112.73	0.00
118	42.32	0.00	148	14.10	0.00	178	53.76	0.00
119	44.69	0.00	149	34.94	0.00	179	107.15	0.00
120	42.70	0.00	150	46.83	0.00	180	27.24	0.00

	Mahalanobis	Cook		Mahalanobis	Cook		Mahalanobis	Cook
181	47.83	0.00	211	36.02	0.00	241	48.35	0.00
182	126.72	0.01	212	64.89	0.00	242	94.99	0.00
183	58.18	0.00	213	53.42	0.00	243	51.91	0.00
184	42.87	0.00	214	50.79	0.00	244	89.42	0.00
185	34.07	0.00	215	42.51	0.00	245	28.39	0.00
186	91.84	0.00	216	67.48	0.01	246	40.45	0.00
187	75.71	0.00	217	121.94	0.00	247	77.59	0.00
188	59.57	0.00	218	39.77	0.00	248	98.17	0.00
189	57.72	0.00	219	107.02	0.03	249	64.87	0.00
190	61.10	0.00	220	57.24	0.00	250	56.59	0.00
191	109.19	0.00	221	51.53	0.00	251	74.01	0.00
192	56.78	0.00	222	54.07	0.00	252	59.39	0.00
193	29.78	0.00	223	35.76	0.00	253	42.35	0.00
194	123.12	0.01	224	32.72	0.00	254	82.17	0.01
195	47.57	0.00	225	31.36	0.00	255	32.56	0.00
196	43.39	0.00	226	29.19	0.00	256	78.96	0.02
197	79.17	0.00	227	35.75	0.00	257	60.44	0.01
198	70.28	0.00	228	25.08	0.00	258	48.73	0.00
199	23.58	0.00	229	31.22	0.00	259	56.33	0.00
200	58.58	0.00	230	43.88	0.00	260	51.50	0.00
201	56.81	0.00	231	76.79	0.01	261	52.88	0.00
202	59.35	0.00	232	60.06	0.00	262	108.77	0.00
203	30.08	0.00	233	57.34	0.00	263	48.31	0.00
204	62.40	0.00	234	51.36	0.00	264	105.49	0.01
205	55.13	0.00	235	70.71	0.00	265	56.45	0.02
206	86.78	0.00	236	77.26	0.00	266	42.27	0.00
207	13.13	0.00	237	70.77	0.00	267	38.20	0.00
208	88.04	0.00	238	47.43	0.00	268	32.83	0.00
209	74.67	0.00	239	89.81	0.00	269	95.28	0.01
210	36.14	0.00	240	55.46	0.00	270	62.97	0.00

	Mahalanobis	Cook		Mahalanobis	Cook		Mahalanobis	Cook
271	53.55	0.00	301	67.99	0.02	331	50.70	0.01
272	56.56	0.00	302	63.50	0.01	332	58.46	
273	28.16	0.00	303	37.39	0.01	333	31.04	
274	70.91	0.01	304	70.32	0.01			
275	108.51	0.03	305	61.92	0.00			
276	91.33	0.01	306	9.33	0.00			
277	47.11	0.01	307	52.46	0.01			
278	119.05	0.02	308	32.26	0.00			
279	51.42	0.00	309	34.71	0.00			
280	74.75	0.00	310	50.92	0.01			
281	71.94	0.00	311	48.99	0.00			
282	57.57	0.00	312	14.07	0.00			
283	56.33	0.00	313	82.52	0.03			
284	40.86	0.01	314	71.96	0.01			
285	40.21	0.00	315	62.50	0.00			
286	98.81	0.00	316	149.79	0.00			
287	53.23	0.00	317	90.06	0.01			
288	34.48	0.00	318	65.49	0.00			
289	97.85	0.03	319	34.78	0.00			
290	51.79	0.00	320	33.33	0.00			
291	47.98	0.01	321	35.54	0.01			
292	49.27	0.00	322	118.37	0.00			
293	45.04	0.00	323	32.27	0.00			
294	32.87	0.00	324	39.86	0.01			
295	47.50	0.00	325	51.85	0.01			
296	39.23	0.01	326	23.23	0.00			
297	60.76	0.00	327	29.73	0.01			
298	65.48	0.00	328	77.89	0.00			
299	57.28	0.00	329	47.18	0.00			
300	47.78	0.00	330	115.33	0.02			

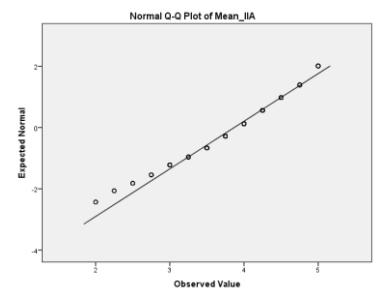
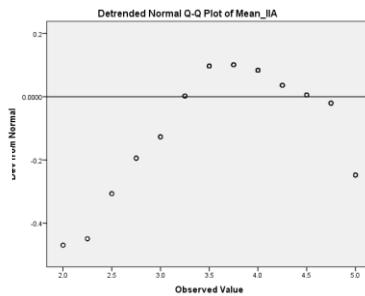
Results of Normality Assessment (n=333)

Histograms

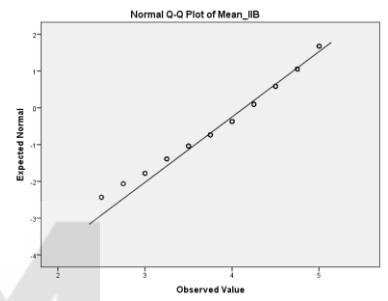
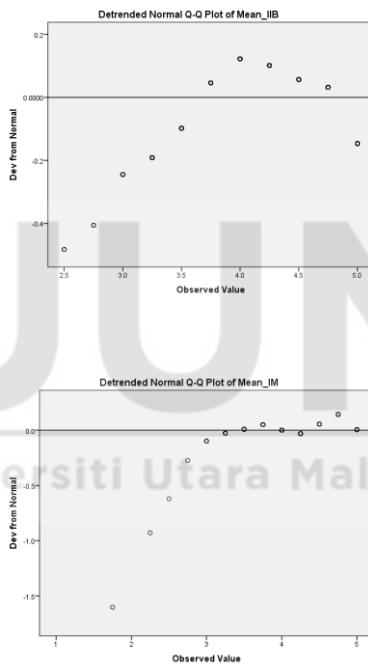


Normality Q-Q and De-trended Q-Q Plots

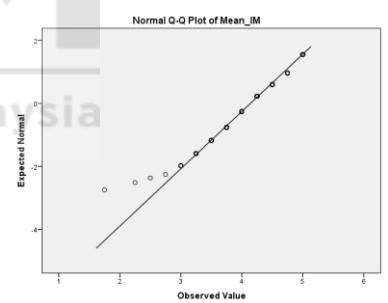
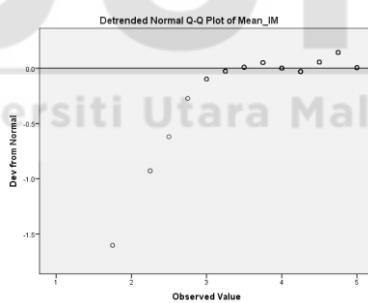
Idealized Influence (attributed) (IIA)



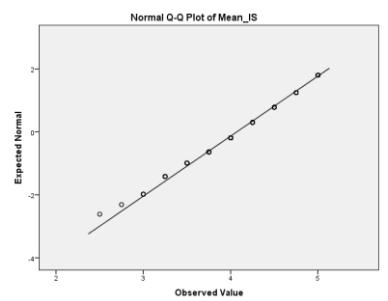
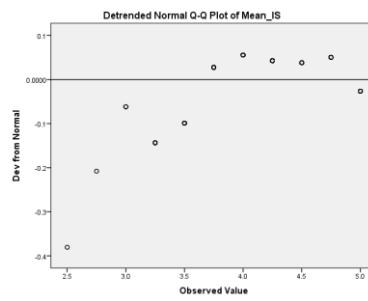
Idealized Influence (behavior) (IIB)



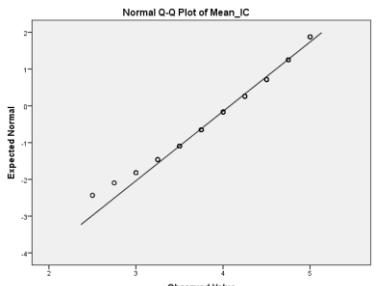
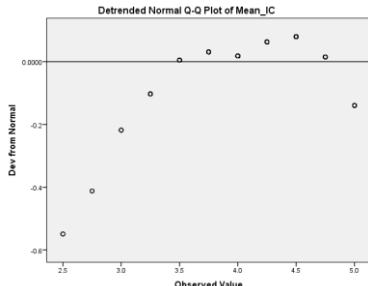
Inspirational Motivation (IM)



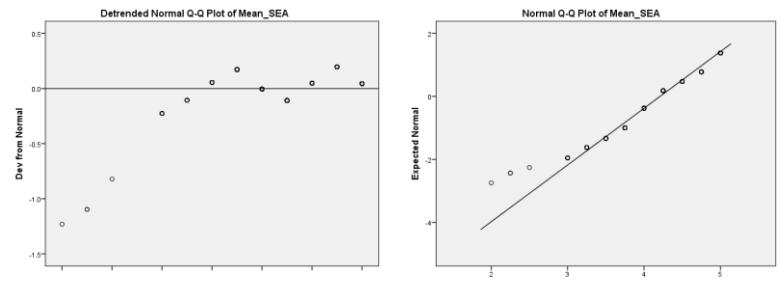
Intellectual Stimulation (IS)



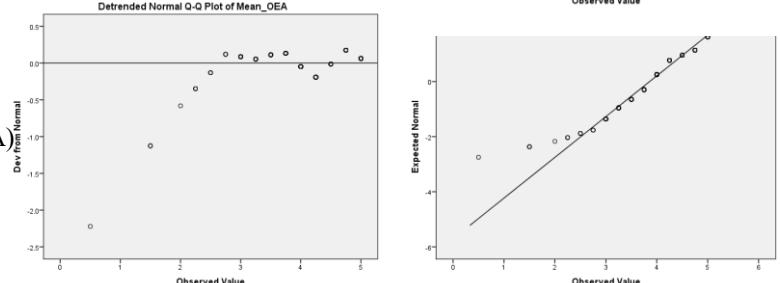
Individualized Consideration (IC)



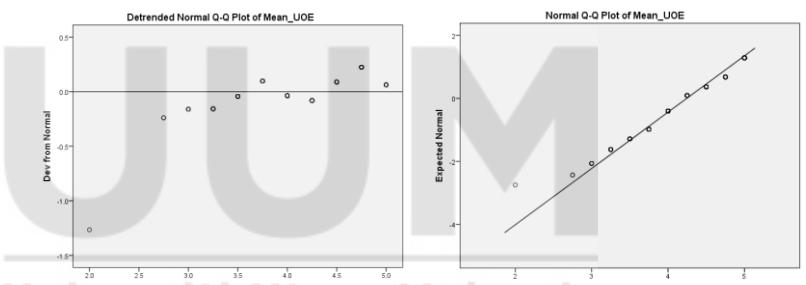
Self-emotion Appraisal (SEA)



