Faculty of Applied and Creative Art

Artistic Skills and Leadership Characteristics in Leadership Styles among Millennial Workforce

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Master of Arts
2019

Artistic Skills and Leadership Characteristics in Leadership Styles among Millennial Workforce

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A thesis submitted

In fulfilment of the requirements for the degree of Master of Arts

(Arts Management)

Faculty of Applied and Creative Arts
UNIVERSITI MALAYSIA SARAWAK
2019

DECLARATION

I declare that the work in this thesis was carried out in accordance with the regulations of Universiti Malaysia Sarawak. It is original and is the result of my work, unless otherwise indicated or acknowledged as reference work. This thesis has not been accepted for any degree and is not concurrently submitted in candidature of any other degree.

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ACKNOWLEDGEMENT

First and foremost, I would like to thank the Almighty God for giving me this opportunity to complete my Masters Project successfully. I would also like to express my sincere gratitude to my supervisor Dr. Qistina Donna Lee Binti Abdullah for the valuable guidance and encouragement throughout my research completion. Without a pillar of support from my supervisor, I would not be able to complete my research successfully with complete perfection. Sincere thanks is dedicated for helping inspiring and initiating a drive in me to move forward in my research.

Moreover, million thanks is also dedicated to my family members for their unconditional love and support which gave me the motivation to carry out my research with full enthusiasm. I would like to thank my friends as well who have been lending me a helping hand to me throughout my study. Last but not least, my gratitude is also dedicated to everyone who had contributed to my research directly and indirectly as their support, comments, suggestions and participation was essential for the successful completion of my research.

ABSTRACT

An organization's achievements in creating an identity throughout the eyes of the world solely depend on the leader who leads the organization towards a great height of success. In addition to that, in this digital era of millennials entering the workforce, an up-to-date transformation is indeed necessary for a bright future. Artistic skills are known to stimulate leaders' and followers' performance and enhance their cognitive skills to an outstanding level. Numerous researchers have studied on the millennials' preference over leadership styles but none were conducted on their preference over artistic skills to be incorporated into the leadership style. In the conjunction to this, the researcher analyzed further on the preference of the millennials on the artistic skills, leadership characteristics and leadership styles to reshape the workforce. To carry forward this research, mix method of qualitative and quantitative were employed through in depth interview with a leader from Malaysian Institute of Management (MIM) and structured questionnaires targeted to all the leaders in the preliminary study. Then, based on that, the second structured questionnaires were distributed to the millennials to conclude the study. Thus, there are three aspects to be incorporated into transformational and transactional leadership respectively which are artistic skills, traits and behaviours. These aspects are proven to enhance the leadership styles to a more successful implementation. The final outcome of the study is a conceptual framework as a guideline to be implemented by leaders in organizations.

Keywords: Millennials, artistic skills, leadership, transformational, transactional

Kemahiran Artistik dan Ciri Kepimpinan dalam Gaya Kepimpinan dalam Kalangan Tenaga Kerja Millenia

ABSTRAK

Pencapaian sesebuah organisasi dalam mewujudkan identiti di mata dunia bergantung kepada kemahiran pada peringkat kepimpinan organisasi tersebut. Tambahan pula, transformasi yang terkini amat diperlukan selaras dengan peningkatan kemasukan generasi millenia ke dalam sesebuah organisasi. Kemahiran artistik dapat mempertingkatkan prestasi setiap pemimpin di samping meningkatkan kemahiran kognitif. Pelbagai kajian telah dilakukan mengenai pilihan generasi millenia terhadap gaya kepimpinan tetapi tiada kajian yang mengkaji pemilihan mereka dari segi kemahiran artistik untuk dipraktikkan dalam gaya kepimpinan di Malaysia. Oleh itu, pengkaji menjalankan kajian ini untuk mengkaji pilihan generasi millenia dari segi kemahiran artistik, ciri-ciri kepimpinan dan gaya kepimpinan. Kaedah kualitatif dan kuantitatif telah dijalankan dengan menemubual seorang pemimpin dari Institut Pengurusan Malaysia serta mengedarkan borang soal selidik berstruktur kepada setiap pemimpin dalam kajian awal. Selepas itu, borang soal selidik berstruktur yang kedua telah diedarkan kepada generasi millenia untuk menyimpulkan kajian. Keputusan akhir penyelidikan ini telah mendapati tiga aspek iaitu kemahiran artistik, ciri-ciri dan tingkah laku untuk dipraktikkan dalam kepimpinan transformasi dan transaksional ini. Kajian ini telah membuktikan bahawa aspek-aspek ini diperlukan untuk meningkatkan gaya kepimpinan ke arah implimentasi yang lebih berjaya. Hasil kajian yang diperolehi ialah berdasarkan kerangka konseptual sebagai garis panduan untuk diaplikasikan oleh pemimpin dalam organisasi.

Kata Kunci: *Millenia, kemahiran artistik, kepimpinan, transformasi, transaksional*

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CHAPTER 1

INTRODUCTION

1.1 Introduction

Organizations are encountering numerous challenges internally and externally specifically in this digitalized era. In order to cater towards successful external outcomes, the internal management plays a vital role. According to Tichy and Devanna (1986), successfully growing organizations are requested to make fundamental changes especially in terms of managing employees. Thus, the main change element to gain success is leading the employees to maximize their potentials in the current workforce. Basically, the term leadership is about managing energy, first in yourself and then in those around you (Clawson, 2012). In brief, leadership is all about building the skills in ourselves, in this context the leaders first in accordance to the current era.

Gamache (2016) stated that learning art makes an individual a better leader as it stimulates to think out of the box. Basically, the author described that artistic skills indeed creates a good leader. Not only that, the current occupied workforce is evolving with more and more young cohorts entering. Thus, it is deemed necessary that the leaders of every organization be more concerned about the new upcoming generation Y as the rise of this generation Y cohorts with their special characteristics generates numerous questions (Mansor, Mun, Nurul Farhana & Tarmizi, 2017). Martin and Tulgan (2006) said that organizational leaders must adapt to the evolvement and develop or change the leadership style to bring out the best in them. In conjunction to this, the researcher analyzed the artistic skills and the leadership style needed to lead the millennials in this digital era. This

chapter describes the research context as whole, gap to be fulfilled based on previous researches, research objective and hypotheses as main aspects of the study. The chapter is also comprised of conceptual framework which describes the study as whole, significance of conducting the study, scope of the study as well as definition of the important terms. It basically reflects a rationale description of why the researcher aims to conduct the study.

1.2 Background of Study

According to Hoyt and Blascovich (2003), leadership's most basic definition is "the process of influencing individuals or groups so as to achieve group goals" (p. 679). Effectiveness in a workforce is totally depending on the leadership style a leader practices as it is a salient factor towards success. It also has to incorporate artistic skills and characteristics as the leadership style with these skills tend to develop a leader positively. Project Management Institute (PMI) also further reported that the style of leadership practiced will determine the progress of the organizational performance (Turner & Muller, 2005). In relation to that, it is necessary that every leader adapt to the current era of leading styles in order to develop these generation Y. This is because, this generation Y is the one occupying the current workforce and they are the future asset of the country. Basically, as the millennials or well known as generation Y are occupying the workforce, it is imperative that the leaders develop an understanding on their characteristics and preference to maximize their contribution (Moorthy, 2014).

Thus, it is said by the subordinates that leaders with art based intervention to be an effective leader in showing improvements (Romanowska, Larsson & Theorell, 2013). In short, leaders with artistic skills and characteristics are able to analyze and lead the current

millennials at work. Since generation Y are distinguishable with their technological lifestyles, it is definite that their preference over the work life would definitely be different. In other words, the old style of leadership being practiced for the baby boomers and generation X needs to be revised as the generation Y characteristics differ from the baby boomers.

There are a list of leadership styles which are widely being practiced around the world such as transformational, autocratic, transactional, charismatic, bureaucratic and democratic (Khajeh, 2018). On the other hand, looking into the Malaysian aspect, autocratic (Mansor et al., 2017) and bureaucratic leadership styles (Hin, Isa and Tantasuntisakul, 2015) are still being practiced. However, the most popular leadership styles are transformational and transactional leadership styles (Arham, Boucher, Muenjohn, 2013). Arham et al., (2013) has conducted a study which found that SMEs' leaders in Malaysia practice transformational and transactional leadership styles. Apart from that, even Sharkawi, Mohamad and Roslin, (2016) has stated that transactional leadership are being practiced in most organizations whereas transformational leadership is also the most dominant style currently in Malaysia. Transformational leadership style encompasses charismatic, traits and behaviors which are the elements of leadership (Northouse, 2004). This leadership style works to transform the organization to better via inspiring, energizing and motivating the followers. Burns (1978) listed the constituents of transformational leadership which include idealized influence, individualized consideration, and intellectual stimulation as well as inspirational motivation. According to Odumeru and Ogbonna (2013), the second leading style is transactional leadership or 'managerial leadership' basically "is a style of leadership in which the leader promotes compliance of his followers through both rewards and punishments" (p. 358). According to

Yukl (1999), contingent reward and punishment as well as management-by-exceptions which include active and passive constitute transactional leadership. Thus, this research is being conducted in order to obtain information on the artistic skills, leadership characteristics and leadership styles preferred by the young millennials.

1.3 Definition of Terms

1.3.1 Organization

- Conceptual Definition

  According to Robbins and Judge (2013), organizations refer to "consciously coordinated social unit, composed of two or more people that functions on a relatively continuous basis to achieve a common goal or set of goals" (p. 5). It can be also referred as social arrangements for the controlled performance of collective goals.

- Operational Definition

  Organization is normally made up of a clique who performs their roles and working with the aim to meet task goals to achieve a common objective (Hellriegel & Slocum, 2009).

1.3.2 Millennials

- Conceptual Definition

  "Generation Y is widely known as the generation born between 1980 and 2000" (Meier & Crocker, 2010, p. 2).

- Operational Definition

  Millennials or known as generation Y are the generation who are born in the years after the generation X and possess a completely different characteristics and behaviours compared to the other generations.

1.3.3 Leadership

- Conceptual Definition

  Leadership is about strategic thinking, influencing, motivating and enabling others with effective communication to contribute towards the effectiveness of the organization as well as to lead change (Clawson, 2012).

- Operational Definition

  It is about the set of characteristics attributed to guide the team towards coping with changes and achieving their fullest potential in line with the organization's goal.

1.3.4 Transformational Leadership

- Conceptual Definition

  Is the process of influencing major changes among the organizational members about the shared vision, strategy and culture of the organization by helping develop their potential and enhance the motivation and performance of followers (Daft, 2011).

- Operational Definition

  This leadership style is all about fostering a change or a transformation in the organization through various ways between a leader and a follower.

1.3.5 Transactional Leadership

- Conceptual Definition

  Burns (1978) described transactional leadership as a relationship between leaders and followers based on a connection or order of transaction where organizational goals are achieved and individual accomplishments are gained.

- Operational Definition

  This leadership style is basically about the transaction that occurs between leaders and followers via rewards and punishments at the same time benefitting both leaders in terms of performance and followers in terms of self-improvements.

1.4 Statement of Problem

The main issue of this study is the turnover rate in Malaysia which has been alarming lately. According to Jayaram as cited in Ramasamy (2017), Malaysia has been rated as the third highest country in South East Asia to experience voluntary turnover among the employees. The millennials has been reported to be the dominance of the turnover rate in Malaysia (Goh, 2012). It has been also found that studies related to the leadership style in relation to the preference of the current millennials of organizations in Malaysia need

serious attention to develop and diversify the finding in the study. Very limited researches conducted in Malaysia on the specific leadership style in leaders to retain and develop millennials in accordance to their preference particularly whereas it is being widely studied overseas (Moorthy, 2014; Sharkawi, et al., 2016). The study will be carried out in relation with the exploration of the preference of the young generation Y cohort specifically the artistic skills and characteristics leaders need to employ in their leadership style to reshape the workforce. The main idea is to examine the millennials' preferences of their ideal leader expected portraying specific skills, traits, behaviours and style. Numerous studies were conducted in the Western context but it certainly cannot be applied to the Malaysian context as applying it totally will be an over-generalization in terms of characteristics and preference (Sharkawi et al., 2016).

A conceptual study conducted by Sharkawi et al. (2016), focusing on the leadership preference of Malaysian generation Y, but this study conducted has not been based on the artistic skills this generation Y prefer. Moreover, it is also proven that the generation Ys will be outnumbering the workforce by the year 2020 since more than 50% of this generation has occupied the Malaysian workforce (Angeline, 2011; Dannar, 2013). The diversity of characteristics in the generation Y requires leaders to adjust their leadership styles (Ahmad & Ibrahim, 2015). Moreover, leaders who are still getting hold of the old approach of leadership which was used to lead the previous generation will not be effective in leading today's millennials. Leaders today mainly lack in equipping themselves to face changes due to rigid existing policies and the millennials are known to never tolerate such leading style (Glenn, 2014). Hence, a different slant of leadership is indeed needed to lead, retain and develop the millennials. This is because, retention of the conventional approach will keep increasing the turnover rate of this generation. As a result, the organization will

lose its competitiveness since this generation will be the main dominance of the workplace in the near future. The issues above produces an objective of this study and to line with the problem statements, a conceptual framework was developed to serve as a guideline in the outcome of this study.

1.5 Purpose of Study

1.5.1 General Objective

To identify millennials' preferences on artistic skills, leadership characteristics and leadership styles.

1.5.2 Specific Objectives

i. To identify the artistic skills in leading today's millennials.
ii. To determine the characteristics of leadership needed to retain and develop millennials for the future.
iii. To propose transformational and transactional leadership style with the incorporation of artistic skills and leadership characteristics to reshape the workforce among millennials.

1.6 Research Questions

i What are the artistic skills required in leading today's millennials?
ii What are the characteristics of leadership needed to retain and develop millennials for the future?

iii How transformational and transactional leadership style with the incorporation of artistic skills and leadership characteristics is applicable to reshape the workforce with millennials?