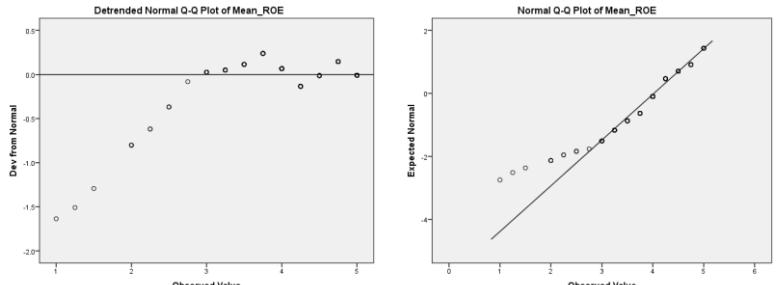
Others Emotional Appraisal (OEA)



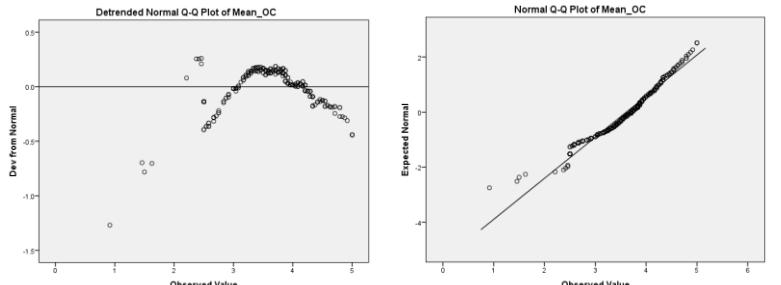
Use of Emotion (UOE)



Regulation of Emotion (ROE)



Organizational Culture (OC)



Univariate Skewness and Kurtosis Statistics (n=333):

Std. error of skewness: .134

Std. error of kurtosis: .266

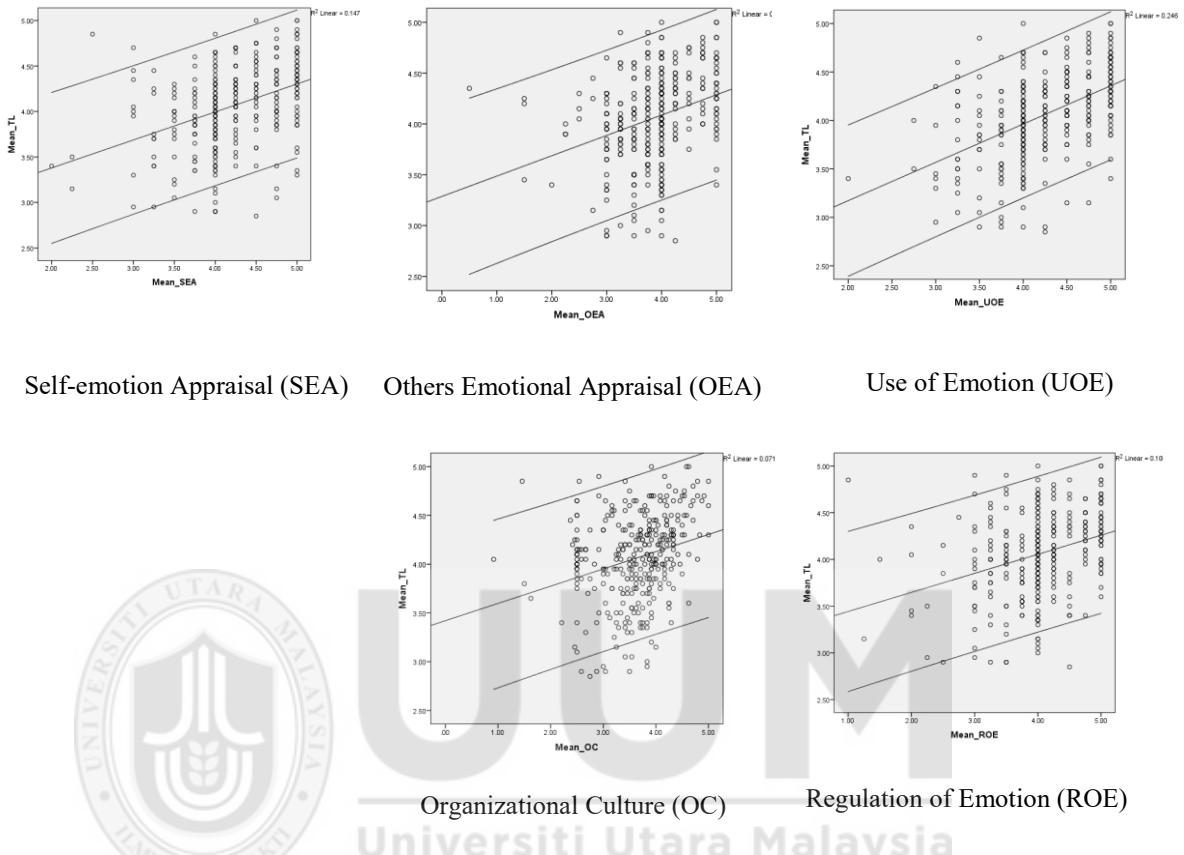
	Min.	Max.	Mean	Std. Deviation	Skewness	Kurtosis
IIA1	1	5	3.72	1.043	-0.8	0.276
IIA2	1	5	4.15	0.919	-1.239	1.65
IIA3	1	5	3.74	1.038	-0.994	0.839
IIA4	1	5	3.86	0.846	-0.514	0.229
IIB1	1	5	3.77	0.981	-0.786	0.472
IIB2	1	5	4.21	0.74	-0.811	0.89
IIB3	1	5	4.42	0.705	-1.209	1.865
IIB4	1	5	4.16	0.744	-0.701	0.657
IM1	1	5	4.13	0.737	-0.714	1.104
IM2	1	5	4.17	0.74	-0.991	2.209
IM3	1	5	4.01	0.756	-0.514	0.566
IM4	3	5	4.26	0.66	-0.346	-0.76
IS1	1	5	3.95	0.771	-0.593	0.71
IS2	1	5	4.02	0.799	-0.507	-0.017
IS3	2	5	4.14	0.738	-0.626	0.278
IS4	2	5	4.17	0.691	-0.345	-0.472
IC1	2	5	4.11	0.734	-0.683	0.578
IC2	1	5	3.72	1.094	-0.809	0.116
IC3	1	5	4.21	0.819	-1.061	1.406
IC4	2	5	4.28	0.678	-0.579	-0.008
SEA1	2	5	4.14	0.652	-0.536	0.887
SEA2	0	5	4.20	0.712	-1.260	4.505
SEA3	1	5	4.21	0.694	-0.802	1.446
SEA4	1	5	4.29	0.692	-0.849	1.247
OEA1	2	5	3.70	0.799	-0.119	-0.465
OEA2	0	5	3.85	0.814	-0.770	1.575
OEA3	0	5	4.00	0.736	-0.956	2.983
OEA4	0	5	3.89	0.782	-0.830	2.309
UOE1	2	5	4.23	0.707	-0.677	0.348
UOE2	2	5	4.14	0.686	-0.414	-0.026
UOE3	2	5	4.26	0.675	-0.654	0.520
UOE4	2	5	4.35	0.644	-0.612	0.044
ROE1	0	5	4.00	0.805	-0.982	2.070
ROE2	0	5	4.05	0.788	-1.267	4.036
ROE3	0	5	3.98	0.819	-0.897	1.686

ROE4	0	5	4.05	0.769	-1.048	2.755
DC1	0	5	3.47	1.037	-0.722	0.296
DC2	0	5	3.24	0.971	-0.464	0.104
DC3	1	5	3.61	1.058	-0.820	0.261
DC4	1	5	3.52	1.002	-0.650	0.094
OL1	1	5	3.80	1.003	-0.878	0.619
OL2	0	5	3.50	0.914	-0.770	0.881
OL3	0	5	3.26	1.099	-0.533	-0.182
OL4	0	5	3.75	1.034	-0.993	0.758
ME1	0	5	3.92	1.067	-1.285	1.436
ME2	0	5	3.34	1.046	-0.690	0.222
ME3	1	5	3.52	0.959	-0.561	0.240
ME4	0	5	3.62	0.980	-0.790	0.687
OG1	0	5	3.81	1.143	-1.103	1.034
OG2	0	5	3.69	1.017	-1.019	1.183
OG3	0	5	3.79	1.003	-1.004	1.110
OG4	0	5	3.66	0.997	-0.861	0.691
SE1	0	5	3.75	1.081	-1.024	0.941
SE2	0	5	3.66	1.057	-1.005	1.139
SE3	0	5	3.57	1.005	-0.794	0.722
SE4	0	5	3.65	1.023	-0.848	0.527
SC1	0	5	3.90	1.105	-1.283	1.586
SC2	0	5	3.41	1.013	-0.622	0.485
SC3	0	5	3.56	1.056	-0.842	0.856
SC4	0	5	3.67	1.018	-1.002	1.105

Multicollinearity Coefficients:

Model	Unstandar dized Coefficient		Standardize d Coefficients Beta	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
	B	Std. Error				Lower Bound	Upper Bound	Zero-order	Partial	Part	Toleranc e	VIF
1	(Constant)	1.857	.196	9.490	.000	1.472	2.241					
	Mean_SEA	.095	.051	.119	1.890	.060	-.004	.195	.384	.104	.088	.545 1.836
	Mean_OEA	.069	.035	.105	2.007	.046	.001	.137	.304	.110	.093	.787 1.271
	Mean_UOE	.295	.045	.371	6.487	.000	.206	.385	.496	.338	.302	.662 1.510
	Mean_ROE	-.004	.039	-.006	-.095	.925	-.081	.074	.316	-.005	-.004	.584 1.711
	Mean_OC	.082	.033	.124	2.513	.012	.018	.146	.266	.138	.117	.895 1.117

Homoscedasticity Plots:



Self-emotion Appraisal (SEA)

Others Emotional Appraisal (OEA)

Use of Emotion (UOE)

Organizational Culture (OC)

Regulation of Emotion (ROE)

Harman's single factor test (CMV)

Component	Total Variance Explained					
	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	13.909	23.182	23.182	13.909	23.182	23.182
2	6.726	11.209	34.392	6.726	11.209	34.392
3	3.620	6.033	40.424	3.620	6.033	40.424
4	2.352	3.921	44.345	2.352	3.921	44.345
5	1.860	3.099	47.445	1.860	3.099	47.445
6	1.659	2.765	50.209	1.659	2.765	50.209
7	1.537	2.561	52.771	1.537	2.561	52.771
8	1.391	2.318	55.089	1.391	2.318	55.089
9	1.333	2.222	57.311	1.333	2.222	57.311
10	1.299	2.165	59.476	1.299	2.165	59.476
11	1.173	1.956	61.431	1.173	1.956	61.431
12	1.077	1.796	63.227	1.077	1.796	63.227
13	1.006	1.676	64.903	1.006	1.676	64.903
14	.984	1.640	66.543			
15	.928	1.547	68.089			
16	.911	1.519	69.608			
17	.828	1.379	70.987			
18	.801	1.335	72.322			
19	.766	1.276	73.598			
20	.718	1.196	74.795			
21	.707	1.179	75.973			
22	.688	1.147	77.121			
23	.669	1.115	78.236			
24	.644	1.074	79.310			
25	.630	1.050	80.360			
26	.590	.983	81.343			
27	.566	.944	82.287			
28	.556	.927	83.214			
29	.545	.909	84.123			

30	.512	.853	84.976			
31	.506	.843	85.819			
32	.497	.828	86.647			
33	.469	.781	87.428			
34	.453	.755	88.183			
35	.417	.695	88.879			
36	.411	.685	89.564			
37	.401	.668	90.232			
38	.380	.634	90.866			
39	.369	.615	91.481			
40	.352	.586	92.068			
41	.344	.574	92.641			
42	.326	.543	93.185			
43	.313	.521	93.706			
44	.308	.514	94.219			
45	.304	.507	94.726			
46	.276	.459	95.186			
47	.271	.452	95.638			
48	.265	.442	96.080			
49	.254	.423	96.503			
50	.246	.410	96.912			
51	.230	.384	97.296			
52	.226	.377	97.673			
53	.208	.347	98.020			
54	.204	.340	98.360			
55	.200	.333	98.694			
56	.175	.292	98.985			
57	.173	.289	99.274			
58	.164	.273	99.547			
59	.149	.249	99.796			
60	.122	.204	100.000			

Extraction Method: Principal Component Analysis.

Organizational Culture's Indicators' Pearson Correlations

		Correlations																							
		DC1	DC2	DC3	DC4	OL1	OL2	OL3	OL4	ME1	ME2	ME3	ME4	OG1	OG2	OG3	OG4	SE1	SE2	SE3	SE4	SC1	SC2	SC3	SC4
DC1	Pearson Correlation	1	.298 **	.103*	.110*	.269 **	.205 **	.235**	.259 **	.254 **	.199 **	.160 **	.271 **	.234 **	.246 **	.259 **	.219 **	.317 **	.286 **	.164 **	.265 **	.169 **	.255 **	.197**	.255 **
	Sig. (1-tailed)		.000	.030	.022	.000	.000	.000	.000	.000	.000	.002	.000	.000	.000	.000	.000	.001	.000	.001	.000	.000	.000	.000	
	N	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	
DC2	Pearson Correlation	.298 **	1	.235**	.081	.281 **	.483 **	.213**	.283 **	.235 **	.316 **	.309 **	.243 **	.345 **	.390 **	.251 **	.184 **	.320 **	.323 **	.292 **	.238 **	.267 **	.316 **	.250**	.332 **
	Sig. (1-tailed)	.000		.000	.071	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	
	N	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	
DC3	Pearson Correlation	.103 *	.235 **	1	.468**	.469 **	.358 **	.213**	.449 **	.456 **	.240 **	.440 **	.247 **	.358 **	.373 **	.397 **	.289 **	.405 **	.267 **	.426 **	.329 **	.447 **	.333 **	.283**	.408 **
	Sig. (1-tailed)	.030	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	
	N	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	
DC4	Pearson Correlation	.110 *	.081	.468**	1	.273 **	.155 **	.350 **	.334**	.325 **	.153 **	.341 **	.382 **	.218 **	.200 **	.367 **	.396 **	.235 **	.202 **	.279 **	.349 **	.302 **	.324 **	.254**	.301 **
	Sig. (1-tailed)	.022	.071	.000		.000	.002	.000	.000	.000	.003	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	
	N	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	
OL1	Pearson Correlation	.269 **	.281 **	.469**	.273**	1	.447 **	.155**	.586 **	.712 **	.206 **	.397 **	.424 **	.554 **	.430 **	.484 **	.281 **	.603 **	.437 **	.391 **	.512 **	.591 **	.345 **	.276**	.480 **
	Sig. (1-tailed)	.000	.000	.000	.000		.000	.002	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	
	N	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	
OL2	Pearson Correlation	.205 **	.483 **	.358**	.155**	.447 **	1	.348**	.425 **	.374 **	.511 **	.522 **	.370 **	.376 **	.501 **	.402 **	.292 **	.420 **	.543 **	.435 **	.359 **	.420 **	.518 **	.419**	.453 **
	Sig. (1-tailed)	.000	.000	.000	.002	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	

	Sig. (1-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	
	N	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	
OG2	Pearson Correlation	.246 **	.390 **	.373 **	.200 **	.430 **	.501 **	.233 **	.461 **	.476 **	.392 **	.478 **	.383 **	.536 **	1	.537 **	.327 **	.538 **	.598 **	.525 **	.378 **	.464 **	.429 **	.437 **	.476 **	.333	.333	
	Sig. (1-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	
	N	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	
OG3	Pearson Correlation	.259 **	.251 **	.397 **	.367 **	.484 **	.402 **	.336 **	.547 **	.541 **	.375 **	.591 **	.501 **	.514 **	.537 **	1	.475 **	.569 **	.556 **	.512 **	.600 **	.522 **	.448 **	.439 **	.575 **	.333	.333	
	Sig. (1-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	
	N	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	
OG4	Pearson Correlation	.219 **	.184 **	.289 **	.396 **	.281 **	.292 **	.332 **	.415 **	.352 **	.366 **	.358 **	.489 **	.344 **	.327 **	.475 **	1	.407 **	.357 **	.442 **	.614 **	.412 **	.399 **	.335 **	.466 **	.333	.333	
	Sig. (1-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	
	N	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	
SE1	Pearson Correlation	.317 **	.320 **	.405 **	.235 **	.603 **	.420 **	.213 **	.643 **	.654 **	.288 **	.460 **	.504 **	.671 **	.538 **	.569 **	.407 **	1	.513 **	.358 **	.525 **	.662 **	.393 **	.327 **	.582 **	.333	.333	
	Sig. (1-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	
	N	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	
SE2	Pearson Correlation	.286 **	.323 **	.267 **	.202 **	.437 **	.543 **	.321 **	.451 **	.456 **	.425 **	.505 **	.499 **	.470 **	.598 **	.556 **	.357 **	.513 **	1	.510 **	.467 **	.491 **	.573 **	.528 **	.493 **	.333	.333	
	Sig. (1-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	
	N	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	
SE3	Pearson Correlation	.164 **	.292 **	.426 **	.279 **	.391 **	.435 **	.380 **	.402 **	.389 **	.380 **	.568 **	.359 **	.360 **	.525 **	.512 **	.442 **	.358 **	.510 **	1	.463 **	.402 **	.574 **	.634 **	.495 **	.333	.333	
	Sig. (1-tailed)	.001	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.	.000	.000	.000	.000	.	.000	.000	.000	.000	.000	.000	.000	.000
	N	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	

SE4	Pearson Correlation	.265 **	.238 **	.329 **	.349 **	.512 **	.359 **	.342 **	.562 **	.506 **	.334 **	.469 **	.538 **	.482 **	.378 **	.600 **	.614 **	.525 **	.467 **	.463 **	1	.563 **	.456 **	.407 **	.639 **
	Sig. (1-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	
	N	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	
SC1	Pearson Correlation	.169 **	.267 **	.447 **	.302 **	.591 **	.420 **	.165 **	.641 **	.672 **	.288 **	.424 **	.500 **	.677 **	.464 **	.522 **	.412 **	.662 **	.491 **	.402 **	.563 **	1	.378 **	.308 **	.549 **
	Sig. (1-tailed)	.001	.000	.000	.000	.000	.000	.001	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	
	N	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	
SC2	Pearson Correlation	.255 **	.316 **	.333 **	.324 **	.345 **	.518 **	.400 **	.421 **	.380 **	.501 **	.461 **	.440 **	.359 **	.429 **	.448 **	.399 **	.393 **	.573 **	.574 **	.456 **	.378 **	1	.595 **	.483 **
	Sig. (1-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	
	N	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	
SC3	Pearson Correlation	.197 **	.250 **	.283 **	.254 **	.276 **	.419 **	.328 **	.358 **	.305 **	.319 **	.486 **	.359 **	.331 **	.437 **	.439 **	.335 **	.327 **	.528 **	.634 **	.407 **	.308 **	.595 **	1	.466 **
	Sig. (1-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	
	N	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	
SC4	Pearson Correlation	.255 **	.332 **	.408 **	.301 **	.480 **	.453 **	.343 **	.562 **	.500 **	.369 **	.505 **	.520 **	.488 **	.476 **	.575 **	.466 **	.582 **	.493 **	.495 **	.639 **	.549 **	.483 **	.466 **	1
	Sig. (1-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	
	N	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	

**. Correlation is significant at the 0.01 level (1-tailed).

*. Correlation is significant at the 0.05 level (1-tailed).

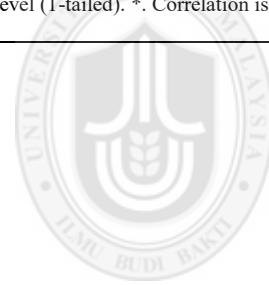
Transformational Leadership's Indicators' Pearson Correlations

		Correlations																			
		IIA1	IIA2	IIA3	IIA4	IIB1	IIB2	IIB3	IIB4	IM1	IM2	IM3	IM4	IS1	IS2	IS3	IS4	IC1	IC2	IC3	IC4
IIA 1	Pearson Correlatio n	1	.151* *	.317* *	.270* *	.145* *	.202* *	.094* *	.080	.225* *	.220* *	.185* *	.173* *	.223* *	.193* *	.065	.141* *	.111* *	.034	.089	.195* *
	Sig. (1-tailed)		.003	.000	.000	.004	.000	.044	.073	.000	.000	.000	.001	.000	.000	.119	.005	.021	.270	.052	.000
	N	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333
IIA 2	Pearson Correlatio n	.151* *	1	.281* *	.217* *	.223* *	.347* *	.284* *	.335* *	.322* *	.362* *	.354* *	.287* *	.329* *	.290* *	.272* *	.273* *	.203* *	.234* *	.247* *	.359* *
	Sig. (1-tailed)		.003	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333
IIA 3	Pearson Correlatio n	.317* *	.281* *	1	.330* *	.204* *	.335* *	.288* *	.212* *	.143* *	.318* *	.343* *	.258* *	.255* *	.251* *	.191* *	.233* *	.073	.193* *	.226* *	.217* *
	Sig. (1-tailed)		.000	.000		.000	.000	.000	.000	.004	.000	.000	.000	.000	.000	.000	.091	.000	.000	.000	.000
	N	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333
IIA 4	Pearson Correlatio n	.270* *	.217* *	.330* *	1	.262* *	.312* *	.228* *	.312* *	.257* *	.340* *	.533* *	.308* *	.235* *	.121*	.237* *	.256* *	.204* *	.101*	.159* *	.356* *
	Sig. (1-tailed)		.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.014	.000	.000	.033	.002	.000	.000
	N	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333