Table 1.1: Statement of Problem, Objectives and Research Question

Problem Statement	**Research Objective**	**Research Question**
The diversity of Gen Y requires leaders to adjust their leadership styles in this digital era. (Ahmad & Ibrahim, 2015).	To identify the artistic skills in leading today's millennials.	What are the artistic skills required in leading today's millennials?
	To determine the characteristics of leadership needed to retain and develop millennials for the future.	What are the characteristics of leadership needed to retain and develop millennials for the future?
	To propose transformational and transactional leadership style with the incorporation of artistic skills and leadership characteristics to reshape the workforce with millennials.	How transformational and transactional leadership style with the incorporation of artistic skills and leadership characteristics is applicable to reshape the workforce with millennials?

1.7 Research Scope

This research's scope is mainly focusing on leaders and millennials as they are the most suitable informant and respondents for this study. Leaders are the key element to this study as they will provide information on the variables needed to lead the millennials as

per the objectives. It is crucial to include the leaders as they have been leading for the past few years and would have had some experience in leading the millennials as well. The main target location for the leaders will be a top leading company which is the Malaysian Institute of Management (MIM). Malaysian Institute of Management has been focusing on managing millennials in the workplace lately. Based on that, millennials are selected as the respondents because their preference on the leadership style incorporating the artistic skills and leadership characteristics is the scope of this study. Millennials are the most significant respondent because they are beginning to replace the older generation in the workplace and leading them based on their preference helps retain them in the organization.

Moreover, the researcher will focus on two types of leadership which will be transformational as well as the transactional leadership styles. These styles of leading are the main interest of most of the organization today and thus will be the most suitable approach for the current research. This will enhance the theoretical knowledge despite determining the suitable leadership style to lead the millennials with artistic skills and leadership characteristics.

1.8 Significance of Study

Organizations throughout Malaysia will obtain the significance as this research will develop a guideline framework to be referred to. Organizations and leaders will be able to employ the guidelines in leading the millennials despite enhancing their knowledge on leading while incorporating artistic skills as a main aspect in leadership. This is definitely something new and different which will lead to the organization's success compared to the old bossy leading style. Future researchers also will benefit from this research as reference

in getting deeper in this case study whereby it add findings for the future research. Not only that, this study also implies to all the employers in every organizations to realize the importance of a leadership style to be acquired. Thus, this will enhance their motivation to be more critical and creative when leading the current millennials with the conjunction of their characteristics. The information gathered in this research could also help the Ministry of Human Resource in terms of developing a new insight in leadership enhancement to cope with the turnover rate among the millennials. This will in turn retain these young talents despite resulting in more flexible and skillful leaders.

1.9 Development of Hypotheses

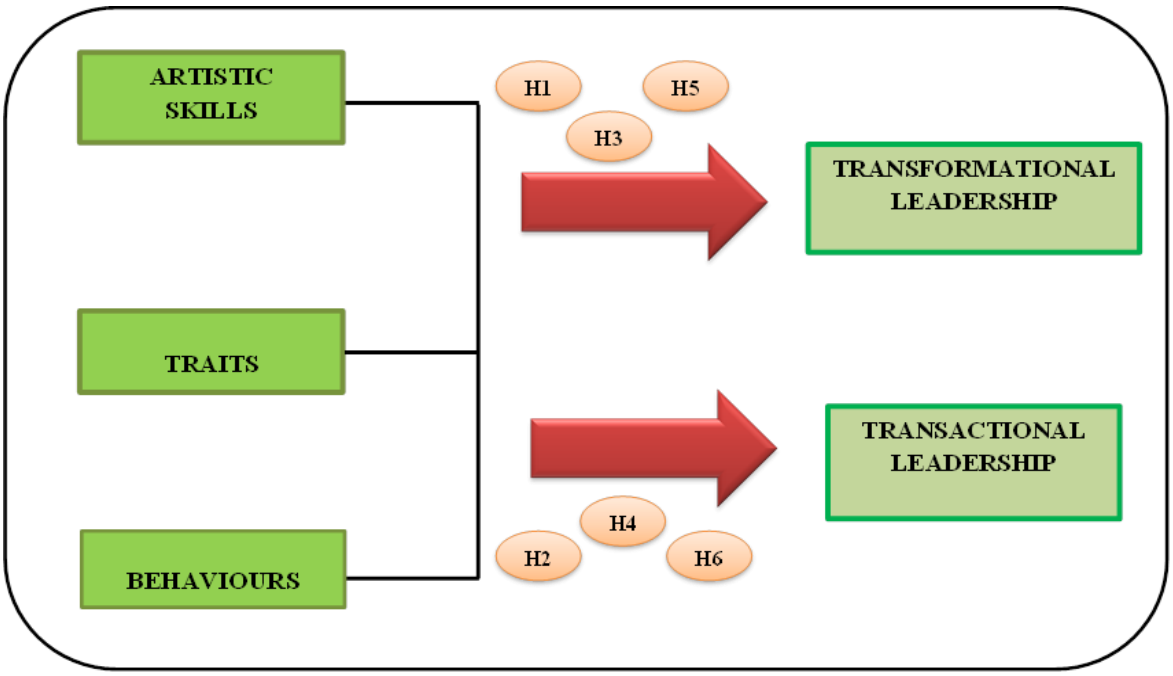

Figure 1.1: Conceptual Framework of Reshaping the Workforce based on Millennials' Preference

This study is mainly conducted to propose the suitable leadership style which incorporates the artistic skills as well as characteristics to retain and develop millennials

based on their preference to reshape the current workforce. Figure 1.1 shows the dependent variables which are transformational and transactional leadership and the independent variables of this study are the artistic skills, leadership characteristics of traits and behaviours. This figure contemplates on artistic skills and leadership characteristics to be incorporated into the leadership styles as whole in a simplified form. The list of artistic skills, traits, behaviours, transformational and transactional leadership will be determined in this study to propose a final conceptual framework of this study. Based on the conceptual framework and to achieve the third objective, the researcher has developed hypotheses which are the statements of predictions or proposed statements of the results as follows:

H1: The incorporation of artistic skills will result in the enhancement of transformational leadership style.

H2: The incorporation of artistic skills will result in the enhancement of transactional leadership style.

H3: High practice of these traits in transformational leadership will result in a successful transformational leadership style.

H4: High practice of these traits in transactional leadership will result in a successful transactional leadership style.

H5: The implementation of these behaviours will generate a higher successful transformational leadership style.

H6: The implementation of these behaviours will generate a higher successful transactional leadership style.

1.10 Limitation of Study

The first limitation is that this research will only focus on two types of leading styles which are transformational leadership style and transactional leadership style. It is a limitation as there are many other leadership styles as well which are being practiced such as autocratic leadership and bureaucratic leadership. Besides that, mixed method will be used to conduct the preliminary study whereby the data will be collected through in depth interview and distributing questionnaires with open-ended answers to the leaders. Other method like observation will not be used as this may also generate more findings which may not be able to be translated into words or written form. On the other hand, only questionnaires with open ended answer will be distributed to the millennials for the second section of the study to conclude the findings. In depth interview will not be employed in this section. It is definitely a limitation as these methods may be useful in generating a more reliable data. This is because, respondents' ideas are restricted in the form of choices only. Time management may also be one of the limitations of this study whereby the respondents targeted are the top managerial leaders of the company. Since they are in the top position of the organization, it is predictable that they may not get along with the timing or may never respond at all due to time constraints.

1.11 Summary

To summarize, this chapter basically explains what this study is all about and the intention behind which made the researcher to be keen in conducting the study. The focus of this study is also explained together with justifications of choosing them. Apart from that, conceptual framework is also developed to clearly explain the study.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This review of literature section provides detailed explanations on all aspects related to this study. As accordance to this study, this section will look at millennials or generation Y, arts and its skills, leadership approach which encompasses traits and behaviours, transformational leadership approach, transactional leadership approach and lastly the effectiveness of artistic skills incorporated leadership. The past researches are used as reference to obtain the latest knowledge in the form of theoretical approach. This aids the researcher and the reader to gain extensive knowledge on the aspects related.

2.2 Generation X and Y/Millennials

The generation born between the year 1965 and 1979 are known to be the Generation X whereas between 1980 and 2000 are to be classified as Generation Y or millennials (Yeap, Ting & Ooi, 2018). These generations are well-versed with the technological advance which has brought them to the era that is modern. The generation X is known to grow with the emerging of technologies whereas the generation Y was born into those technologies (Meier & Crocker, 2010). This generation Y tends to indulge more in the technological world in performing everything anywhere anytime. More and more of these younger generation Y are currently occupying the workforce than the older generations. The first batch of the graduates started entering the workforce since the year 2002 itself

and will continue to occupy the workforce till 2022 (Dannar, 2013; Hershatter & Epstein, 2010). Thus, it is said that these generation possess different characteristics compared to the other generations. These generation Y are said to have high self-confidence, independence, goal-oriented and possess a high self-esteem whereby they prefer a balance in their working life in terms of flexibility (Meier & Crocker, 2010).

Apart from being technologically savvy, the millennials also receive good educations (Hatfield, 2002; Murray, Toulson & Legg, 2011; Swift, 2001) like some are even PhD holders. This is due to the exposure they had when they were young. They will be occupied with skills classes in school and out. Thus, it is said that if this generation Y tend to lose interest in their work, they will surely leave as they were being exposed in that way since small (Dulin, 2008). In other words, this generation basically lived a life of numerous choices around and they will go for what they prefer and interested in. Therefore, if they dislike the work they are in, they will not hesitate to leave and join other workforce based on what they like and enjoy. It is further proved by Martin (2005), that this generation seek opportunities to grow successfully and they will seek for a job to fulfill them. Instead, for the generation X, they believe that work is something done to have a life and they are said to live to work (Meier & Crocker, 2010; Yeap et al., 2018).

The generation X cohort is the type who is willing to bring home their works after their office hours (Yeap et al., 2018). On the other hand, Lee and Tay (2012) said that generation Y cohorts are the types who prefer a standard working hour and spending the rest of their personal time after work. Basically, they are not willing to work or slot extra in their working life. In accordance to that, it is also proved by Yeaton (2008) that this generation Y are basically looking for a flexible working life as they also seek for a life outside work. In comparison, generation X were also placing emphasis on work-life

balance as well as flexibility (Ahmad & Ibrahim, 2015) but it is said that the millennials are more open and never fear in expressing this needs (Chin, 2014). This is because, millennials are more concern in terms of future whereby they are constantly active in seeking ways to go higher and higher to achieve great heights. Thus, controlling them in a way that restricts their flexibility will never retain them in the organization.

Organizations in every workforce are required to form a special bonding with the millennials without having barriers to communication caused by hierarchy (Martin, 2005). Basically, they dislike their employers in being bossy and instead they prefer a leader to guide them accordingly. In relation to this, every employer should understand this generation employees accordingly and cater towards their needs as whole.

2.3 Arts

According to the definition by English Oxford Dictionary (2018), art is basically a noun which means "the expression or application of human creative skill and imagination, typically in a visual form such as painting or sculpture, producing works to be appreciated primarily for their beauty or emotional power". In this context, the meaning is more directed towards something which is tangible, in a way that it can be seen and felt. This is the most basic definition of art. Leo Tolstoy, a famous Russian writer or more known as an author, basically defined art at that time itself as "a human activity consisting in this, that one man consciously, by means of certain external signs, hands on to others feelings he has lived through, and that other people are infected by these feelings and also experience them" (Tolstoy, 1986, p. 3). In short, art is something when someone transmits his feelings or experience into another person and make them experience it in a way as well. It is also

mentioned that arts is now made up of even more broader categories than just fine arts and crafts (Isrow, 2017). This basically reflects that the everyday process is also considered as an art now such as the speech of a person or even the way a person portrays themselves externally. These are related to the aesthetic values in every way the art represents itself. Art is also all about possessing particular set of skills as below:

2.3.1 Creativity

Creativity is the first most obvious skill when it comes to arts as it is the most fundamental skill. In arts, creativity is deemed necessary as it is the catalyst in creating or coming up with something new and different. According to the psychological term, it is basically a cognitive process whereby it is related to a mental process (Kwan, Leung & Liou, 2018). In other words, it is related to a person's thinking process and this is related as the way a person thinks is certainly reflected in their outcome. The definition by Nunan (2009) is the conversion of imaginative ideas or thoughts into action and reality. For an example, if a person thinks creatively whereby the thinking boundaries are not restricted, then novel and different ideas will be produced. Thus, based on these, it is clear that creativity is part of a cognitive process and art is certainly able to stimulate cognitive development of creative thinking (UNESCO, 2006). This shows that creativity does result from art and is an artistic skill.

2.3.2 Imaginative

Imaginative is the source to creativity as mentioned earlier that imaginative thinking skills encourages creativity in the action. This is because, being imaginative is also a skill whereby it enables the vision of a person to go beyond the barrier of what is predictable to what is possible (Kaimal, Drescher, Fairbank, Gonzaga & White, 2014). Imaginations are known to be infinite and it depends on the person to either make way to it or block it with the mindset. Even Einstein as cited in Nunan (2009) supported that having the sense of imaginativeness is even crucial compared to knowledge as having knowledge alone limits the understanding of something which is already known whereas imagination embraces everything new and to be known.

2.3.3 Authenticity

Authenticity reflects the genuineness or the originality of a work in terms of arts as when it comes to criticizing the art practice, the originality and the personal approach is mainly focused on (Lilja, 2012). Since art is not based on the adaptation of anything that previously exists, it certainly reflects authenticity as it is about what a person brings to fulfill it instead (Kosuth as cited in Isrow, 2017). If authenticity is important in an art, it is also necessary to be acquired as an artistic skill in a person as well. Basically, authenticity exists from within and then to be outpoured into the work of art which will produce an authentic product or outcome. Authentically skilled people tend to be truthful and act upon their own integrity and values which will cause them to be highly respected.