IIB 1	Pearson Correlatio n	.145* *	.223* *	.204* *	.262* *		1	.347* *	.177* *	.248* *	.326* *	.344* *	.347* *	.296* *	.132* *	.234* *	.218* *	.245* *	.191* *	.042	.064	.301* *
	Sig. (1-tailed)	.004	.000	.000	.000			.000	.001	.000	.000	.000	.000	.000	.008	.000	.000	.000	.000	.222	.121	.000
	N	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333
IIB 2	Pearson Correlatio n	.202* *	.347* *	.335* *	.312* *	.347* *		1	.452* *	.437* *	.351* *	.595* *	.487* *	.458* *	.282* *	.363* *	.344* *	.401* *	.261* *	.175* *	.240* *	.362* *
	Sig. (1-tailed)	.000	.000	.000	.000	.000			.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.001	.000	.000
	N	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333
IIB 3	Pearson Correlatio n	.094*	.284* *	.288* *	.228* *	.177* *	.452* *		1	.404* *	.160* *	.318* *	.300* *	.377* *	.170* *	.319* *	.273* *	.282* *	.149* *	.266* *	.283* *	.319* *
	Sig. (1-tailed)	.044	.000	.000	.000	.001	.000			.000	.002	.000	.000	.000	.001	.000	.000	.000	.003	.000	.000	.000
	N	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333
IIB 4	Pearson Correlatio n	.080	.335* *	.212* *	.312* *	.248* *	.437* *	.404* *		1	.242* *	.412* *	.405* *	.504* *	.276* *	.338* *	.427* *	.464* *	.249* *	.128* *	.411* *	.458* *
	Sig. (1-tailed)	.073	.000	.000	.000	.000	.000			.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.010	.000	.000
	N	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333
IM1	Pearson Correlatio n	.225* *	.322* *	.143* *	.257* *	.326* *	.351* *	.160* *	.242* *		1	.424* *	.388* *	.349* *	.223* *	.297* *	.277* *	.264* *	.162* *	.009	.104*	.373* *
	Sig. (1-tailed)	.000	.000	.004	.000	.000	.000	.002	.000			.000	.000	.000	.000	.000	.000	.000	.002	.435	.029	.000
	N	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333
IM2	Pearson Correlatio n	.220* *	.362* *	.318* *	.340* *	.344* *	.595* *	.318* *	.412* *	.424* *		1	.504* *	.465* *	.225* *	.355* *	.378* *	.428* *	.271* *	.169* *	.246* *	.431* *
	Sig. (1-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000			.000	.000	.000	.000	.000	.000	.001	.000	.000	.000
	N	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333
IM3	Pearson Correlatio n	.185* *	.354* *	.343* *	.533* *	.347* *	.487* *	.300* *	.405* *	.388* *	.504* *		1	.485* *	.305* *	.239* *	.425* *	.424* *	.313* *	.159* *	.231* *	.531* *
	Sig. (1-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000			.000	.000	.000	.000	.000	.000	.002	.000	.000	.000

	N	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	
IM4	Pearson Correlation	.173*	.287*	.258*	.308*	.296*	.458*	.377*	.504*	.349*	.465*	.485*	1	.268*	.313*	.402*	.516*	.200*	.099*	.350*	.496*
	Sig. (1-tailed)	.001	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.035	.000	.000	
	N	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	
IS1	Pearson Correlation	.223*	.329*	.255*	.235*	.132*	.282*	.170*	.276*	.223*	.225*	.305*	1	.268*	.339*	.191*	.224*	.185*	.105*	.221*	.308*
	Sig. (1-tailed)	.000	.000	.000	.000	.008	.000	.001	.000	.000	.000	.000		.000	.000	.000	.000	.027	.000	.000	
	N	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	
IS2	Pearson Correlation	.193*	.290*	.251*	.121*	.234*	.363*	.319*	.338*	.297*	.355*	.239*	1	.313*	.339*	.321*	.336*	.083	.122*	.255*	.283*
	Sig. (1-tailed)	.000	.000	.000	.014	.000	.000	.000	.000	.000	.000	.000		.000	.000	.066	.013	.000	.000	.000	
	N	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	
IS3	Pearson Correlation	.065	.272*	.191*	.237*	.218*	.344*	.273*	.427*	.277*	.378*	.425*	1	.402*	.191*	.321*	.510*	.228*	.066	.417*	.569*
	Sig. (1-tailed)	.119	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.115	.000	.000	
	N	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	
IS4	Pearson Correlation	.141*	.273*	.233*	.256*	.245*	.401*	.282*	.464*	.264*	.428*	.424*	1	.516*	.224*	.336*	.510*	.165*	.151*	.385*	.614*
	Sig. (1-tailed)	.005	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.001	.003	.000	.000	
	N	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	
IC1	Pearson Correlation	.111*	.203*	.073	.204*	.191*	.261*	.149*	.249*	.162*	.271*	.313*	1	.200*	.185*	.083	.228*	.165*	.043	.117*	.253*
	Sig. (1-tailed)	.021	.000	.091	.000	.000	.000	.003	.000	.002	.000	.000		.000	.000	.066	.000	.001	.218	.016	.000
	N	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	
IC2	Pearson Correlation	.034	.234*	.193*	.101*	.042	.175*	.266*	.128*	.009	.169*	.159*	1	.099*	.105*	.122*	.066	.151*	.043	.267*	.130*

	Sig. (1-tailed)	.270	.000	.000	.033	.222	.001	.000	.010	.435	.001	.002	.035	.027	.013	.115	.003	.218		.000	.009
	N	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333
IC3	Pearson Correlation	.089	.247*	.226*	.159*	.064	.240*	.283*	.411*	.104*	.246*	.231*	.350*	.221*	.255*	.417*	.385*	.117*	.267*	1	.434*
	Sig. (1-tailed)	.052	.000	.000	.002	.121	.000	.000	.000	.029	.000	.000	.000	.000	.000	.000	.016	.000	.000	.000	.000
	N	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333
IC4	Pearson Correlation	.195*	.359*	.217*	.356*	.301*	.362*	.319*	.458*	.373*	.431*	.531*	.496*	.308*	.283*	.569*	.614*	.253*	.130*	.434*	1
	Sig. (1-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.009	.000	.000	.000
	N	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333
**. Correlation is significant at the 0.01 level (1-tailed). *. Correlation is significant at the 0.05 level (1-tailed).																					



Universiti Utara Malaysia

SMARTPLS Output

Measurement Model

Outer Loadings and Cross Loadings (Item Level Reliability)

	Clan	Adho	Hier	Mrkt	OEA	ROE	SEA	UOE	IC	IIA	IIB	IM	IS
DC1	0.411	0.338	0.269	0.321	0.281	0.135	0.082	0.103	0.034	0.063	0.066	0.055	-0.012
ME1	0.854	0.506	0.531	0.64	0.174	0.198	0.152	0.193	0.199	0.164	0.204	0.262	0.241
OG1	0.827	0.562	0.526	0.58	0.131	0.19	0.233	0.215	0.213	0.148	0.179	0.194	0.173
OL1	0.81	0.492	0.51	0.581	0.105	0.153	0.103	0.163	0.152	0.126	0.221	0.252	0.175
SC1	0.843	0.549	0.541	0.674	0.13	0.245	0.227	0.237	0.208	0.133	0.219	0.222	0.271
SE1	0.856	0.573	0.55	0.661	0.157	0.151	0.204	0.152	0.195	0.12	0.217	0.219	0.177
DC2	0.384	0.611	0.371	0.332	0.133	0.149	0.119	0.132	0.108	0.1	0.127	0.158	0.094
ME2	0.338	0.699	0.486	0.437	0.055	0.142	0.137	0.074	0.043	0.094	0.015	0.075	0.06
OG2	0.601	0.77	0.615	0.518	0.078	0.221	0.126	0.166	0.152	0.075	0.142	0.195	0.149
OL2	0.495	0.803	0.573	0.481	0.16	0.203	0.177	0.179	0.206	0.186	0.171	0.23	0.192
SC2	0.447	0.761	0.642	0.565	0.143	0.177	0.16	0.234	0.198	0.156	0.133	0.234	0.176
SE2	0.591	0.807	0.63	0.567	0.19	0.219	0.239	0.219	0.147	0.131	0.124	0.174	0.157
DC3	0.485	0.396	0.614	0.467	0.119	0.163	0.125	0.185	0.199	0.186	0.246	0.205	0.253
ME3	0.501	0.607	0.819	0.552	0.205	0.16	0.175	0.151	0.173	0.145	0.188	0.235	0.196

OG3	0.644	0.607	0.784	0.693	0.147	0.167	0.158	0.181	0.156	0.116	0.205	0.221	0.187
OL3	0.213	0.406	0.565	0.409	0.135	0.11	0.108	0.131	0.056	0.095	0.058	0.046	0.087
SC3	0.381	0.596	0.727	0.495	0.244	0.149	0.192	0.165	0.163	0.112	0.17	0.225	0.166
SE3	0.467	0.633	0.819	0.557	0.195	0.214	0.143	0.222	0.196	0.152	0.213	0.257	0.185
DC4	0.309	0.243	0.451	0.549	0.138	0.094	0.075	0.111	0.098	0.194	0.195	0.151	0.207
ME4	0.565	0.532	0.501	0.768	0.126	0.165	0.169	0.074	0.062	0.074	0.152	0.131	0.106
OG4	0.444	0.442	0.521	0.737	0.173	0.122	0.115	0.122	0.13	0.096	0.079	0.101	0.111
OL4	0.736	0.549	0.575	0.78	0.176	0.22	0.188	0.155	0.198	0.16	0.19	0.244	0.226
SC4	0.619	0.602	0.647	0.802	0.128	0.135	0.195	0.165	0.103	0.093	0.148	0.145	0.194
SE4	0.625	0.524	0.612	0.842	0.181	0.201	0.184	0.179	0.149	0.094	0.176	0.189	0.182
OEA1	0.211	0.178	0.191	0.202	0.792	0.364	0.356	0.278	0.229	0.16	0.15	0.261	0.204
OEA2	0.15	0.132	0.159	0.154	0.886	0.297	0.354	0.316	0.224	0.223	0.207	0.233	0.169
OEA3	0.171	0.147	0.228	0.184	0.87	0.317	0.354	0.266	0.176	0.22	0.272	0.211	0.197
OEA4	0.138	0.138	0.247	0.164	0.906	0.307	0.355	0.289	0.211	0.256	0.266	0.249	0.195
ROE1	0.184	0.233	0.201	0.163	0.328	0.874	0.522	0.396	0.245	0.198	0.229	0.284	0.229
ROE2	0.156	0.139	0.146	0.143	0.244	0.883	0.51	0.464	0.263	0.217	0.26	0.265	0.245
ROE3	0.203	0.239	0.175	0.202	0.319	0.848	0.478	0.394	0.218	0.248	0.248	0.305	0.256
ROE4	0.257	0.268	0.258	0.233	0.402	0.861	0.544	0.41	0.19	0.206	0.236	0.267	0.194

SEA1	0.183	0.152	0.164	0.156	0.378	0.382	0.74	0.39	0.269	0.325	0.283	0.354	0.289
SEA2	0.189	0.178	0.161	0.157	0.302	0.558	0.835	0.464	0.207	0.205	0.261	0.257	0.199
SEA3	0.119	0.112	0.094	0.124	0.355	0.517	0.845	0.425	0.216	0.213	0.281	0.292	0.251
SEA4	0.21	0.256	0.244	0.241	0.269	0.464	0.8	0.427	0.235	0.188	0.309	0.292	0.28
UOE1	0.193	0.187	0.181	0.144	0.207	0.416	0.452	0.814	0.42	0.289	0.302	0.432	0.343
UOE2	0.15	0.123	0.13	0.075	0.31	0.376	0.419	0.788	0.298	0.318	0.294	0.34	0.244
UOE3	0.167	0.202	0.204	0.156	0.275	0.443	0.434	0.857	0.402	0.353	0.329	0.419	0.307
UOE4	0.239	0.234	0.254	0.206	0.309	0.352	0.44	0.838	0.429	0.294	0.374	0.447	0.378
IC1	0.035	0.019	0.007	-0.012	0.096	0.094	0.089	0.277	0.517	0.229	0.302	0.317	0.211
IC3	0.142	0.14	0.167	0.118	0.127	0.124	0.219	0.32	0.722	0.293	0.364	0.316	0.464
IC4	0.25	0.215	0.242	0.196	0.259	0.3	0.281	0.413	0.874	0.438	0.508	0.607	0.652
IIA2	0.102	0.114	0.177	0.105	0.126	0.15	0.222	0.267	0.387	0.716	0.421	0.434	0.357
IIA3	0.076	0.02	0.027	0.073	0.181	0.117	0.182	0.234	0.251	0.716	0.364	0.359	0.287
IIA4	0.17	0.214	0.177	0.14	0.235	0.269	0.23	0.311	0.348	0.724	0.391	0.481	0.273
IIB1	0.069	0.038	0.109	0.001	0.181	0.149	0.237	0.205	0.271	0.321	0.565	0.429	0.299
IIB2	0.2	0.126	0.212	0.155	0.175	0.212	0.242	0.308	0.404	0.461	0.81	0.63	0.477
IIB3	0.109	0.042	0.1	0.114	0.211	0.187	0.258	0.271	0.361	0.37	0.702	0.389	0.373
IIB4	0.28	0.223	0.271	0.273	0.191	0.247	0.286	0.334	0.531	0.404	0.763	0.525	0.536

IM1	0.198	0.162	0.227	0.145	0.118	0.157	0.179	0.259	0.323	0.342	0.376	0.663	0.358
IM2	0.169	0.148	0.184	0.131	0.18	0.209	0.207	0.352	0.452	0.475	0.595	0.798	0.503
IM3	0.221	0.237	0.224	0.179	0.24	0.286	0.358	0.438	0.521	0.574	0.544	0.799	0.48
IM4	0.227	0.188	0.23	0.196	0.28	0.314	0.381	0.448	0.513	0.397	0.581	0.771	0.541
IS2	0.066	0.01	0.071	0.014	0.099	0.112	0.164	0.167	0.306	0.307	0.443	0.394	0.664
IS3	0.251	0.234	0.293	0.247	0.163	0.238	0.248	0.352	0.595	0.328	0.452	0.493	0.81
IS4	0.204	0.17	0.189	0.228	0.234	0.253	0.317	0.359	0.589	0.355	0.499	0.547	0.829



Self-Emotion Appraisal's Indicators' Pearson Correlations:

		Correlations			
		SEA1	SEA2	SEA3	SEA4
SEA1	Pearson Correlation	1	.532**	.422**	.352**
	Sig. (1-tailed)		.000	.000	.000
	N	333	333	333	333
SEA2	Pearson Correlation	.532**	1	.667**	.578**
	Sig. (1-tailed)	.000		.000	.000
	N	333	333	333	333
SEA3	Pearson Correlation	.422**	.667**	1	.678**
	Sig. (1-tailed)	.000	.000		.000
	N	333	333	333	333
SEA4	Pearson Correlation	.352**	.578**	.678**	1
	Sig. (1-tailed)	.000	.000	.000	
	N	333	333	333	333

**. Correlation is significant at the 0.01 level (1-tailed).

Others Emotional Appraisal's Indicators' Pearson Correlations:

		Correlations			
		OEA1	OEA2	OEA3	OEA4
OEA1	Pearson Correlation	1	.652**	.539**	.585**
	Sig. (1-tailed)		.000	.000	.000
	N	333	333	333	333
OEA2	Pearson Correlation	.652**	1	.667**	.733**
	Sig. (1-tailed)	.000		.000	.000
	N	333	333	333	333
OEA3	Pearson Correlation	.539**	.667**	1	.772**
	Sig. (1-tailed)	.000	.000		.000
	N	333	333	333	333
OEA4	Pearson Correlation	.585**	.733**	.772**	1
	Sig. (1-tailed)	.000	.000	.000	
	N	333	333	333	333

**. Correlation is significant at the 0.01 level (1-tailed).

Use of Emotion's Indicators' Pearson Correlations:

		Correlations			
		UOE1	UOE2	UOE3	UOE4
UOE1	Pearson Correlation	1	.540**	.582**	.555**
	Sig. (1-tailed)		.000	.000	.000
	N	333	333	333	333
UOE2	Pearson Correlation	.540**	1	.605**	.529**
	Sig. (1-tailed)	.000		.000	.000
	N	333	333	333	333
UOE3	Pearson Correlation	.582**	.605**	1	.633**
	Sig. (1-tailed)	.000	.000		.000
	N	333	333	333	333
UOE4	Pearson Correlation	.555**	.529**	.633**	1
	Sig. (1-tailed)	.000	.000	.000	
	N	333	333	333	333

**. Correlation is significant at the 0.01 level (1-tailed).

Regulation of Emotion's Indicators' Pearson Correlations:

		Correlations			
		ROE1	ROE2	ROE3	ROE4
ROE1	Pearson Correlation	1	.720**	.647**	.670**
	Sig. (1-tailed)		.000	.000	.000
	N	333	333	333	333
ROE2	Pearson Correlation	.720**	1	.624**	.719**
	Sig. (1-tailed)	.000		.000	.000
	N	333	333	333	333
ROE3	Pearson Correlation	.647**	.624**	1	.664**
	Sig. (1-tailed)	.000	.000		.000
	N	333	333	333	333
ROE4	Pearson Correlation	.670**	.719**	.664**	1
	Sig. (1-tailed)	.000	.000	.000	
	N	333	333	333	333

**. Correlation is significant at the 0.01 level (1-tailed).

HTMT (Confidence Intervals Bias Corrected)

	Original Sample (O)	Sample Mean (M)	Bias	2.50%	97.50%	HTMT Result
OEA -> OC	0.26	0.267	0.007	0.167	0.389	0.278
ROE -> OC	0.287	0.293	0.005	0.173	0.431	0.302
ROE -> OEA	0.422	0.42	-0.001	0.272	0.565	0.4185
SEA -> OC	0.274	0.284	0.01	0.198	0.419	0.3085
SEA -> OEA	0.475	0.471	-0.004	0.361	0.566	0.4635
SEA -> ROE	0.7	0.698	-0.002	0.602	0.779	0.6905
TL -> OC	0.326	0.345	0.019	0.287	0.464	0.3755
TL -> OEA	0.343	0.346	0.003	0.237	0.457	0.347
TL -> ROE	0.378	0.379	0.001	0.268	0.493	0.3805
TL -> SEA	0.466	0.467	0.001	0.355	0.569	0.462
UOE -> OC	0.275	0.282	0.007	0.189	0.403	0.296
UOE -> OEA	0.386	0.385	-0.001	0.248	0.493	0.3705
UOE -> ROE	0.555	0.557	0.002	0.449	0.667	0.558
UOE -> SEA	0.636	0.636	-0.001	0.53	0.73	0.63
UOE -> TL	0.602	0.599	-0.003	0.491	0.681	0.586

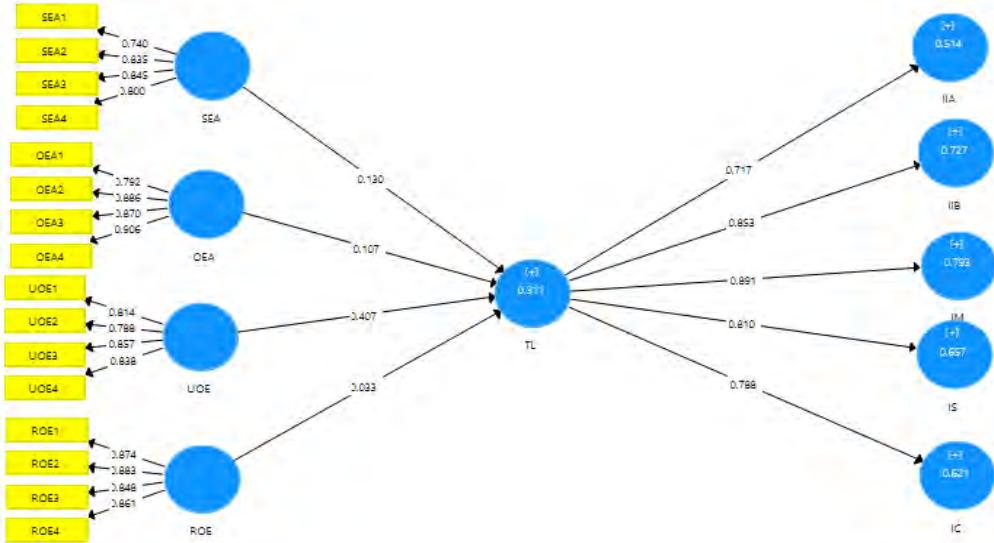
Universiti Utara Malaysia

Significance Testing Results of the Structural Model Path Coefficients (OC Dimensions)