2.3.4 Innovative

Innovative on the other hand is the outcome of imagination which leads to creative thinking and these skills are interrelated to one another. It is related to the novelty of something which can be ideas or product whereby it is something totally new and unique. Kwan (2018) mentioned that by practicing innovativeness, even the challenges which are serious can possibly be mitigated. This is because, being innovative stimulates thinking out of the square box which will be the source to an evolution. Dhanapal, Kanapathy and Mastan, (2014) further supported that art which enables innovative thinking encourages the cognitive skills development as well as to see the world in a whole different way. The most distinct example is whereby the CEO of Apple, Steve Jobs has come up with a different approach in the first iPhone in 2007 in which multi-touch screen was added and further propelled Apple as an innovative leading company in technologies (Umoh, 2017).

2.3.5 Expressive

There are several definitions of expressive from the Cambridge Dictionary (2019), such as “showing what someone thinks or feels” and “showing your feelings in your voice, behaviour or appearance”. In context of the arts, expressive is whereby the artist outpours his feelings into his work to be experienced by the receiver. Expressive is part of artistic skills because arts enables a person to discover their thoughts, emotions and self and express them in the form of painting, drawing, writing and many more (Dhanapal et al., 2014). Expressive can also be seen in the form of communication whereby a person is able to communicate their thoughts

clearly to the receiver. Moreover, since arts is all about transmitting the feeling one possesses into another person and make them feel the same, expressive is the most suitable way. This is due to its ability in portraying via various forms like gestures, expressions, body language and many more.

2.4 Leadership Approach

Leadership is variously defined by numerous sources and Ricketts and Ricketts (2011) has pointed out the definition which is the "ability of a person, the leader to move an organization or group toward the achievement or accomplishment of its goals and objectives" (p. 5). In other words, it is all about influencing the employees to perform excellently in order to achieve the desired mission and outcome. The leaders basically influence, motivate, guide, coach and mentor the followers to improve their performance and increase the effort. Moreover, leaders are said to be neither born nor made (Lussier & Achua, 2010). Some may have already possessed the natural ability to lead and develop it over time whereas some may have extensive experience which shapes them to be a leader. Every leadership practice needs a leader instead of a boss or a manager and leaders are the ones who will influence the followers via goals and objectives and employs strategies to achieve those goals (Hao & Yazdanifard, 2015). Leaders are distinguishable based on the traits and behaviours they possess and portray which leads to organizational effectiveness.

2.4.1 Leadership Traits

A trait according to Yukl (2010) basically "emphasizes leaders' attributes such as personality, motives, values and skills" (p. 13). Basically everyone is fit to be a leader

whether they are in the top most position or even in the lower position in the organizational hierarchy. But it is not too easy as to be entitled as a leader, there are certain traits a leader should possess to be an effective leader.

i. Honesty and Integrity

A trait that brings out a leader is by being ethical. An ethical leader mainly encompasses the trait of honesty and integrity. George (2003), stated that, "integrity is one of the values that are required in every authentic leader. Integrity is not just the absence of lying, but telling the whole truth, as painful as it may be" (p. 20). In other words, it basically means that trust serves as the key element in order to move followers in the path to achieve the goals. Basically, leaders portray this trait in their daily actions of leading and managing the organization. In relation to this, Yukl (2010), pointed that the indicators of integrity are being truthful, keeping promises, fulfilling responsibilities and being loyal to followers. This is because, without earning trustworthy from the followers, it is impossible to encourage them to work any longer.

ii. Decisive

Decisive in context of leadership is making a decision based on knowledge obtained and it is not at all taken in haste (Bond, 2016). There is an ultimate difference in making a quick decision and a hasty decision. Hasty decisions are made without even thinking or even without any input whereas quick decisions are made with a solid input (Kennedy III, 2013). This clearly shows that hasty is whereby being too quick in doing something without even giving a second thought which is certainly not to be possessed by the leaders. Leaders need to be able to make quick decisions instead

with proper facts in hand which will contribute towards effective decision making. Hossain (2015) also stated that decision making comes from the leaders' knowledge, experience and competence. Since leaders at times will have to make a crucial decision, these aspects are indeed necessary to ensure the decision made is beneficial.

iii. Drive

According to Daft (2011), drive in leadership basically "refers to high motivation that creates a high effort level by a leader" (p. 42). The author further mentioned that leaders who have high sense of drive in them are often ambitious and continuously seek achievement. These leaders are very highly energetic and motivated to achieve the success they most desire. For that, the leaders will set challenging goals, come up with strategic plans, organize tasks efficiently and emphasize on performance particularly (Boyatzis, 1982). This is due to the determination that the leaders have that enables them to pursue almost anything even if it is risky. This trait is certainly important in an effective leader as the followers will also be motivated from the high energy and enthusiasm portrayed by the leader.

iv. Vision

Every leader would definitely have had an idea of the future success that the organization needs to achieve and how to achieve them. This is called vision whereby the leaders have clear picture of the desired future and in turn influence the followers to see the same vision as well which will be transformed into reality (Amanchukwu, Stanley & Ololube, 2015). This vision that the leaders possess will

eventually guide them and the followers on the planning and steps to be taken to move the organization towards success. Apart from that, Kolzow (2014), also mentioned that visionary leaders are able to make effective decisions, answer complex questions and even step forward with confidence. This will be also easier for the leaders in solving complex issues or even going through a tough situation without struggle.

v. Knowledge and Competency

According to Baines (1997), leaders should learn and acquire competency in both personally and organizationally. In other words, leaders are categorized to be smart whereby they are knowledgeable in every aspect they pursue. For an instance, a leader should be intelligent in knowing about the organization or business in and out which they are handling. Moreover, this trait is essential as leaders analyzes information, seeks opportunities and predicts possible risks or threats (Williams, 2013). As whole, effective leaders are knowledgeable and competent not only in terms of business tactics but also in making the right decision for the organization at all times. Politis (2001), further strengthens these points by stating that a proper knowledge with competency in a leadership style leads to efficiency, effectiveness, productivity and competitive position.

vi. Optimism and Confidence

Self-confidence and optimism are the essential traits to distinguish a leader. Daft (2011), stated that it is an affirmation or how firm they are in displaying their thoughts in terms of deciding on a decision and conveying a notion. Leaders

basically make important decisions in the organization and to come up with a decision, these traits are indeed necessary. This is because, various information need to be obtained and processed, complications need to be resolved and risks need to be taken to make a decision while gaining others' trust (Kirkpatrick & Locke, 1991). Thus, a leader should be firm in all ways with the decision made as the level of confidence a leader were to portray eventually influences the followers to be task-oriented and committed. On the other hand, a person's level of confidence influences their capability to engage followers and perform (Chemers, 1997). It is said that leaders with high sense of ability and self-confidence basically move the organization towards a maximum performance type.

2.4.2 Leadership Behaviours

The behavioural aspect in a leadership is about how the leaders behave in leading the followers which forms the leadership styles (Sharkawi et al., 2016). This is also from the traits as the trait theory came first and the skills in a leader are the one will form their behaviour. In simple words, trait is the building block for a leader's behaviour. Table 2.1 tabulates the hierarchical taxonomy of leadership behaviours developed by Yukl (2012).

Table 2.1: Leadership Behaviours

Task- Oriented	Clarifying
	Planning
	Monitoring operations
	Problem solving
Relations-Oriented	Supporting
	Developing
	Recognizing
	Empowering
Change-Oriented	Advocating change
	Envisioning change
	Encourage innovation
	Facilitating collective learning

(Yukl, 2012)

i. Task-Oriented

From the name itself it is clear that it focuses on tasks only. Yukl (2012) stated that task-oriented behaviour is employed with the purpose to complete the task efficiently. These clearly show that it is all about achieving the task or mission with less regards to be concerned towards the followers. Task-oriented behaviour is necessary as it stimulates the leader and the follower to be able to manage the time well in terms of planning the tasks as well monitoring the procedures as planned (Ruzgar, 2018). Since leaders are mostly into the task completion, they tend to make it clear to the followers as well as to ensure they grasp what is needed to achieve the mission.

ii. Relations-Oriented/People-Oriented

People-oriented is totally opposite from the task-oriented whereby this behaviour is mainly focusing on the employees. Leaders with people-oriented behaviour tend to foster a good relationship with the employees despite creating comfortable

workspace for the employees (Guo, Dai & Yang, 2016). Comfortable environment in this context meaning that the leaders understand the employees, create a friendly and non-hierarchical situation as well as fulfill their needs. This behaviour is comprised of supporting, developing, empowering and recognizing the employees to improve the quality of human resources in the organization (Yukl, 2012). Besides that, the followers will also feel satisfied and appreciated for their wellbeing is taken care of. They will also be encouraged to be even more productive with their leaders' support.

iii. Change-Oriented

According to Derue, Nahrgang, Wellman and Humphrey (2011), change-oriented behaviour is whereby a leader facilitates and drives changes in the organization. Since change is essential as time goes by, this behaviour in indeed needed to be employed by the leaders. This is because, the external environment gets even more challenging from time to time and staying in the same pace will eventually result in failure. Change-oriented behaviour includes searching and implementing innovative ways, envision and advocating change, as well as experimenting new changes collectively (Mikkelsen & Olsen, 2018). Leaders will employ different and novel thinking skills in which they open up their mind to think without boundaries and explore every aspect they can. This will certainly bring change to the organization as this behaviour brings in new ideas to improvise the organization.

2.5 Transformational Leadership Approach

According to Bass and Riggio (2006), James McGregor Burns who is a historian and a scientist in the political field was the one who brought up the origin of leadership. He conceptualized leadership as either transactional or transformational (Bass & Riggio, 2006; Burns, 1978). Burns (1978) in his book 'leadership' was known to contemplate on the context of transformational leadership to be used in organizational psychology which was initially based on political leadership solely. In other words, this leadership style was first initiated with application to his exploration on political leaders and later was applied in organizations with further modifications by Bass. Transformational leadership has been defined by researchers widely. Burns (1978) outlined that transformational leadership is an ongoing process of a leadership whereby leaders and followers being concern of each other's interest and help one another to progress effectively with motivation. On the other hand, according to the theoretical definition, transformational leadership is whereby the leaders encourages and facilitates the followers to accomplish extraordinary achievements (Kabeyi, 2018).

Besides that, transformational leaders recognize the interests within the followers and will perform their best to fulfill the followers' expectations as well as to engage to the followers (Bass, 1985). Moreover, transformational leading is also a transforming leading style which causes a distinct and important change within an organization. (Burns, 1978). Leaders who practice this leading style will heighten employees' motivation, morality and, performance via various ways which include responding to their needs by empowering them, being a role model in a way that will inspire them, connecting followers' sense of identity to the vision of organization and even challenging followers to

take great ownership of their own tasks. Bass actually further developed Burn's transformational leadership style by the influence of this leadership style towards the followers. In simpler words, a leader is said to be a transformational leader based on the ability to motivate and influence the followers towards success despite being very ethical and gaining admiration. The components which constitute transformational leadership are as follows:

2.5.1 Idealized Influence

Idealized influence is whereby leaders portray their actions and behaviours which make the leaders to be seen as a role model in the eyes of the followers (Bass & Riggio, 2006). This component of transformational leadership is also known as 'charisma' as charismatics is all about inspiring followers via self-confidence and self-determination (Sarros & Santora, 2001). In addition to that, these qualities are also embedded into the followers to develop and shape them for betterment. Leaders who practice transformational leadership mainly places importance on the organizational goals and then motivate the followers to move forward towards the goals set. Furthermore, idealized leaders are very ethical based on the standards set and they always consider the follower's requirements which makes the leaders to gain trust and respect (Bass & Riggio, 2006; Williams, 2013).

2.5.2 Inspirational Motivation

According to Bogler, Caspi and Roccas, (2013), inspirational motivation can be defined as "energizing the followers by viewing the future with optimism and stressing ambitious goals" (p. 379). Leaders with this aspect will come up with

challenging visions that will inspire and motivate the followers to exert more effort. Moreover, for a leader to be able to inspire the followers, the leader must have a strong sense of enthusiasm, drive and passion (Kolzow, 2014). These leaders tend to have high inspiration and motivation as well to achieve the success desired. For instance, the current Prime Minister of Malaysia, Tun Dr. Mahatahir bin Mohamad shows great example of inspirational motivation through his 'Vision 2020' for a successfully developing Malaysia (Gill, Levine & Pitt, 1998).

2.5.3 Individualized Consideration

Leaders who practice individualized consideration are said to "treat the followers as individuals and uses a developmental orientation that responds to follower needs and concern" (Lussier & Achua, 2010, p. 350). Basically, the needs and wants of the followers are being considered and leaders fulfill them in a way that will develop them and encourage growth. The followers are treated and seen as someone crucial who contributes towards achieving organizational success which will make them to feel appreciated (Sarros & Santora, 2001). Followers will in turn feel satisfied and this will automatically stimulate them to exert more effort in their performances. Abdullah and R. Varatharajoo (2017) mentioned that individualize considerate leaders provide guidance and behave more like a mentor to the followers to develop them. This is the best way a leader can show their concern towards the followers' wellbeing at the same time aid them to be more experienced and knowledgeable.

2.5.4 Intellectual Stimulation

Bogler et al. (2013), defined intellectual stimulation as "motivating people to think of innovative and extraordinary solutions to problems" (p. 379). In this aspect, encouraging subordinates by approaching any circumstances using novel perspectives is cultivated (Bass & Riggio, 2006). Apart from that, followers' ability to solve problems is the anchor of intellectual stimulation. To illustrate this, leaders tend to provide any chores that will challenge the followers in terms of thinking outside the proverbial box. Furthermore, the leader that employs intellectual stimulation in leadership is prone to be wise while tackling any problems encountered. Sarros and Santora (2001) stated that when this component is emphasized, the leaders as well as employees tend to come up with mutually agreed decisions.

2.6 Transactional Leadership Approach

Transactional leadership is described as a relationship based on exchanges between leaders and followers in order to increase organizational benefits (Burns, 1978). He also added that it is based on a short term relationship of exchange. Through this exchange relationship established, leaders are said to emphasize on rewards, complete tasks, accomplish objectives and avoid maximum risks as possible (McCleskey, 2014). Motivational via agreements also take place in this leadership process despite remaining with the existing standards of the organization. Basically, not much change occurs like transformational leadership where it focuses on changes to transform into better. In other words, transactional leadership can also be described as managerial leadership whereby

leaders supervise and practices this style via rewards and punishments (Odumeru & Ogbonna, 2013). Basically this exchange process takes place in a way that leaders reward followers for any achievements and punishes for failures.

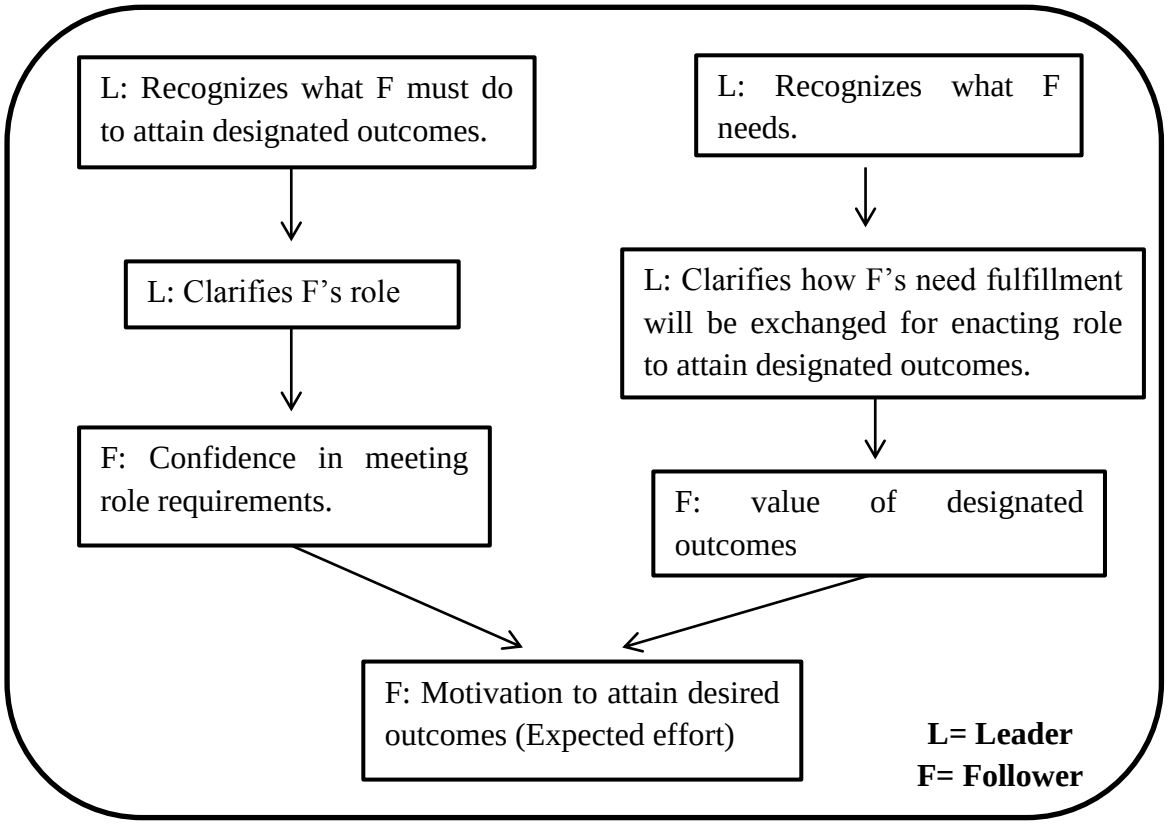

Figure 2.1: Transactional leadership and Follower Effort (Bass, 1985)

Figure 2.1 represents the transactional leadership practiced on the followers in a simplified way which was developed by Bass (1985). The author mentioned that these are the important variables which contribute to the outcomes that are desired in terms of subordinates' performance. The leaders recognize the responsibility the followers should be taking to achieve the results desired by the leaders and then clarifies the responsibility or the role. These leaders equip the followers with confidence to enable them to fulfill the goals and in turn achieve what the leaders' desired outcomes. Providing the subordinates

with confidence will actually motivate them to exert effort which will lead to good performance.

In parallel, the followers' needs and wants are recognized and the leaders illuminate on fulfilling their needs and wants in exchange for the followers' excellent performance. In result to that, value of the outcome matters most to the followers which encourages them to put their maximum effort to achieve the objectives at the end. For an example, if the followers wish for a special reward like a good bonus, then the leaders will fulfill their wishes if only the outcome achieved is like what the leaders desire. This clearly reflects the relationship based on exchanges in transactional leadership as the leaders basically provides something in order to get something from the followers. According to Odumeru and Ogbonna (2013), leaders who follow transactional leadership style tend to focus on processes more as well as contingent reward or contingent positive reinforcement and contingent punishment or contingent negative reinforcement. These ways are mainly practiced by the transactional leaders as the leaders take the process into account as main. Bass (1985) also said that these leaders are unlike transformational leaders as transactional leaders places more emphasize on what will work by using rewards or punishments. Judge and Piccolo (2004) added that transactional leadership is also comprised of management by exception whereby "is the degree to which leader takes corrective action on the basis of results of leader-follower transactions" (p. 755). These are explained in detail below:

2.6.1 Rewards

Rewarding the followers in transactional leadership basically refers to the clarification of their performance in order to be rewarded in return (Faraz, Yanxia, Ahmed, Estifo & Raza, 2018). In other words, the subordinates will be told that they

will be rewarded if they work hard and increase their performance as well as contributing to the success of the organization. Rewards in this context can be in the form of bonuses, gifts, increments and many more. Apart from that, leaders also reward the followers via praises and compliments after the task is completed excellently (Kalsoom, Khan & Zubair, 2018). Gately (2019) has also mentioned that leaders need to look into rewards beyond money because sometimes words of gratitude is needed the most. This eventually motivates the employees further to exert even more effort to be rewarded again. Apart from that, rewarding also makes the followers to feel appreciated for their talent.

2.6.2 Management-by-Exception

Management-by-exception is comprised of active and passive leaders. Active management can be reflected from the name itself of being active. According to Antonakis, Avolio and Sivasurbramaniam (2003), leaders will actively monitor the performance on completing the tasks to ensure that the target is achieved. In this context, the leaders are always paying attention on the flow of the task and immediately intervene when there is anything which does not seem right. These leaders will actually have a set of standards to be followed and actively supervise to ensure the standards are met accordingly (Bass, 1990). Active leaders also take actions as a precaution to prevent any mistakes and to minimalize the risks towards any major problems to arise.

On the other hand, passive management does not intervene into any deviations unless or until the issue becomes too serious and severe (Kalsoom et al., 2018; Odumeru & Ogbonna, 2013). This is the total opposite from the active leaders whereby these passive leaders will just hand over the tasks completely to the followers without monitoring. Moreover, these leaders do not fix particular standards to be followed as the only thing that matters is getting the work done. When failures occur to a certain extreme, negative reinforcement of punishments like reprimanding the work, suspension or even dismissal will be employed by the leaders.

2.7 Other Leadership Styles

Apart from transformational and transactional leadership which are the most popular type of leadership styles, there are other styles as well such as autocratic and bureaucratic leadership. Autocratic leadership is whereby it is more towards a traditional approach and is still being practiced in organizations (Mansor et al., 2017). Leaders who practice this leadership style normally take the autonomy in making decisions and finalizing them without getting ideas from all subordinates (Khan et al., 2015). Employees are normally compelled to follow the instructions given by the leaders who will clearly define the task. This style has gained resistance from the generation X itself (Khan et al., 2015) and is a style which is never tolerated by the millennials. Another leadership style is the bureaucratic leadership in which it is adhering to a set of rules and regulations imposed (Rouzbahani, Alibakhshi, Ataie, Koulivand & Goudarzi, 2013). This reflects that leaders act strictly upon rules and no exceptions is provided especially when it comes to company's regulations. Although it is still being practiced, Hin, Isa and Tantasuntisakul

(2015), mentioned that organizations practicing this leadership style are heading to extinction. Thus, since these leadership styles practiced with the Baby Boomers will not work today, it will not be emphasized in this study although there are some organizations still practicing them.

2.8 Artistic Skills Incorporated Leadership and its Effectiveness

Artistic skills are known to have numerous benefits and it should be incorporated into todays' leading styles. Artistic skills approach in the leadership is said to provide a wider range of humanistic approach and equip the leaders to be prepared to face challenging situations (Romanowska et al., 2013). This is because, leaders with artistic skills will be imaginative, think creatively to come up with innovative ideas, possess authenticity and expressiveness as mentioned earlier. Stimulating a broader thinking approach is whereby the leaders portray these skills to tackle situations that are tough and the expressiveness by the orchestra conductors and they found that the conductor's expressiveness actually led to leadership success. In conjunction to that, the expressiveness of the leader will actually align and help to direct the followers towards success. This is because, using gestures and even the tone of delivery increases the impact of interpersonal communication.

Moreover, in the study conducted by Datta (2015), it is evident that authenticity in a leadership not only aids the leader in terms of gaining respect but also the followers by decreasing negative attitudes. This is because, the leaders tend to portray their own true self and not being fake (Datta, 2015). They are totally aware of how they behave and act in leading the followers because they are the examples to the followers. Anything which is

not right in the organization the leaders will act with integrity instead of being fake and pushing it towards others. Lastly, Adler (2006) also mentioned that it is time to cross-fertilize arts into leadership as well as leaders must constantly come up with new ideas like an artist. This is mainly due to the radical shift of this external environment which is rapid that a more creative and innovative approach is very crucial. Thus, it can be clearly seen that artistic skills are important and it is effective to be incorporated into leadership for a more different and flexible approach rather than the usual leading styles with the traits and behaviours which are already common.

2.9 Summary

As a conclusion, this part of study briefly discusses the context of the study. Theories and models related to transformational and transactional leaderships to give more understanding have also been discussed. Past researches were also included to provide an understanding of this study.

CHAPTER 3

CONCEPTUAL FRAMEWORK OF STUDY

3.1 Introduction

This chapter provides necessary details on the development of the conceptual framework constructed for this study. It consists of independent variables and the reasons of why these particular variables have been selected as well as dependent variables. This chapter also explains how each variables form the new conceptual framework as well as how the new conceptual framework works in regards to this study context.

3.2 Conceptual Framework

Conceptual framework is a structure whereby it represents a visual aid of explaining the progression of the research to be studied (Camp, 2001). It thus aids the researcher by providing guidelines on what and how things are to be done. Conceptual framework is a structure constructed by the researcher based on the concepts related to achieving the objectives of the study with the source from other researchers as well. It basically means that the conceptual framework by other researcher is taken as basis to expand and form another conceptual framework of own. The conceptual framework developed by Sharkawi et al., (2016) is referred as a guideline to this study which will be explained further in this chapter. This ensures the validation of the data obtained rather than using own ideas in coming up with the framework. Maxwell (2005) mentioned that conceptual framework incorporates information or concepts taken from other researches in which the overall

structure is constructed by the researcher itself and is not something that is readily exist before.

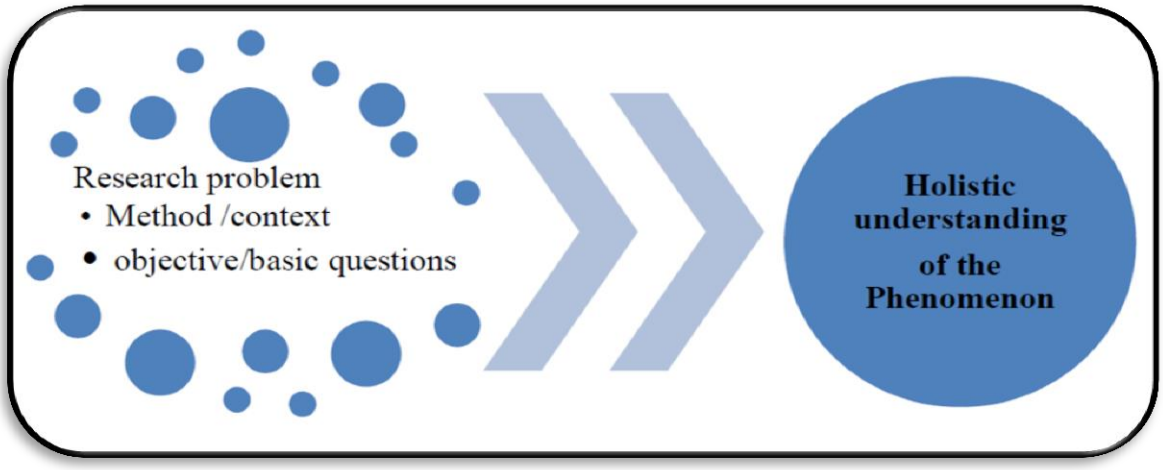

Figure 3.1: Schematic representation of conceptual framework (Tamene, 2016)

Based on the Figure 3.1 developed by Tamene (2016), it depicts the ideas that form a unified conceptual framework which leads to the understanding of a study's phenomenon. The author further elaborates that the research problem identified will be the underlying base for coming up with a research objective which reflects the context of study. The main problem of this study is to adjust the leadership style to a more flexible approach to lead the generation Y in the workplace. This is the underlying base which led to the formation of objectives which mainly focuses on bridging the artistic skills, traits and behaviours into transformational and transactional leadership styles as preferred by the millennials. Basically all these aspects are taken into reference in creating a conceptual framework which will represent the overview of the study. Thus, a researcher should have a clear picture on the objectives, research problem and the context in the beginning itself. Mostly, in constructing a conceptual framework, diagrams are used to clearly define the variables and their relationships are viewed by the use of arrows (Adom, Hussein & Agyem, 2018).

3.3 Guidelines Created for a new Framework

Based on the problem statement, objectives and hypotheses, there are a few variables which derive the conceptual framework. Referring to the literature review in Chapter 2, certain characteristics were emphasized to ensure the feasibility of the framework which are artistic skills, traits, behaviours, transformational and transactional leadership style. Each specific variable and the items to be included in the variables were gathered based on past literatures and researches and this section further justifies the rationality of choosing these items in the variables.