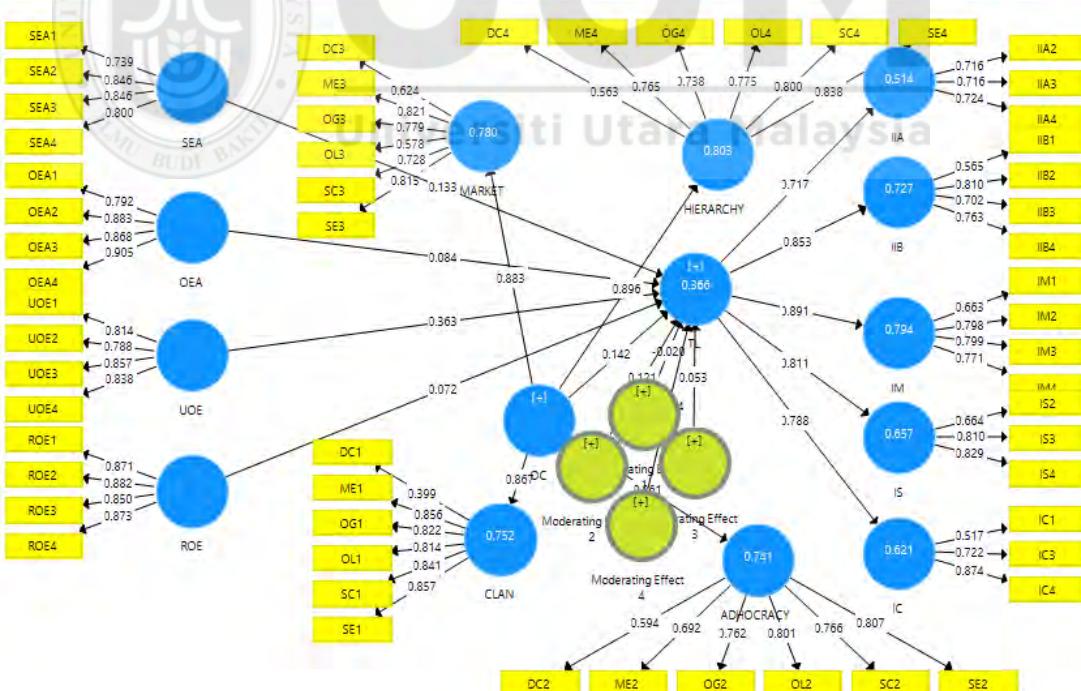
Relationships	Path coefficient	t value	p value
Self-emotion appraisal x clan OC → transformational leadership	0.042	0.690	0.490
Others emotional appraisal x clan OC → transformational leadership	-0.016	0.284	0.777
Use of emotion x clan OC → transformational leadership	0.001	0.029	0.977
Regulation of emotion x clan OC → transformational leadership	0.135	2.085	0.037
Self-emotion appraisal x adhocracy OC → transformational leadership	0.104	1.479	0.139
Others emotional appraisal x adhocracy OC → transformational leadership	-0.077	1.288	0.198
Use of emotion x adhocracy OC → transformational leadership	0.007	0.138	0.890
Regulation of emotion x adhocracy OC → transformational leadership	0.067	0.943	0.346
Self-emotion appraisal x market OC → transformational leadership	0.038	0.523	0.602
Others emotional appraisal x market OC → transformational leadership	0.020	0.343	0.737
Use of emotion x market OC → transformational leadership	-0.008	0.149	0.881
Regulation of emotion x market OC → transformational leadership	0.102	1.317	0.189
Self-emotion appraisal x hierarchy OC → transformational leadership	0.013	0.203	0.839
Others emotional appraisal x hierarchy OC → transformational leadership	-0.003	0.066	0.947
Use of emotion x hierarchy OC → transformational leadership	-0.054	0.983	0.326
Regulation of emotion x hierarchy OC → transformational leadership	0.149	1.997	0.046

Note: ***Significant at 0.01 (1-tailed), **significant at 0.05 (1-tailed), *significant at 0.1 (1-tailed).

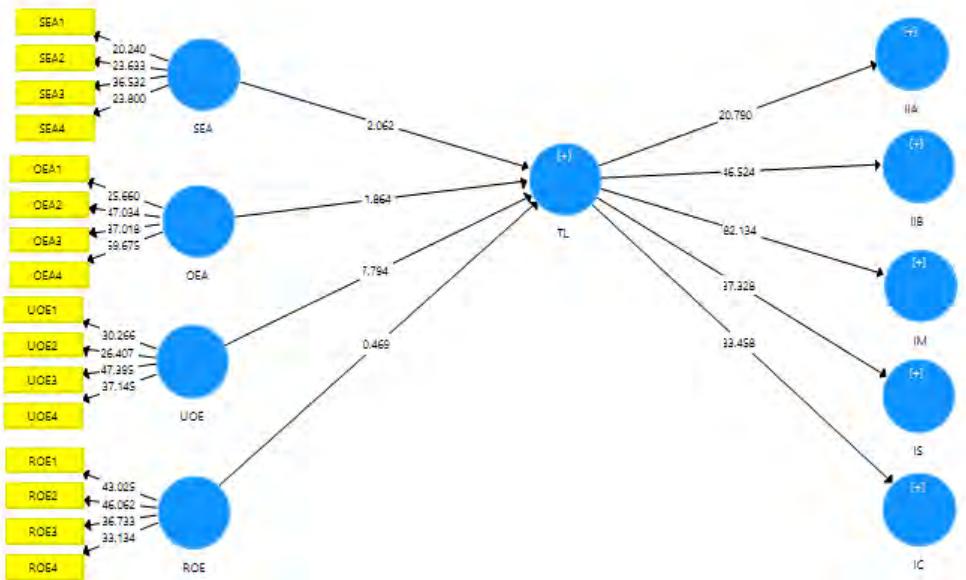
Algorithm EI – TL Model



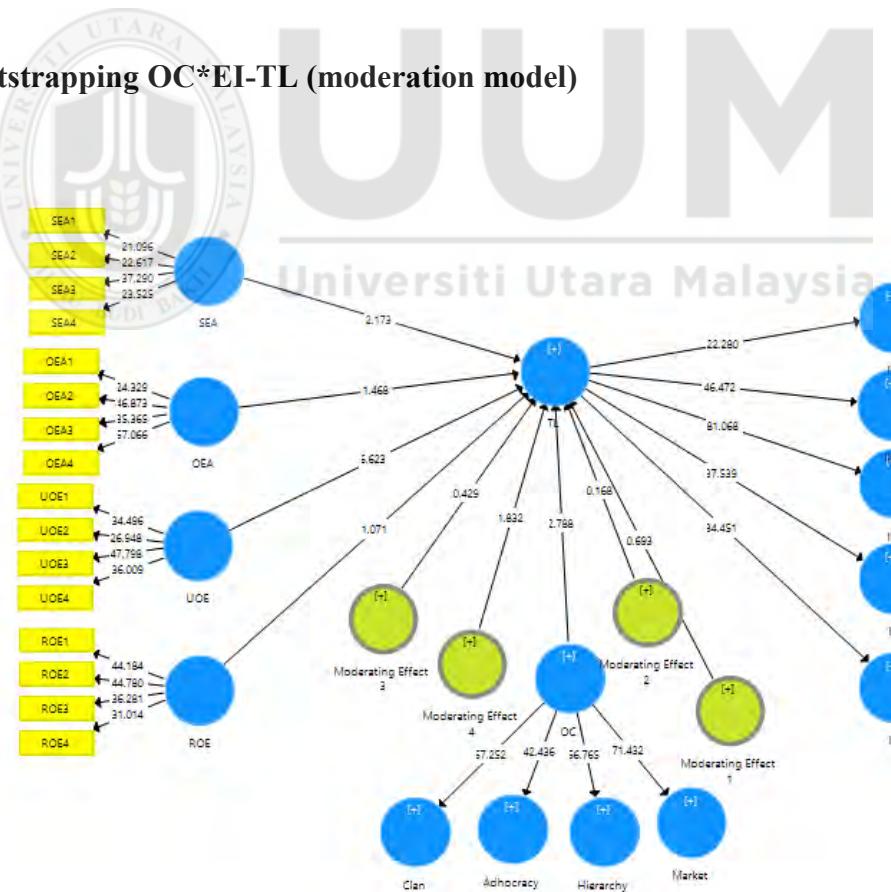
Algorithm OC*EI-Tl- Model



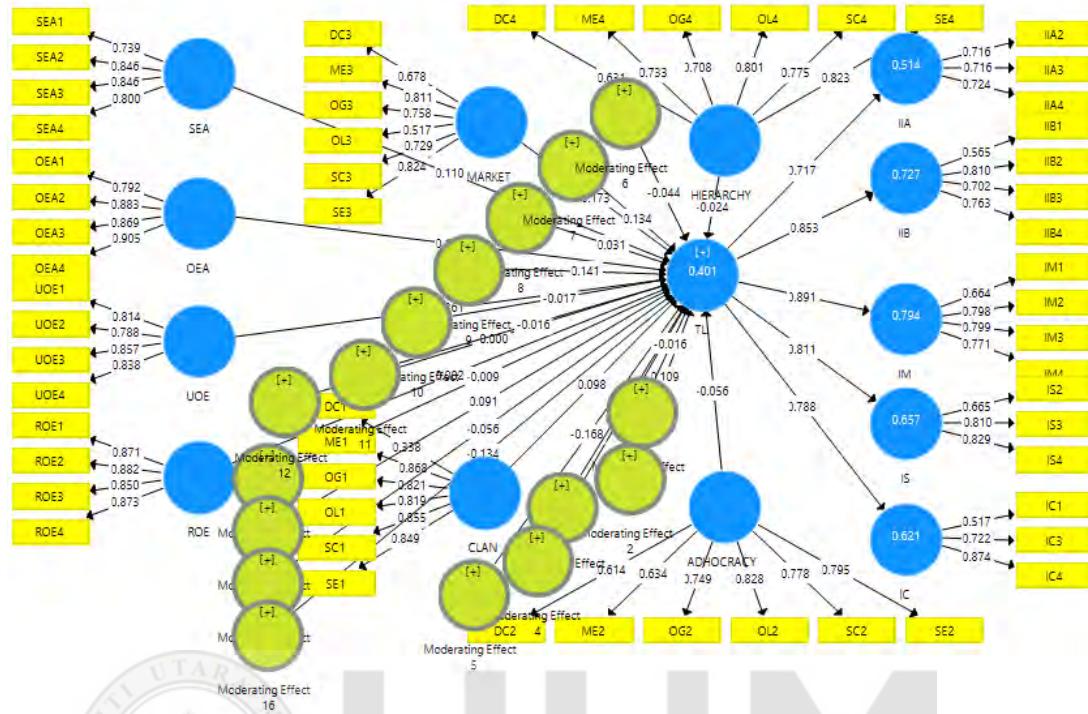
Bootstrapping EI-TL (direct relationship model)



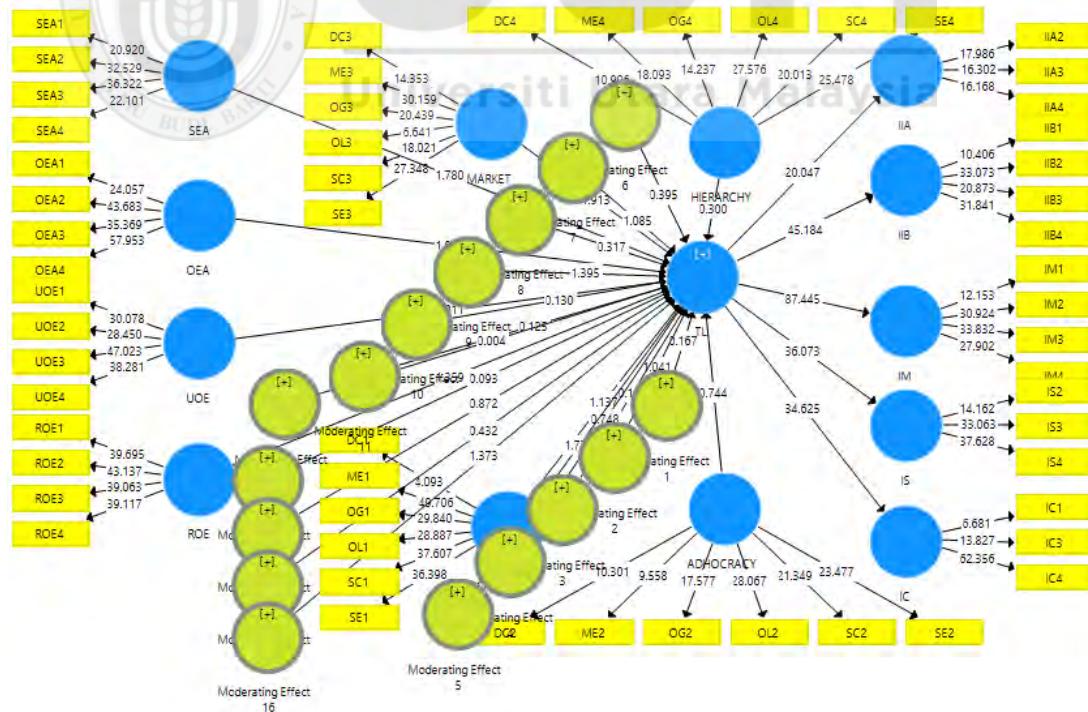
Bootstrapping OC*EI-TL (moderation model)