3.3.1 Artistic Skills

The first item in this framework is artistic skills. In context of leadership, it is whereby a leader transmits into his followers on positive feelings through various ways. Thus, art is necessary in leadership as it enables leaders to instill the sense of drive, enthusiasm and other essential skills into their followers easily and in a right way. Adler (2006) has mentioned that this 21st century generation is yearning for a leadership in terms of incorporating some innovativeness than just following patterns of constrained pragmatism. Adler further advocates that to foster better thinking skills in leaders, arts is the best way as relying on logical thinking and compartmentalization is not good enough to face these digital era challenges. In relation to that, it is necessary for leaders to have artistic skills in them to further lead effectively as preferred by the millennials according to their characteristics. Moreover, to develop these skills it is not necessary that the leader has to have an extensive background in arts whereby they have to produce paintings or sculptures.

Instead, as mentioned by Tolstoy (1896), artistic skill is a human activity in means to unite men together within the similar feelings which is indispensable. This is applicable in terms of progression of the organization in the leadership context by uniting leaders and the millennial employees.

Basically, arts is actually related to our everyday leading process in a way that even how an information is being communicated to the followers in order for them to embrace it is also an art. Artistic skills in leadership basically bring in a unique approach which comprises of creativity, creative problem solving and innovation (Zacko-Smith, Puccio & Mance, 2010). Not only that, but bringing in a new approach in leading an organization will provide a new excitement for the followers to further work in a newer environment. This is turn will tend to reshape the workforce in a good way rather than just following the old rigid and structured style of leading.

Table 3.1: Skills obtained from Arts with Sources

Artistic Skills	Source
Observation	Pellico, Friedlaender & Fennie (2009)
Empathy	Brucker & Phillips (2017)
Expressive	Tskhay, Xu and Rule (2014)
Imaginative	Kindler (2010)
Creativity	Vengadesan (2018)
Observation, Empathy	Stonehocker, Wood, Robinson & Brett-MacLean (2015)
Innovative, Expressive, Authenticity	Lilja (2012)
Connectivity, Expressive, Emotional	Bower & Carroll (2015)
Imaginative, Innovative, Creative	Nilson, Fetherston, McMurray & Fetherston (2013)
Imaginative, Creativity, Innovative, Emotional, Expressive, Connectivity	Dhanapal et al. (2014)

Table 3.2: List of Artistic Skills

Creativity Imaginative Authenticity Innovative Expressive	Emotional Empathy Connectivity Observation

Table 3.1 shows the skills which are relatable to the arts and are considered as artistic skills. These artistic skills are obtained via arts and are proven by recent researches as according to Table 3.1 and are individually listed in Table 3.2. However, only five of the skills are taken into measure as they are more appropriate in relation to the leadership styles of this study which are creativity, imaginative, authenticity, innovative and expressive. The first artistic skill is creativity whereby it is taken into measure as leadership in this era increasingly demands for an artist quality of creativity (Adler, 2006). Researches have also proven that this artistic skill is essential in the context of leadership. This can be seen via an IBM Global CEO survey conducted on CEOs mentioned that creativity is the most important leading quality which overweighed the competencies of global thinking and integrity (Mainemelis, Kark & Epitropaki, 2015; Nikravan, 2012). Since it overcomes all other aspects, this skill has to be adopted by leaders for the success of the organization. According to Nunan as cited in Dhanapal et al., (2014), being creative is "the act of turning new and imaginative ideas into reality" (p. 12). Creativity thus is relatable to leadership aspects as leaders also turn ideas into action thus suitable for this study.

The definition of creativity as above clearly shows that it is also linked with being imaginative. Being imaginative aids leaders to be creative in outpouring the ideas. Adler (2006) mentioned that leaders should embrace this quality of an artist as they rely on imagination in "describing what is as yet a germinating seed in their present

time, something that will only flower after they have written the line or painted the canvas" (p. 491). In other words, the leader is required to respond in align with the current era beforehand instead of waiting for clues or ideas to appear right in front of them. Thus, it is also taken into measure of this study. The third skill is authenticity. This is also part of an artistic skill as when art or the artistic practice is being criticized, the originality of the work is part of the criteria (Lilja, 2012). Authenticity is all about behaving in accordance to ones' own value and preference as well as being true to oneself (Kernis, 2003). Leaders who are authentic will in turn gain trust from the millennials as they are being true instead of faking themselves or compelled to behave truly. This is because, these leaders are aware of the way they think and act as well as genuinely wish to lead others happily.

Next, innovative is also part of the artistic skills taken into measure of this study. This is also linked to creativity whereby it develops innovative ideas which enables viewing a perspective in a unique way (Dhanapal et al., 2014). This will in turn enhance leaders thinking skills to think outside of the box. Kaimal et al. (2014), mentioned that leaders in an organization certainly do influence the teams' productivity of being innovative. This clearly shows that innovative is an important aspect of this study as well. Furthermore, arts also develop a person to be expressive (Dhanapal et al., 2014). For example, an artist needs to be expressive when translating his ideas on the canvas to be able to send the message to the receiver. Tskhay et al. (2014), in their article have said that there are researches which proved that when a leader is more expressive, the interpersonal communication and leadership outcome is enhanced to a greater level. Leaders can be expressive in terms of conveying a message whereby it needs to have clarity to be understood by the

millennials. These skills which are obtained via arts are proven beneficial in the leadership context whereby it leads to success of the organization. Thus, it is necessary to include these artistic skills into the leading styles of this study to lead current millennials with a different approach of these skills.

On the other hand, the four other skills of emotional, connectivity, empathy and observation are not taken into the measure of this study. These skills are also obtained via arts and they also have their own importance but in the context of leadership it would still be successful if these are not included to produce a different leading approach. The skill like emotional has two extends whereby if used efficiently then it would be beneficial but it also has its negative side. Emotions are displayed via the tone of voice, facial expression and gestures and for instance if a leader tend to portray unpleasant emotions then it will affect the followers' moral (Yusof, Kadir & Mahfar, 2014). Besides that, leaders who use emotion need to appropriately use the right emotion for the right purpose and leaders who feel compelled to fake the right emotion will in turn face emotional dissonance which leads to burnout in a long run (Lazanyi, 2009). Empathy on the other hand is also not included into this study. Empathy is a feeling linked to the emotional aspect of a person. According to Kemp and Korkman (2010), it is something intuitive and an emotional awareness towards understanding ones' feelings and mental state. Basically, it is not easy to understand what a person is feeling just like that as it requires training and psychological based experience. Thus, this aspect is far beyond to be incorporated into leadership as this study does not aim to develop any deeper psychological aspect of leaders.

Connectivity and observation are other aspects that are not included in this study. This does not mean that they are not important and should not be practiced. These artistic skills are important in leadership as well but in the case of leading the millennials using a different approach, this is not as much relevant as the other skills. Research has even proven that millennials prefer the kind of leadership that they can have more freedom and choose the way they want the work to be done (Puspanathan, Ramendran SPR, Muthurajan & Singh, 2017). They do prefer connection with their leaders and be observed but to only up to certain extend. It is also said that future studies may result in preference of millennials to work independently (Myers & Sadhaghiani, 2010). Thus, since this aspect has the other side so it will not be taken into measure of this study.

3.3.2 Leadership Characteristics

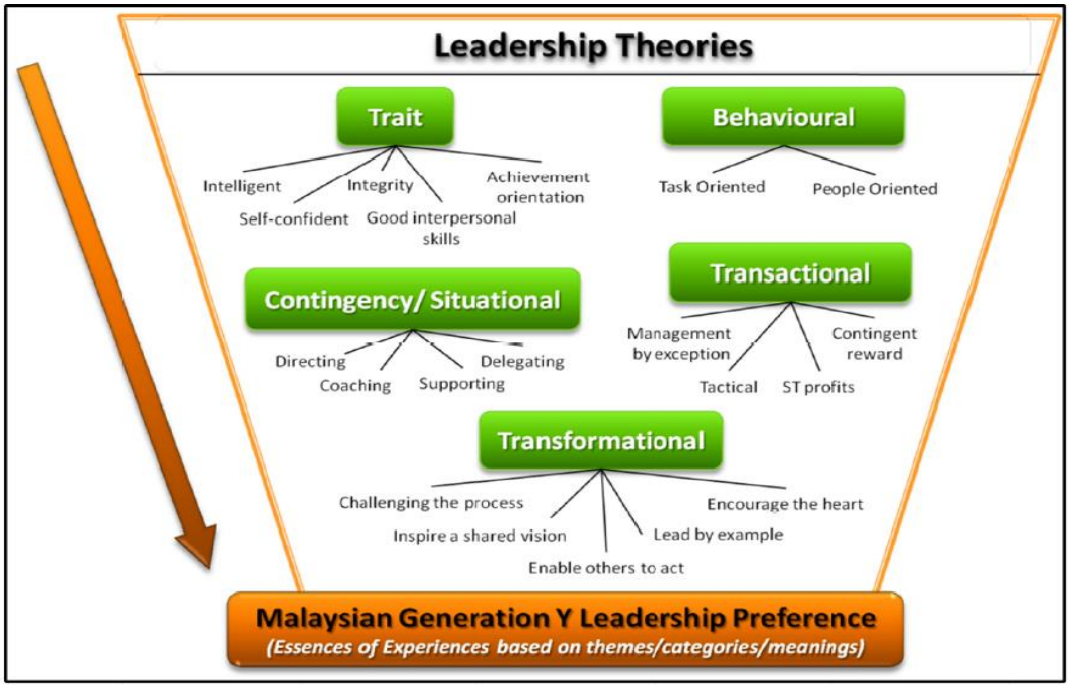

Figure 3.2: Conceptual Framework of Leadership Preferences of Gen Y (Sharkawi et al., 2016)

i) Trait

The second item in the framework is leadership characteristics which encompasses traits and behavioural aspects in leadership. In relation to the context of leadership, it is something in a leader that differentiates a leader and a non-leader. Based on that, “traits are distinguishing personal characteristics” and in terms of leadership, it is a particular personal attributes and characteristics related to the effectiveness of the leader (Lussier & Achua, 2010, p. 33; Moorthy, 2014). It has to be possessed by every leaders in leading their followers towards effectiveness of the organization. Yukl (2010) added that trait basically “emphasizes leaders’ attributes such as personality, motives, values and skills” (p. 13). Thus, a leader needs to possess excellent traits to be a successful and a good leader.

Hossain (2015) mentioned that an action is the one that defines a leader and leadership traits that need to be analyzed deeply as intrinsic traits such as height and looks are not important in this era. Basically, the way leaders display their traits and use their skills to lead is what matters most in this digital era and this is what millennials will look up to. It is further proven that followers desire to notice and experience the leadership characteristics demonstrated rather than just having assumptions that leaders possess them (Hossain, 2015). For an example, ability to communicate is not just matter of saying something, it lies in effort to search for new ways to convey a message. Hossain (2015) further mentioned that traits and skills are part of leadership qualities which are required vitally to manage high performing team of millennials to a great success.

Since, the millennials are known to easily move out if they lack interest on what they are looking for, it is a must to employ effective leadership which motivates,

retains and develops millennials with proper skills (Dulin, 2008; Sharkawi et al., 2016). Thus, the Figure 3.2 basically describes the trait a leader needs to have to enable an organization change. This is appropriate for the study as reseacher is looking forward to identify the traits needed to retain and develop millennials. Figure 3.2 is being referred to form a new conceptual framework.

ii) Behaviour

The second factor under leadership characteristics will be behaviour which is another factor that contributes to the leadership effectiveness. It is said to be rated as one of the most important aspects by Generation Y (Eisner, 2005). A leader's behaviour is perceived to be an important element in leading the millennials as it constitutes how a leader portray his leading style. Aalateeg (2017) mentioned that "behavioural leadership proposed that behaviour of the leader impacted work and follower effectiveness", the millennials in this context of study (p. 38). It is also whereby the way leaders conducts his actions accordingly based on situation and needs of the millennials (Rilling & Jordan, 2007). For an example, considering a task to be extremely challenging, a leader can pay an attentive attention towards the subordinates as well as guiding and showing them the right way instead of just leaving the task as whole to the subordinates. This is because, it is the role of a leader to provide ways and guidance instead of being a boss whereby just ordering to complete the task.

This distinguishes a leader well from a boss or manager via the behavioural action practiced. It is further supported by Yukl (2012) in his article that performance

in an organization can be easily facilitated with behaviours of the leaders as well as every behaviour is able to influence many types of outcomes. This can be seen in a behavioural aspect of recognition whereby recognising the performance can in turn make employees to feel appreciated for their work. Not only that, when they feel appreciated, they are motivated to perform even better and on top of that it also stimulates their way of creative thinking to perform which will also develop them and retain them as it is the most important aspect in context of millennials today.

Moreover, in terms of leading current millennials, a change of behavioural approach which leads to a different leading characteristics is essential as millennials are not only expecting a change but also yearning for it (Martin, 2005). Bahadur, Bano and Wahab (2017) further supported that every leaders has to adapt towards current needs and adopt a leadership behaviour which is more to change oriented. This is because, millennials in this era are known to be different in terms of character and preference. Thus, the practice of the old style of leadership behaviour will definitely not get along with the current digital era with millennials and will result in failure to retain and develop young talents. In relation to this, Mulford (2008) mentioned that every leader has to be prepared for change as globalisation, technology advancement and organization diversity caused the environment to be challenging to lead. Thus, behavioural approach has been included in the factor of leadership characteristics which is important and relevant to this study based on the Figure 3.2.

3.3.3 Contingency/Situational

On the other hand, contingency or situational approach of leadership theory will not be included in this study's conceptual framework as it is not relevant to the objective neither to the research question of this study. Since this study is aiming to investigate the artistic skills and leadership characteristics preferred by millennials to be included in the leadership style to lead the millennials, contingency or situational approach is not linked to this study. This is because, the leadership style going to be applied will be based on the preference that the millennials are looking up to from their leaders and not based on situational.