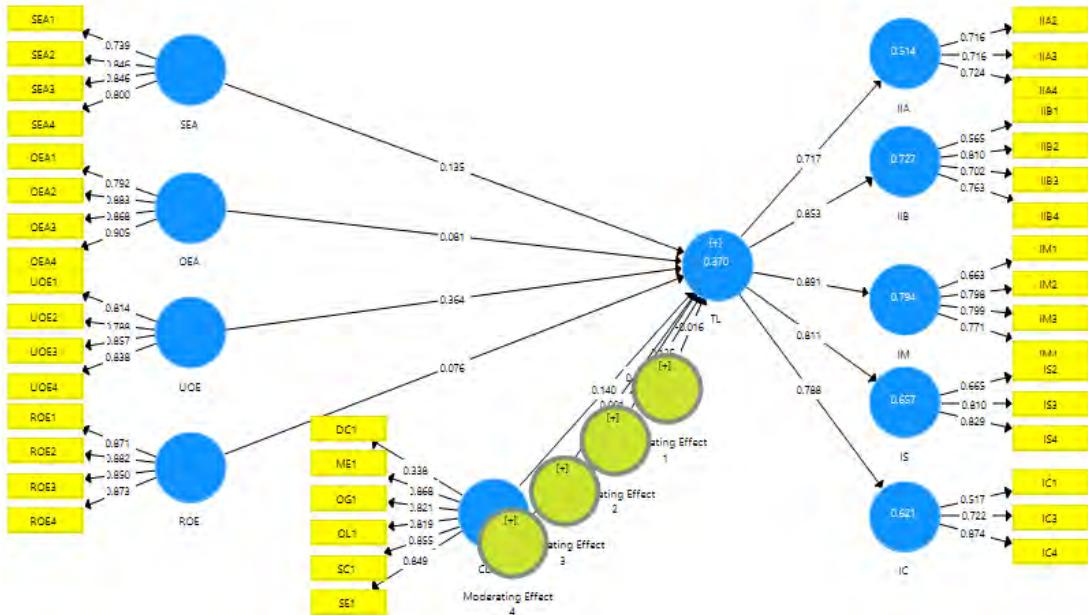
Algorithm OC dimensions



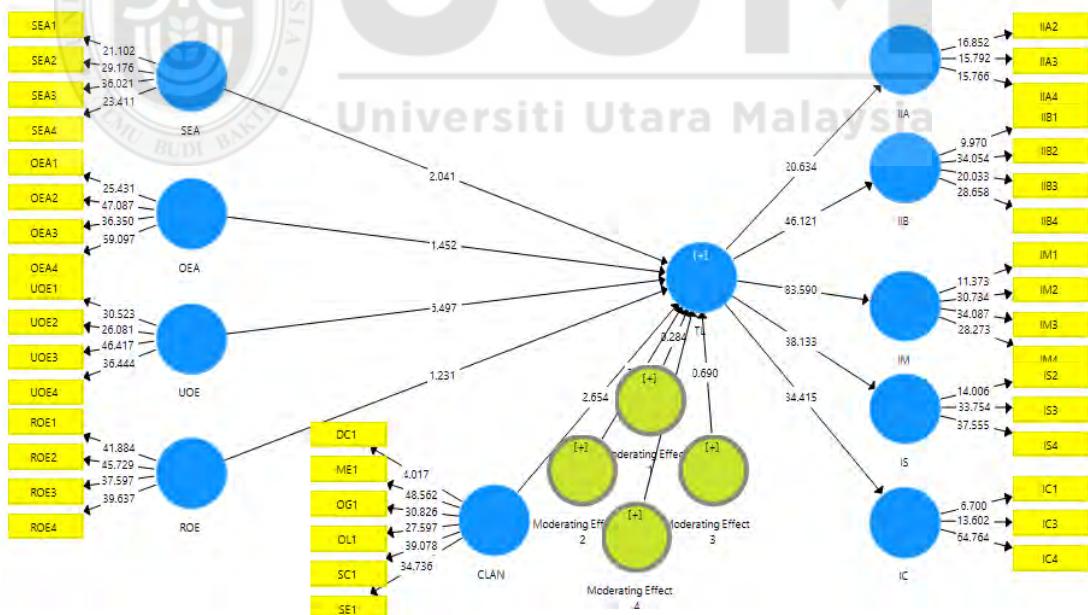
Bootstrap OC dimensions



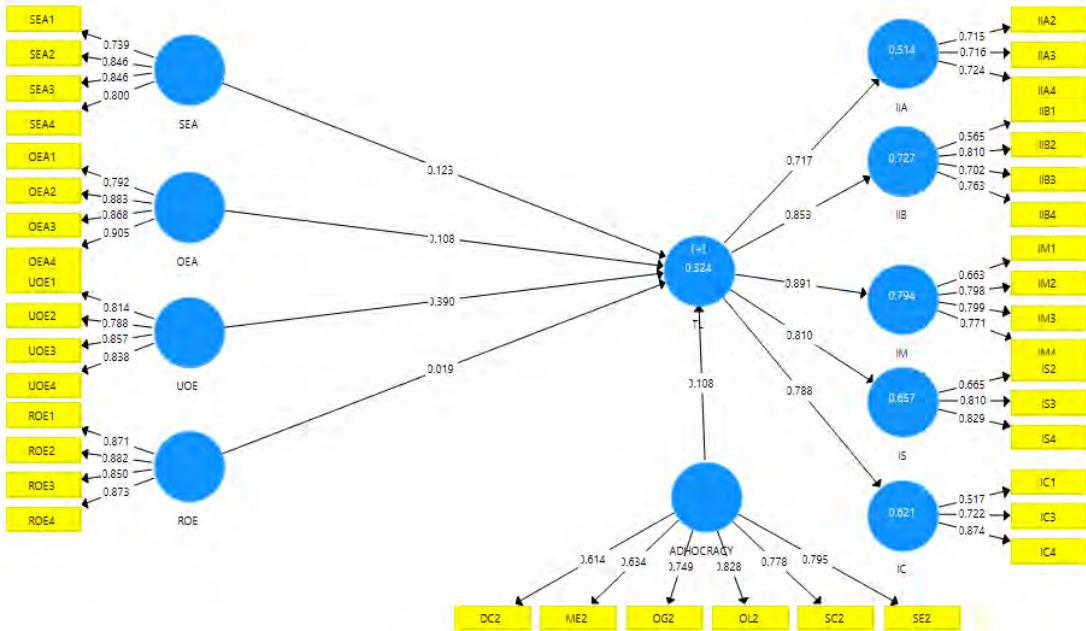
Algorithm Clan OC



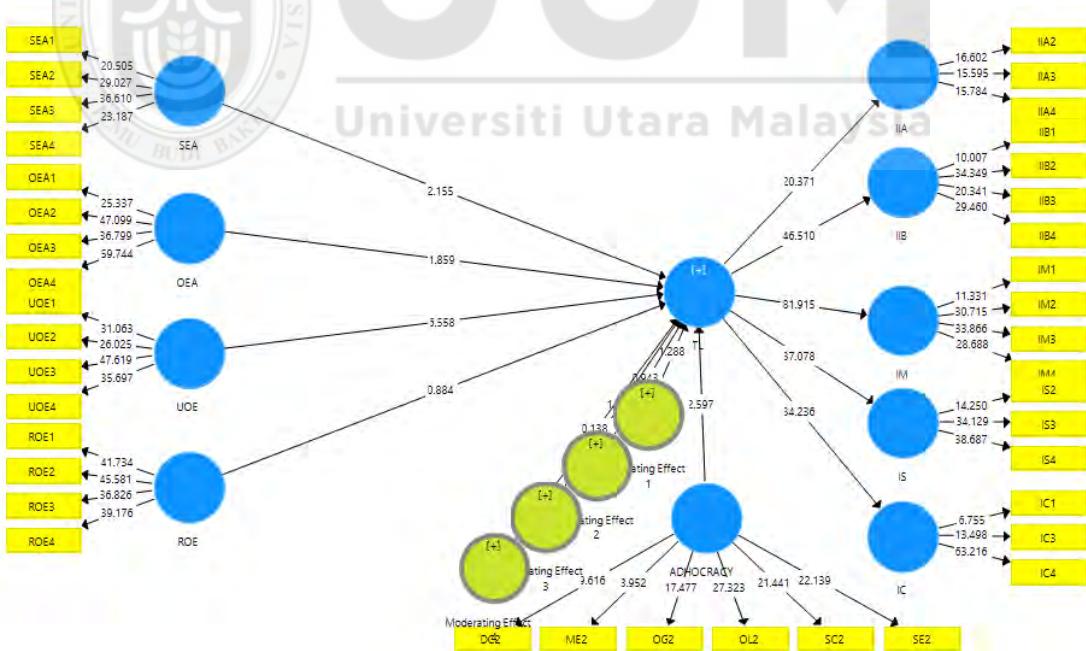
Bootstrap Clan OC



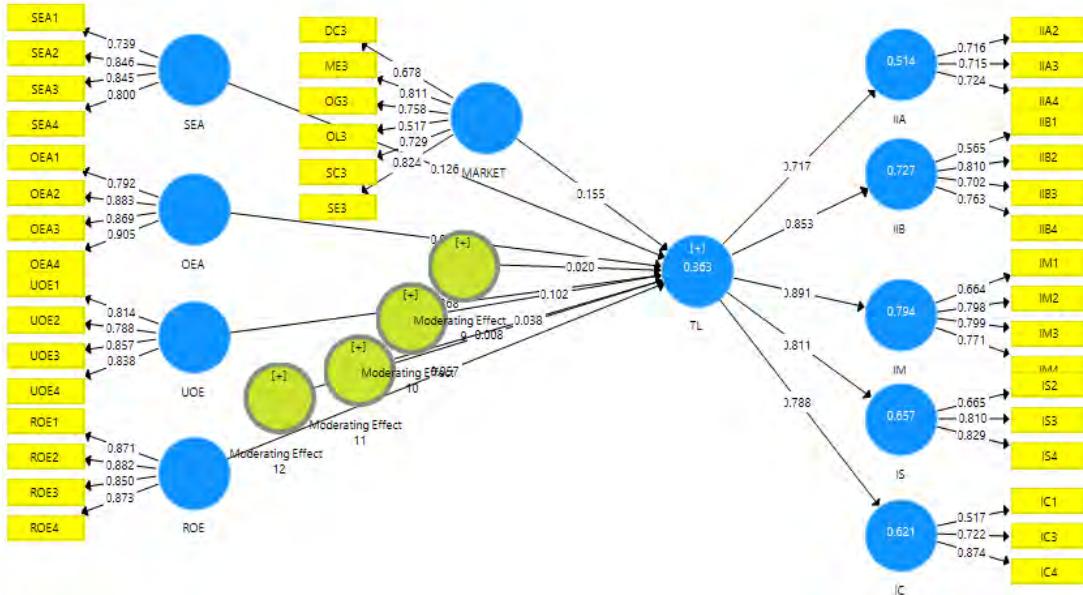
Algorithm Adhocracy OC



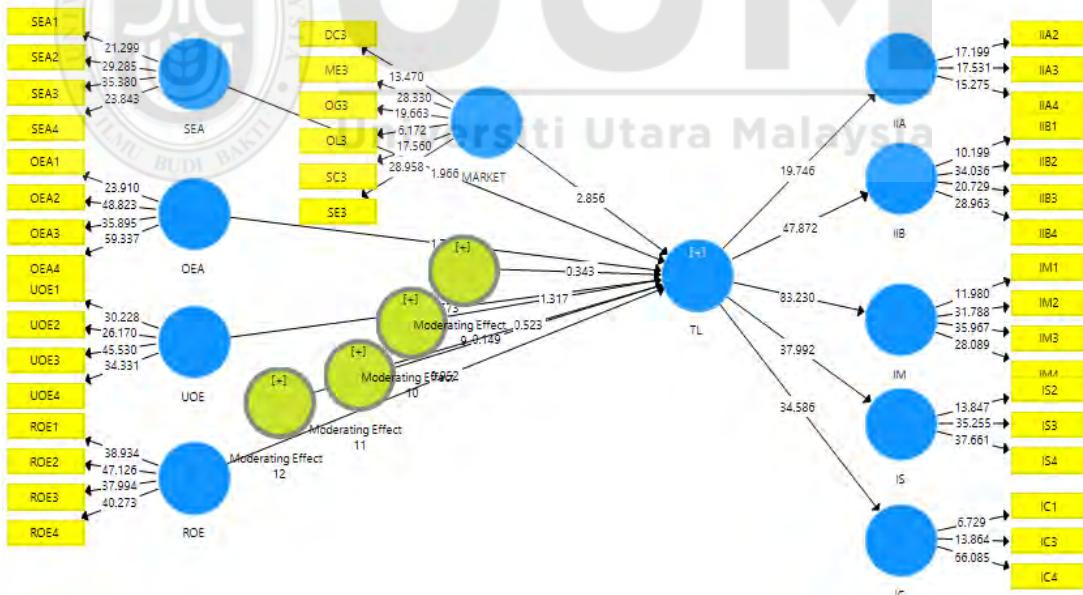
Bootstrap Adhocracy OC



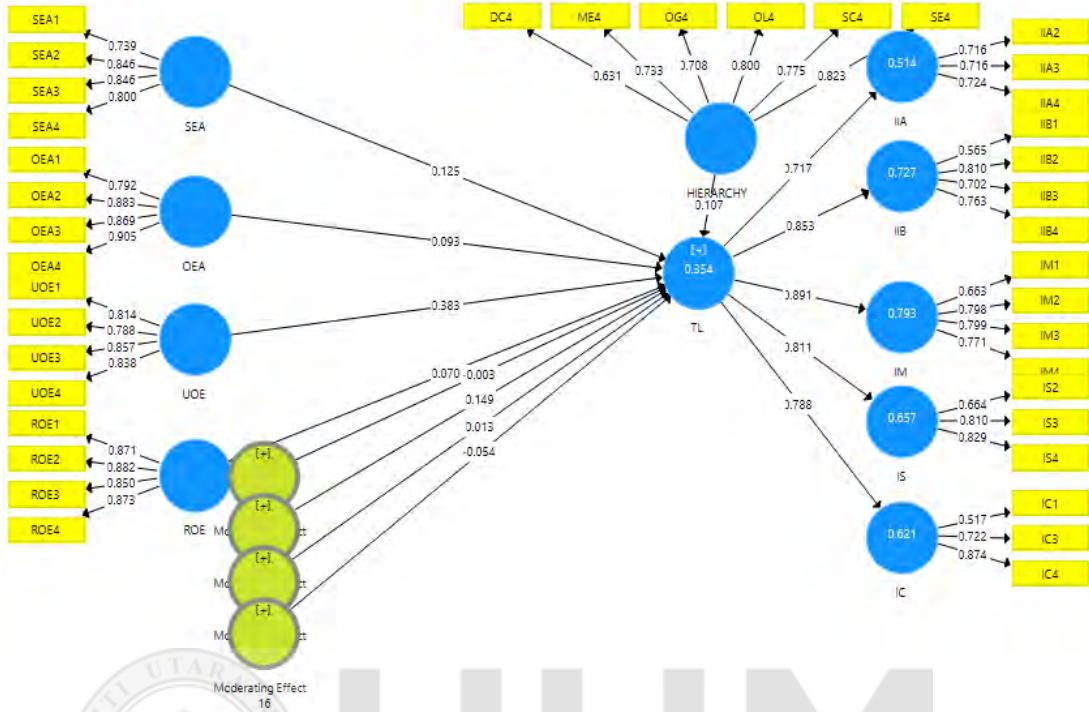
Algorithm Market OC



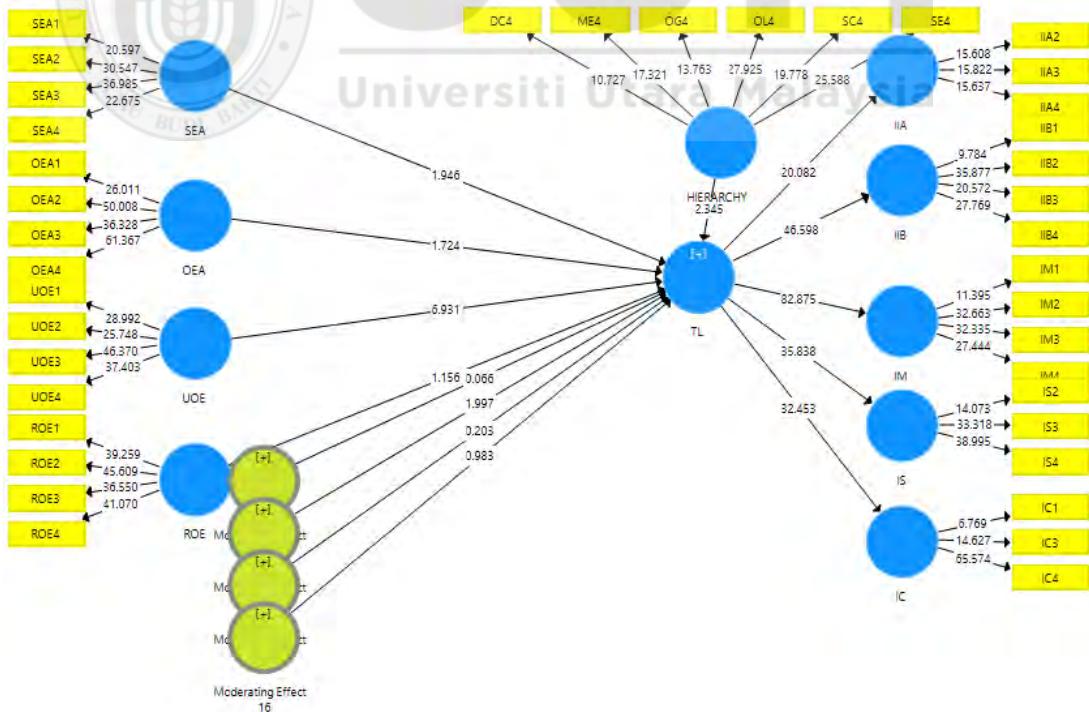
Bootstrap Market OC



Algorithm Hierarchy OC



Bootstrap Hierarchy OC



Bootstrapping

(Direct Relationships – n = 333, samples = 500) Mean, STDEV, T-Values, P-Values
(direct)

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
OEA -> TL	0.107	0.108	0.057	1.864	0.062
ROE -> TL	0.033	0.036	0.070	0.469	0.639
SEA -> TL	0.130	0.134	0.063	2.062	0.039
UOE -> TL	0.407	0.406	0.052	7.794	0.000

Bootstrapping Output (OC aggregated – Moderation)

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Moderating Effect 1 -> TL OC*OEA	-0.020	-0.016	0.050	0.393	0.347
Moderating Effect 2 -> TL OC*ROE	0.121	0.109	0.065	1.877	0.031
Moderating Effect 3 -> TL OC*SEA	0.053	0.054	0.061	0.871	0.192
Moderating Effect 4 -> TL OC*UOE	-0.024	-0.027	0.049	0.501	0.308

Bootstrap Results (moderating effect of all OC types - full model)

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Moderating Effect 1 -> TL CLAN*OEA	-0.016	-0.014	0.097	0.166	0.434
Moderating Effect 10 -> TL MKT*ROE	-0.017	-0.011	0.129	0.129	0.449
Moderating Effect 11 -> TL MKT*SEA	-0.016	-0.008	0.124	0.127	0.449
Moderating Effect 12 -> TL MKT*UOE	0.000	-0.001	0.096	0.004	0.498