3.3.4 Leadership Style

The next item in this framework is leadership style. It is whereby the type of leadership style a leaders practices in an organization to lead. This is basically derived from the traits and behaviour of a leader that forms a leadership style a leader uses in their approach of leadership. It is therefore an important aspect to be studied to retain and develop millennials in an organization. This is even supported by Salahuddin (as cited in Moorthy, 2014) that with the purpose to engage and retain these young talents, it is necessary that leaders tailor their approach in leading them as they are different from the other generations. This is because, it is easier to retain and develop young talents if leaders understand them as well as their needs well and act upon it.

Mullins (2010) stated that "leadership style is the way in which the functions of leadership are carried out, the way in which the manager typically behaves towards

members of the group" (p. 380). The leading style is also the approach a leader uses in inspiring followers, implementing and executing tasks as well as providing guidance (Northouse, 2015). Thus, the way a leader portrays his ways in moving forward the organization is an important aspect to their followers. For an example, there are different ways a leader can portray his style in leading. There is one where a leader pays attention towards how the followers are getting along with the task, taking care of their needs, and help to guide if they are facing any problem to get a best result instead of just focusing on the final result produced by the employees without taking into account on how they completed it. It is further proved that employees will feel more satisfied when their leaders display some sense of concern by understanding their abilities and provide task that fits well as well as giving constant feedback and recognition (Ng'ethe, Namusonge & Iravo, 2012).

This is defenitely essential in leading millennials as they are known to leave an organization just like that if they do not obtain the right way they feel should be treated and what they are looking for. In relation to that, it is imperative that leaders get to know millennials' preference of leadership style as they will be able to adjust their style in a way whereby it will enhance millennials' commitment and productivity (Moorthy, 2014; Limsila & Ogunlana, 2008). Moorthy (2014) further supported this as the Generation Y are now somehow experienced in a way in their field of work as well as understands some sort of leadership styles and types of leaders. In other words, millennials has been occupying the workforce for the past few years, so they do have some experience in their work as well as they have been observing and realising the way every leaders behave and move them towards the direction of the organization's goals. Basically, based on that they do somehow

realise the weaknesses and strengths of a leadership style and thus will have a better preference towards how a leader can lead in a better way or improvise their leading style.

According to Cox (2016), millennials prefer a leader who is approachable and who walks the talk instead of just talking highly and ordering the employees without any action. This is because, leadership which includes its style is not mere power and has nothing to do with having a full control towards anything in the organization (Burns, 1978). Thus, leadership style has been included in the framework as it is relevant to the study whereby artistic skills and leadership characteristics finally forms a leadership style to lead the millennials in order to retain and develop them and thus to reshape the workforce. Based on the Figure 3.2, instead of separating into transactional and transformational, researcher combined both into as whole which is leadership style as the leadership style preferred is not yet being determined.

3.4 New Framework for this Study

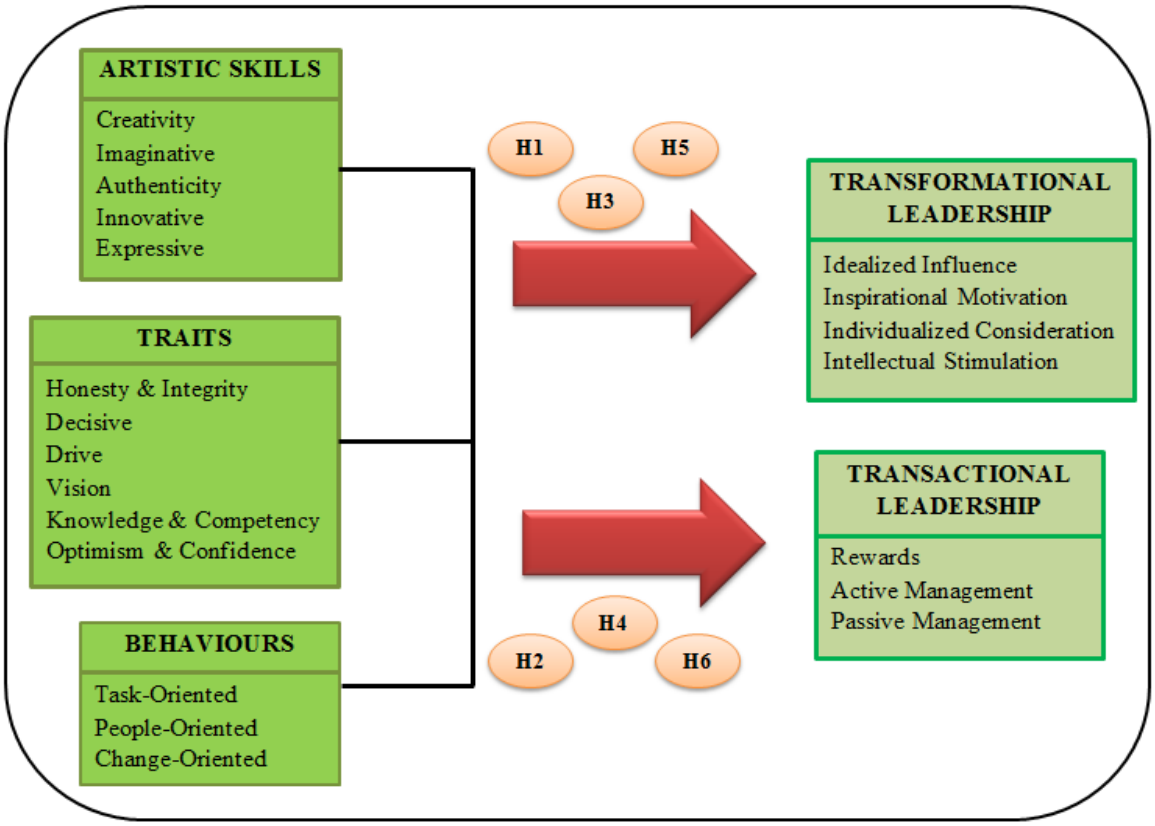

Figure 3.3: Conceptual Framework of Reshaping the Workforce

Based on the variables discussed, a new conceptual framework has been created. It is developed based on the referral on conceptual framework developed by Sharkawi et al. (2016), with an additional variable, artistic skills added into it as well as the removal of contingency or situational approach. The item artistic skill is added into the framework to propose a different leadership style which includes this item as well instead of just considering behaviour and traits alone. It will bring a new change in the leading style which will be more flexible instead of a serious environment as preferred by millennials today. Basically, to sum up, how the function of this conceptual framework is going to be depends on the dependent variable of leadership style which incorporates the independent variables of artistic skills and also the leadership characteristics. In other words, the

leadership styles which incorporate all these variables are the determinant to retain and develop millennials to reshape the workforce in this digital era. Reshaping the workforce in this context means that the leadership style will be based on the preference of millennials, whereby the artistic skills, traits and behaviours will be included based on what the millennials are looking up from their leaders. In addition, this is to totally avoid the rigid hierarchical structure of management in the organization or in other terms the 'bossy' kind of environment. It is essential to lead in a way they prefer in order to further heighten the success of the organization so that they will be happy and satisfied in staying and contributing more instead of jumping to another organization. Hypotheses are also formed as explained in the introduction to test the association of the independent variable with the dependent variable as shown in the Figure 3.3. This is to test if the artistic skills, leadership traits and behaviours associate well with the leadership styles to be incorporated in them.

3.5 Summary

As a conclusion, this chapter discusses on the process of constructing the new conceptual framework based on the variables derived from valid sources. It justifies the reason of incorporating artistic skills, leadership traits and behaviours into a leadership style to bring a change in terms of leadership in this digital era. Every artistic skills listed are an essential contributor towards increasing the effectiveness of leadership and thus making up as the first most important variable in the framework. Leadership characteristics which consist of traits and behaviours are the basic fundamental need to be included into leadership style as it differentiates a leader and a boss. Based on past literatures, these variables are necessary to be included in todays' leadership style thus forming the

framework to be studied further by seeking the millennials' preferences. The uniqueness of this framework is that it incorporates artistic skills as part of the variables apart from the normal basic rules of leadership as per previous studies.

CHAPTER 4

METHODOLOGY

4.1 Introduction

The researcher explains about the way the research was conducted and methods of collecting the data. This chapter also discloses the measures taken for the achievement of the research objectives and research questions to be answered as well as the statement of problem to be clarified. Apart from that, also included in this chapter are the method of study, research design, design sample, location of study, research population, research sampling method, data collection method, instruments of research and data analysis method.

4.2 Method of Study

In conducting this research, the researcher used mixed method whereby both quantitative and qualitative method was employed. Qualitative research method allows a researcher to explore wide array of dimensions like the experiences, understandings and viewpoints of the informants as well as getting to know the meaning it generates (Mason, 2002). This method enabled the researcher to obtain information on how certain thing works as it acts as a direct source towards explanation and analysis. This method also contributes towards gaining new information and insights about new theories or even builds a new theory. Apart from that, informants are actually able to express their thoughts clearly instead of constraining their ideas in a written form. Qualitative method can be

conducted via in depth interviews, observations or even ethnography. For this study, the researcher conducted the preliminary study first via in depth interview with the leader to obtain the first line data. This method is certainly suitable for a preliminary study as to get the first line data requires openness in expressing their viewpoint and ideas. This is because, the data acquired will not be restricted within a certain range of options.

On the other hand, quantitative research method is a method whereby the data collected are in the numerical form and it can be categorized into groups and measured in units (McLeod, 2017). This method is more focused on collecting the data and generalizing it across a population or explaining a phenomenon (Babbie, 2010). The most common way in this method is survey questionnaires in which respondents will be given choices of answers to choose from. It is normally within the choices of 'yes' or 'no', or in Likert scale whereby it ranges from 'strongly agree' to 'strongly disagree'. The results obtained are often used to either accept or reject a theory or concept in the study. Besides that, this method also contributes to getting information as well within a range of topic. The information gained can also be used to develop a new theory or a set of guidelines to be followed. Quantitative method is beneficial especially when it involves a large sample of data whereby interviewing can lead to too many different viewpoints which may cause misconception also. Thus, the researcher employed this method of survey questionnaires in the preliminary study as well as in the conclusive study.

4.3 Research Design

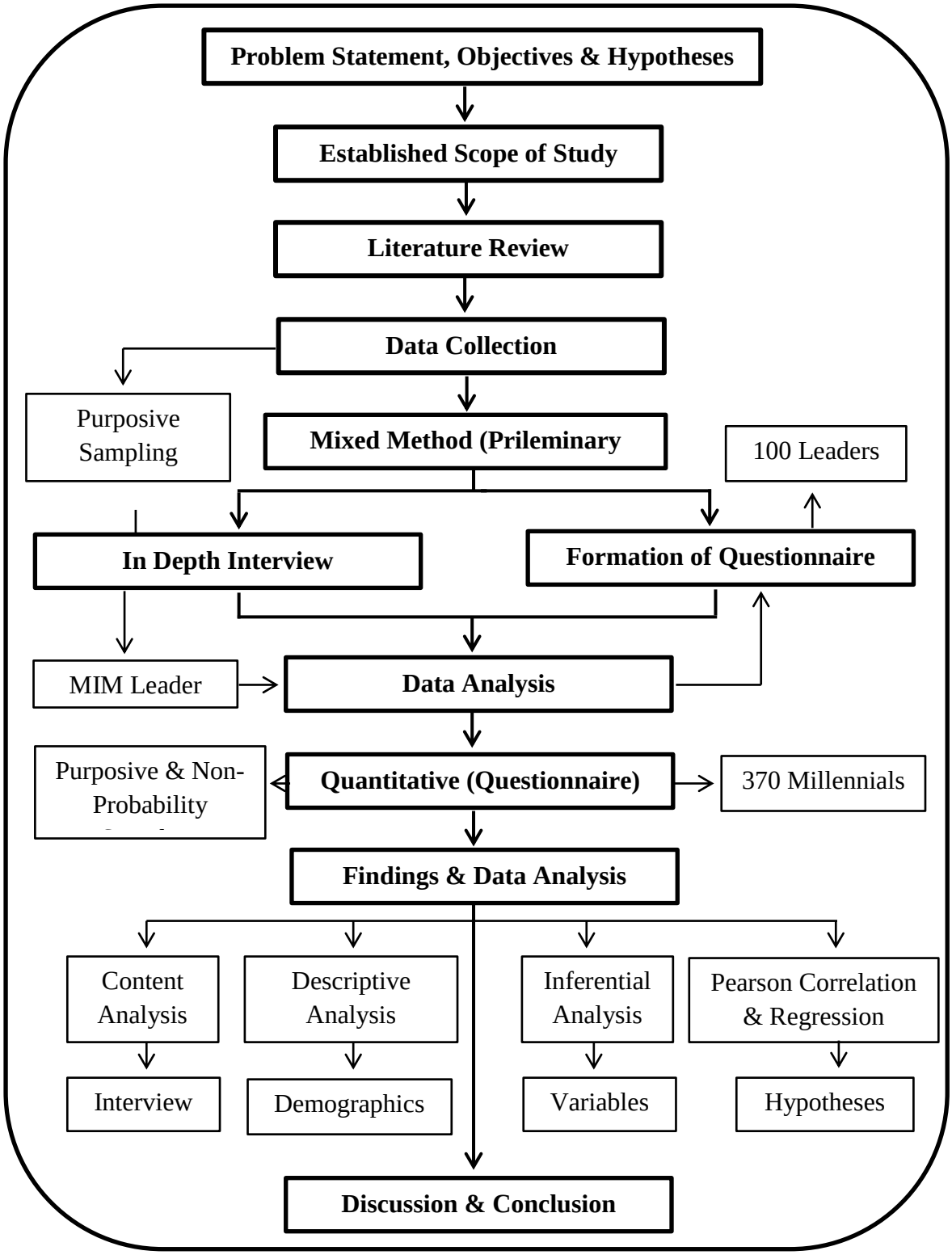

Figure 4.1: Research Design

Figure 4.1 clearly shows the research design or the flow of the study in a detailed diagram form. A research starts from a problem whereby in that field of study there is an unfulfilled gap or needs further clarification derived from sources like journals, newspapers, previous researches and many more. In this study, the problem statement is that the diversity of workforce needs leaders to adjust their approach of leadership. Besides that, leadership styles which incorporate artistic skills with millennials preference are very limitedly being studied. This leads to the formation of research objectives which are the purposes of the study as well as research questions to be answered that are stated in the introduction. Research hypotheses are also developed by the researcher whereby it is the speculated outcomes of the study and the precursor to it is the problem statement (Shuttleworth & Wilson, 2008). Scope of study is established as well and it focuses on the aspects this research covers and target group of focus. As explained in the first chapter, this study focuses on transformational and transactional leadership style. The target groups of focus are the leaders and the millennials for this study.