Moderating Effect 13 -> TL HIERA*OEA	-0.009	-0.030	0.097	0.093	0.463
Moderating Effect 14 -> TL HIERA*ROE	0.091	0.080	0.098	0.923	0.178
Moderating Effect 15 -> TL HIERA*SEA	-0.056	-0.045	0.125	0.451	0.326
Moderating Effect 16 -> TL HIERA*UOE	-0.134	-0.128	0.100	1.346	0.089
Moderating Effect 2 -> TL CLAN*ROE	0.109	0.102	0.106	1.027	0.152
Moderating Effect 3 -> TL CLAN*SEA	0.012	0.014	0.110	0.105	0.458
Moderating Effect 4 -> TL CLAN*UOE	0.079	0.071	0.102	0.774	0.220
Moderating Effect 5 -> TL ADHOC*OEA	-0.168	-0.135	0.095	1.770	0.039
Moderating Effect 6 -> TL ADHOC*ROE	-0.044	-0.054	0.109	0.405	0.343
Moderating Effect 7 -> TL ADHOC*SEA	0.134	0.118	0.122	1.096	0.137
Moderating Effect 8 -> TL ADHOC*UOE	0.031	0.027	0.101	0.309	0.379
Moderating Effect 9 -> TL MKT*OEA	0.141	0.129	0.098	1.437	0.076

Bootstrap Results (moderating effect of OC CLAN type – individually run)

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Moderating Effect 1 -> TL CLAN-OEA	-0.016	-0.019	0.057	0.284	0.777
Moderating Effect 2 -> TL CLAN- ROE	0.135	0.126	0.065	2.085	0.037
Moderating Effect 3 -> TL CLAN-SEA	0.042	0.042	0.060	0.690	0.490
Moderating Effect 4 -> TL CLAN-UOE	0.001	-0.001	0.050	0.029	0.977

Bootstrap Results (moderating effect of OC HIERARCHY type – individually run)

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Moderating Effect 13 -> TL HIERA-OEA	-0.003	-0.007	0.052	0.066	0.947
Moderating Effect 14 -> TL HIERA-ROE	0.149	0.139	0.075	1.997	0.046
Moderating Effect 15 -> TL HIERA-SEA	0.013	0.015	0.064	0.203	0.839
Moderating Effect 16 -> TL HIERA-UOE	-0.054	-0.053	0.055	0.983	0.326