From the literature review, researcher started the data collection process via two steps. The researcher conducted the preliminary study first and then conducted the conclusive study. Preliminary study is a study conducted on the information which requires further examination (Mohajan, 2018). In other words, it is whereby the results obtained are not conclusive. As accordance to that, the items especially the artistic skills obtained from the literature review needed verification from the leaders first. The researcher used mixed method in which in depth interview was conducted and then the questionnaire was formed to be verified by the leaders. The findings obtained were used to form another set of questionnaire for the second part of the study and was distributed to the millennials. Quantitative method was employed and this part of findings was the one contributed to

fulfilling the aim of this research. The findings obtained from the second part of the study were analyzed using five different types of analysis. Explanations for every analysis were stated below and in the following chapter. Finally, the findings obtained were discussed and supported by the literature review and conclusion was derived.

4.4 Location of Study

Location of study refers to the area in which this study is focused on. In other words, it is the place where the target focus group is located in or the place a researcher plans to conduct the study. In this study, the researcher first conducted the in depth interview in Malaysian Institute of Management (MIM) which is situated in Kuala Lumpur, Malaysia. This organization started as a voluntary society on 1966 and then as a limited company on 1975. For years till to date this organization has been functioning as a national management organization to promote management and leadership skills. The in depth interview was conducted here as the verification of the data is needed from a highly experienced and a reliable leader. Since, this organization focuses extensively on leadership, the researcher conducted the interview in this organization. On the other hand, the questionnaires were distributed around irrespective of any specific location. This is because, this study is to be applicable in this country, Malaysia and specifically focusing on one particular location may not result in generalization.

4.5 Research Population

A research population is said to be a collection of individuals drawn from the researcher's sample focus (Taherdoost, 2016). In other words, it is the group of individuals that the researcher intended to study on and to generalize the results obtained. In this study, research population is divided into two. First, 100 leaders were chosen regardless of following the formulated sample size as it was just a preliminary study whereby the results were not conclusive. Leaders were chosen as they are the ones who are leading the millennials now and they are also aware of the approach they should employ.

After the preliminary study, the researcher distributed the second questionnaire to 370 millennials to conclude the study. According to the Department of Statistics Malaysia (2013) and Hin et al., (2015), the estimation reflects that nearly 12 million of the millennials are occupying and will occupy the workplace. This population is certainly too large for this study to be conducted and to locate each and every working millennial was mere impossible. Thus, the sample size of 370 was selected in accordance to the table developed by Krejcie and Morgan (1970) which guided to identify the appropriate size of sample in a population. Millennials were selected here as millennials who are currently entering the workforce in large numbers and it is necessary to know their preference of the workforce.

4.6 Research Sampling Method

A researcher would find it difficult to conduct the study over the whole population selected and thus, a sampling technique was applied to reduce the sample size (Taherdoost, 2016). Sampling can also be defined as selecting a subset of individuals from the entire

population as an inference to the whole population. Since the population of leaders and millennials are really large throughout Malaysia, sampling technique was applied whereby this study used the non-probability sampling method. According to Glen (2015), non-probability sampling refers to the odds of an individual related to the study being selected cannot be calculated. In other words, the like hood of a leader or a millennial to be selected was unknown.

Specifically, the researcher used the purposive sampling to further conduct this study. Purposive sampling is whereby a sample size is intentionally selected to collect the data which cannot be obtained from other choice of sample (Maxwell, 1996). This sampling is most suitable as the target groups of individuals selected were relevant to this study in order to fulfill the objectives and answer the research questions. Leaders were selected as in a research, the results will be more reliable when it involves the concerning sample size. Although this research's main aim is on millennials preference of incorporating artistic skills and leadership characteristics, but only the leaders know best on which type of variables are appropriate in leadership. Thus, seeking the leaders' ideas and validating the variables is important in this study. Then, the millennials were selected to opt for their range of agreeableness on the variables validated by the leaders. Millennials in this case were chosen as they are the ones who need to be retained and developed in the organization, hence, their preference makes a difference.

4.7 Data Collection Method

4.7.1 Primary Data Sources

i. In Depth Interview

For the preliminary study, the researcher interviewed one leader from MIM and then distributed the survey questionnaires to 100 leaders throughout Malaysia. The reason behind only choosing one leader is that the particular informant, Mr AJ is in the top level management. This is because, leader in the top level are the most experienced and knowledgeable as they came across many situations and have seen many types of people as well. Moreover, the data and information provided by the informant was saturated enough as the data was supported by recent literatures which are considered to be very valid.

It was necessary to validate the variables to be included in the questionnaire before being distributed to other leaders and most importantly to the millennials. Interview is the best first approach in a preliminary study of mixed method especially when it comes to top level managers as it encourages free flow of ideas without restricting them in the form of written words or options to choose from. This is because, normally these top level leaders will have numerous ideas to be explained in which questionnaire would not be a good way. Apart from that, the purpose of this interview was to collect the first line data which is the most underlying basic information. Variables of artistic skills are new aspect to be incorporated into leadership and these variables certainly needed to be verified and suggested by an experienced leader. Hence, the researcher prepared a few questions on necessity of artistic skills in leadership, types of artistic skills, millennials preference, change in leadership approach and retaining the millennials.

ii. Structured Questionnaire

Section A : Personal Background

Section B : Variables Measurement

- Artistic Skills
- Leadership Characteristics (Traits & Behaviours)
- Leadership Style (Transformational & Transactional Leadership)

Figure 4.2: Development of Questionnaire

Table 4.1: Likert Scale Measurement

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

(Jamieson, 2004)

After validating and collecting the data from the interview, the data was then transformed in the form of questionnaire to be distributed to the leaders in the preliminary study. Since the researcher obtained the interview data based on one point of view, the researcher needed to still determine if other level leaders who are leading the millennials are of the same perception. Figure 4.2 depicts the content of the questionnaire which was distributed in the format of google form via email, WhatsApp and Facebook. The approximate distribution via email were 7 forms, WhatsApp were 62 forms and 45 forms via Facebook to all the contact leaders the researcher previously worked with, relatives and the employers of researcher's peers. Since, the researchers targeted for 100 responses, the counts of the forms received were locked online to up to only 100 forms. Leaders were required to opt to which extend they agree in incorporating the variables in leading the millennials. The first section of the questionnaire is about the personal background or in other words is the

demographic characteristics which include gender, age, education level, job sector, position and length of service. Moreover, the second section is comprised of the variables which are divided into three categories of artistic skills, leadership characteristics and leadership style. Leaders were required to choose their answer based on the Likert Scale measurement as shown in the Table 4.1. The first category is whereby leaders needed to rate their measurement on every artistic skills listed required to lead the millennials. Next, leadership characteristics of traits and behaviours as well as leadership style of transformational leadership and transactional leadership are also included in the questionnaire to retain and develop the millennials despite reshaping the workforce.

The results obtained were then analyzed and the data were used to form another questionnaire using google form to be distributed to the millennials. Approximately 272 forms were distributed via WhatsApp, 11 forms via email and 108 forms via Facebook to researchers' peers and their working colleagues as well as relatives and their employees and colleagues. Since, the researchers targeted for 370 responses, the counts of the forms received were locked online to up to only 370 forms. This questionnaire to the millennials will determine their preference of the variables stated to be incorporated into leadership style. The structure of the questionnaire was similar to the earlier ones as shown in Figure 4.2 with slight changes in the questions. Part A is the demographic characteristics which consist of gender, age, education level, job sector and length of service. Part B is comprised of the variables that are the questions which will reflect millennials' preference to answer every research questions and achieve the objectives. The same Likert scale measurement was used to measure the response of the millennials. Millennials were first required to opt for

their preference for every artistic skill, traits, behaviours, transformational and transactional leadership factors listed in the questionnaire which concluded the study. Apart from that, open-ended answer section was also included in both the questionnaires for the leaders and millennials to be able to add any other options of subcategories not listed in the questionnaire. Data collection was done within the period of 4 months.

4.8 Data Analysis Method

Firstly, the findings from the in depth interview were analyzed using content analysis method. On the other hand, the findings of the questionnaires were analyzed using five-point Likert Scale and the Version 20 software of Statistical Package for the Social Sciences (SPSS). Descriptive analysis was used in analyzing demographic or personal background whereas inferential analysis was employed to analyze the variables. Besides that, Pearson correlation and regression analysis were utilized in testing the hypotheses which measured the association of the dependent variables with the independent variables.

4.8.1 Content Analysis

Content analysis can be used to analyze data obtained via interview, observation and other qualitative methods. Content analysis also enables the researcher to grasp the data with greater understanding and also to test theoretical data (Elo & Kyngas, 2008). The guide and steps to content analysis is as follows together with the Figure 4.3 according to Erlingsson and Brysiewicz (2017):

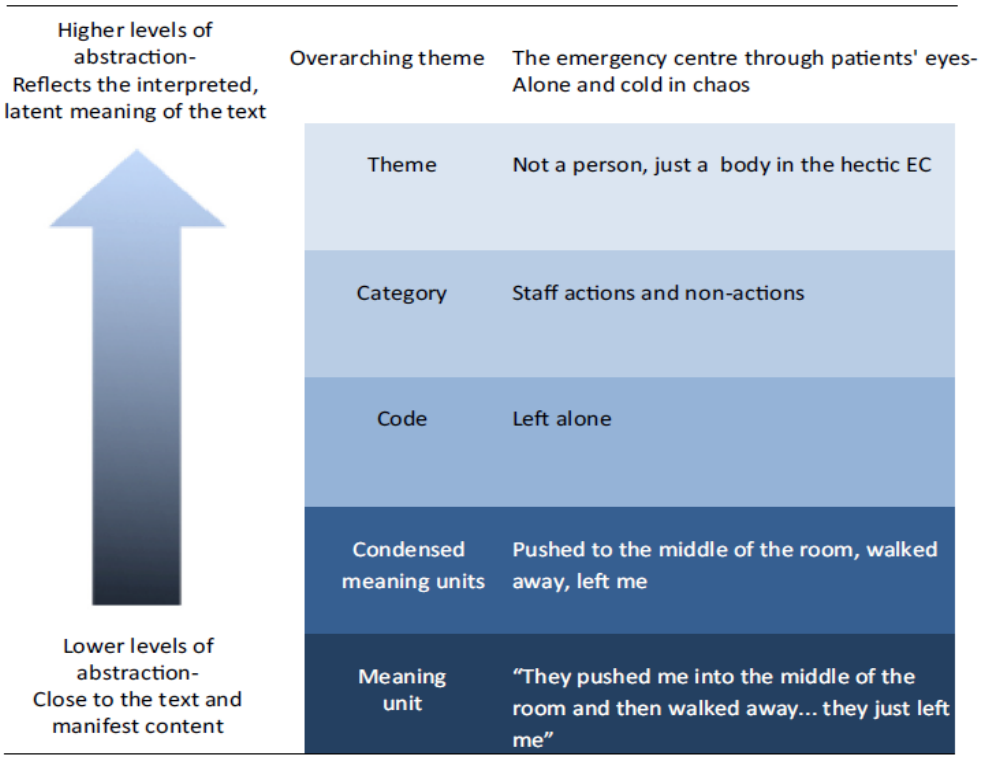

Figure 4.3: Content Analysis Steps and Example (Erlingsson & Brysiewicz, 2017)

i. Familiarize the Data

The initial phase is whereby the interview text is transcribed in a brief summarized format. The transcribed information should be read several times to completely master what the interviewee is talking about.

ii. Meaning Units

The text is then divided into meaning units and is condensed even more with the original idea of the text remains. This means that, the sentence is simplified and shortened with the original meaning of the sentence.

iii. Formulating Codes

A code is then developed based on the condensed meaning unit for a brief description. It aids the researcher to gain a new reflection of the data, making it simpler to identify the connections of the meaning units. This is basically a very limited form of interpretation.

iv. Develop Categories and Themes

All these codes formulated are then sorted into categories which answers the questions of what, who, where or when? These codes are basically grouped together with similar meanings to form a category which normally sounds factual. Themes are created when the data is rich with latent meaning mainly to express the underlying meaning. It provides answer to the questions like why, how, in what way, or by what means?

4.8.2 Descriptive Analysis

In descriptive analysis, the data are summarized in a simpler way that it forms the basic initial description of the data for the more extensive part (Kaushik & Mathur, 2014). Descriptive analysis are represented in the form of numerical which are then interpreted in the form of tables or graphs. Thus, it is the type of analysis where it tabulates the findings without any reasoning. In this questionnaire, the demographic characteristics were comprised of gender, age, education level, job sector, position (for the first questionnaire only) and length of service. The personal background of the respondents was recorded in the form of frequencies and percentages.

4.8.3 Inferential Analysis

This method of analysis is designed as the inference can be made possible through the random sample size obtained to reasonably approximate the unknown sample (Gibbs, Shafer & Miles, 2015). This is proven by Kaushik and Mathur (2014), in their definition whereby "it involves techniques for making inferences about the whole population on the basis of observations obtained from samples" (p.1188). In other words, this analysis is used to come up with a conclusion based on the sample size and findings obtained. There are three categories of variables to be analyzed which also include the subcategories which were measured using the Likert scale and SPSS software to record the frequencies and percentages. This analysis contributed to the achievement of objectives and answers to the research questions.

i Pearson Correlation Analysis

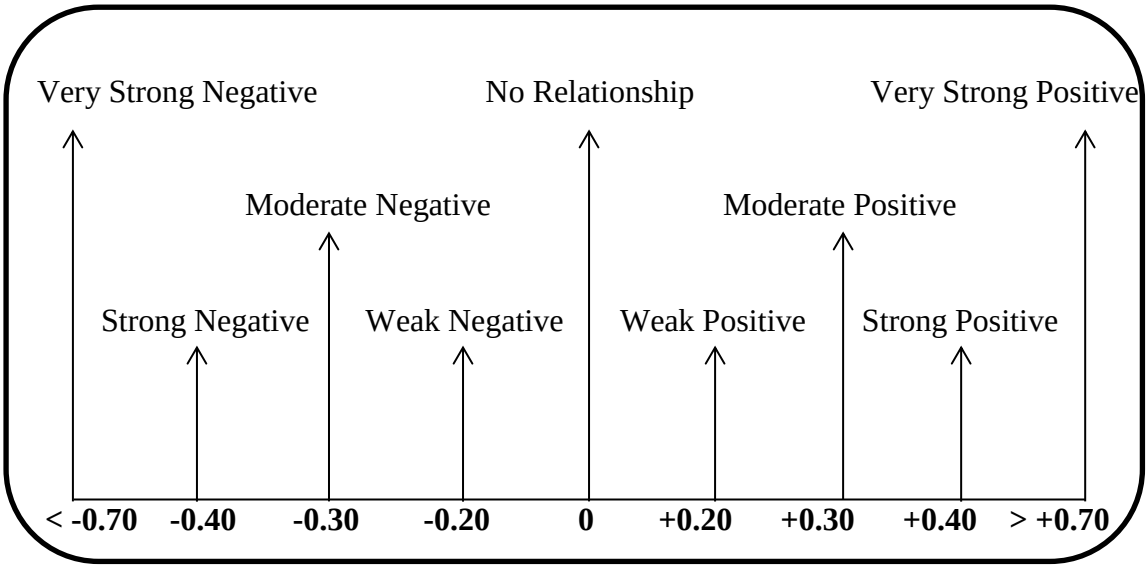

Figure 4.4: Pearson Correlation Strength (Glen, n.d.)

Basically, when one object's or process's variation is associated with the variation of another that is where correlation or a relationship exists (Maclnnes, 2017). In other word, Pallant (2013) also said that "correlation analysis is used to describe the strength and direction of the linear relationship between two variables" (p. 133). The Pearson correlation coefficient 'r' value determines the association of the variable and is determined using the SPSS software. This 'r' value obtained reflects the extent to which a relationship is positive or negative as it ranges from -1.00 to +1.00. Figure 4.4 clearly depicts the strength of association of the correlation analysis. If the 'r' value is +0.70 or more, the association is between the variables is very strong positive and if the 'r' value is within +0.20, the association is weak positive. This is also applicable to the negative side of 'r' values too. This study employed Pearson correlation analysis to measure the relationship between the independent variables and the dependent variables to be incorporated.

ii Regression Analysis

Multiple regression analysis is a way to determine the relationship of a number of independent variables with a dependent variable (Pallant, 2013). It is the continuation from the correlation method but in a more elaborated way. Pallant (2013) further mentioned that this method is employed to analyze how well the independent variable is able to predict the outcome of the dependent variable. In the context of this study, it is to test whether the independent variables of artistic skills, traits and behaviours can lead to a better dependent variable of transformational and transactional leadership styles. Besides that, the best predictor specifically to the

result of the dependent variable can also be determined. In this study, regression analysis was used to test the following hypotheses:

H1: The incorporation of artistic skills or qualities will result in the enhancement of transformational leadership style.

H2: The incorporation of artistic skills or qualities will result in the enhancement of transactional leadership style.

H3: High practice of these traits in transformational leadership will result in a successful transformational leadership style.

H4: High practice of these traits in transactional leadership will result in a successful transactional leadership style.

H5: The implementation of these behaviours will generate a higher successful transformational leadership style.

H6: The implementation of these behaviours will generate a higher successful transactional leadership style.

4.9 Summary

As a conclusion, this chapter discussed the design of the study as well as sample of study. The ways on how the data were collected and analyzed were also discussed in detail for further understanding.

CHAPTER 5

FINDINGS & ANALYSIS

5.1 Introduction

In this section, the findings obtained via the research conducted will be highlighted. Each and every finding will be analyzed and discussed briefly for easier interpretation. There are two sections in this chapter. First section discusses the analysis of the preliminary study conducted. Mixed methods were used for the preliminary study whereby quantitative and qualitative methods were used. 100 sets of questionnaires were distributed using google form to the leaders after the in depth interview with a manager from the Malaysian Institute of Management (MIM). Preliminary study was conducted to verify the items in the questionnaires before being distributed to the millennials. This is because, leaders are more experienced and knowledgeable in terms of leading. On the other hand, the second section consists of discussion and analysis on the study conducted with the millennials via quantitative method. 370 sets of questionnaire were sent via google form to the millennials. The questionnaire was comprised of two sections which are demographic characteristics and variables measurement respectively. The researcher analyzed the findings using five point Likert Scale and SPSS software version 20. Descriptive analysis is used for the demographic characteristics and inferential analysis is used for the variables measurement.

5.2 Section 1

5.2.1 Content Analysis

In this section, the qualitative data obtained via the in depth interview with the manager from MIM will be analysed using content analysis. The analysis is tabulated as in Table 5.1. The interview was conducted mainly to verify the items of the questionnaires before distributing it for the preliminary study and to the millennials.

Table 5.1: Content Analysis of In Depth Interview of Preliminary Study

	Code	**Category**
Theme: Necessity of artistic skills to lead millennials **Condensations**: - Yes. (Artistic skills) - For nowadays generation is more crucial to think outside the box and come up with new and fresh ideas. - …they were below 30s…and took them to be VPs because they want fresh ideas and new insights. - It is relevant. - Artistic skills are also important to be adopted into this era for todays' working environment especially when there is mixture of new and old generation. - You must have those artistic skills.	Agree New ideas New ideas Agree Agree Agree	Artistic Skills
Theme: Incorporating artistic skills in leadership and its fundamentals together **Condensations**: - Already covers it all the artistic skills but there are other elements like trust, leadership and team work. - With these artistic skills that you have, if the basic rule of leadership is not there, it is pointless. - It must be a mix and match of artistic skills with the fundamental rule of leadership.	Other elements Other elements Mix and match	Artistic skills in leadership

Table 5.1 continued

Theme: Bridging artistic skills with leaders' personalities **Condensations**: - Leaders must have the confidence, adopt and champion it. - Whether it can be adopted by the leaders, it depends on the leaders themselves.	Adopting Adopting	Adopting artistic skills
Theme: Millennials' preference and expectations of leadership **Condensations**: - Yes, sure. (Necessary to ask millennials' preference) - For example, like type of company millennials want to work, leaders they expect to have and role model. - Of course it must be asked. - Millennials are thinking at a different level. - It is good to do a Q & A with the millennials. - They are the future people taking over the country. - Also put the seniors into perspective, not leaving them out. - When change is needed, millennials' ideas are also needed because they have different ways of thinking or how to do things better.	Preference Preference Preference Preference Preference Millennials Leaders Millennials/Preference	Millennials' preference
Theme: Change is necessary in today's leadership **Condensations**: - Our old model will not work for the years to come. - We have to change. - Things we have never done before, now we are doing it. - Have to be in line with the current change. - We have to keep in line because we will die if we sell old products. - Change is needed.	New approach New approach New approach Updating Updating New approach	Change approach

Table 5.1 continued

Theme: Leaders to understand millennials to retain them. **Condensations**: - Ideas can be from top bottom or at times bottom top also. - Depends on leaders' thinking on how to curb generation gap issues. - It is an ongoing process for leaders to accept the younger generation. - For example, our youth minister dresses up simple and prefers people to call him bro and when you do that, it feels like there is no more hierarchy positioning.	Hierarchy Leaders Acceptance Hierarchy	Understanding millennials

5.2.2 Reliability Analysis

Reliability refers to the result stability the data produces and it is essential to perform this test as it measures the consistency of the measuring instruments (Carmines & Zeller, 1979; Huck, 2007). SPSS software is used to measure the reliability taking into account the coefficient alpha value as it determines if the measures are reliable.

Table 5.2: Range of Coefficient Alpha Value

Cronbach's alpha	**Internal consistency**
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

(Sharma, 2016)

Fried and Ferris (1987), mentioned that the effect of each and every item is taken into account which provides the overall estimation of reliability using the coefficient alpha. Table 5.2 depicts the range of coefficient alpha value to measure the reliability.

5.2.3 Pilot Test

In this study, the researcher carried out pilot test with a sample size of 30 leaders before proceeding with the actual sample size of leaders. The items tested were the five items in artistic skills, 6 items in traits, 3 items in behaviours as well as transformational and transactional leadership. Pilot test according to Thabane et al., (2010) in this context is the "feasibility study intended to guide the planning of a large scale investigation" (p. 1). This test is done mainly on testing whether these questionnaires, methods and techniques are feasible or should be altered (Doody & Doody, 2015; Fraser, Fahlman, Arscott, Guilott, 2018). It is an important aspect in a study as it aids the researcher to find out if the questionnaire is understandable. Cronbach Alpha is suitable measure when it comes to research which uses Likert Scale and the minimum value should be 0.7 (Nunnally, 1978; Taherdoost, 2016).

Table 5.3: Pilot Test Result for the Preliminary Leaders

Cronbach's Alpha	N of Items
.706	16

In this study, the Cronbach Alpha obtained was 0.706 as tabulated in Table 5.3 indicating that this questionnaire is feasible to be distributed further to all leaders. This reflects that the items in the questionnaire are clear to be understood by the leaders.

5.2.4 Descriptive Analysis

The first part of analysis is the descriptive analysis in which the demographic characteristics are analyzed and discussed.

i. Gender

Table 5.4: Gender of Respondents

Gender	Frequency	Percentage (%)
Male Female	53 47	53.0 47.0
Total	**100**	**100.0**

Gender is the first demographic characteristics in this study. Based on the Pie Chart 5.1 in the appendix, there were 53 male respondents which make up to 53% of the total of 100 respondents. On the other hand, 47 respondents were female which is equivalent to 47%. This shows that male respondents outnumbered female respondents but this item does not generalize anything as any gender is capable of becoming a leader.

ii. Age

Table 5.5: Age of Respondents

Age	Frequency	Percentage (%)
< 26 years	0	0.0
26 - 30 years	2	2.0
31 - 35 years	28	28.0
36 - 40 years	41	41.0
40 > years	29	29.0
Total	**100**	**100.0**

Table 5.5 and Bar Chart 5.1 as in the appendix, respondents within the age group of 36-40 years recorded the highest frequency of 41 or 41%. This shows that most of the leaders are from this age group which could be due to their experience as they would have been working for years. The lowest frequency of 2 or 2% is recorded by respondents within the age group of 26-30 years out of the total respondents of 100. In this age group, most of them would be still gaining experiences to become a leader. Respondents within

the age group of above 40 years recorded the second highest frequency of 29 or 29%. In this age, most of the leaders would have start leaving the organizations slowly as there are more young cohorts entering. 28 respondents were from the age of 31-35 years which is equivalent to 28% and at this age the younger generation would have gained experience to start leading the organization. There are 0 or 0% of respondents for the age group of below 26 years as they would have just entered the workforce fresh and still learning the work before they start leading.

iii. Education Level

Table 5.6: Education Level of Respondent

Education Level	**Frequency**	**Percentage (%)**
SPM	0	0.0
STPM	0	0.0
Diploma	7	7.0
Bachelor Degree	70	70.0
Master	17	17.0
PhD	6	6.0
Total	**100**	**100.0**

Education level in this study has been listed into 6 separate levels as in Table 5.6 and Bar Chart 5.2 in the appendix. The highest frequency is recorded by respondents with Bachelor Degree and the lowest are from respondents with Diploma. Total respondents with Bachelor Degree are 70 or 70% and this is rated as the normal education qualification most of them possess. 7 out of total respondents are having Diploma which is equivalent to 7% which shows that very few leaders are of this qualification and most of them would be working as subordinates. Respondents with Masters recorded the second highest frequency

of 17 or 17% and 12 or 12% are recorded by respondents with PhD. These show that education level does not prevent them from being a leader and in fact those with higher education could be occupying the higher hierarchy. This could cause them to not be able to participate much in the study. Lastly, there are 0 or 0% respondents with SPM and STPM qualification respectively as they may be working as subordinates.

iv. Job Sector

Table 5.7: Job Sector of Respondents

Job Sector	**Frequency**	**Percentage (%)**
Business, Consulting & Management	48	48.0
Engineering & Manufacturing	4	4.0
Healthcare	7	7.0
Marketing Advertising & PR	7	7.0
Sales	8	8.0
Training & Education	26	26.0
Total	**100**	**100.0**

In this part, there were 21 job sectors listed in the questionnaire and can be referred in the appendix section. Table 5.7 and Pie Chart 5.2 in the appendix represents the recorded job sector by the respondents. The highest frequency which recorded the value of 48 or 48% are from Business, Consulting and Management sector whereby the second highest are of the Training and Education sector with the frequency of 26 or 26%. These two sectors are analyzed together as most of the respondents were leaders from Malaysian Institute of Management organization. The lowest frequency of 4 or 4% was from the Engineering and Manufacturing sector. Respondents from the Sales sector recorded the frequency of 8 or 8% and respondents from the Healthcare; Marketing, Advertising and PR

sectors recorded the frequency of 7 or 7% respectively. Basically, it clearly shows that every sector has a leader to manage and lead the organization.

v. Position

Table 5.8: Position of Respondents

Position	**Frequency**	**Percentage (%)**
Low Level Manager	14	14.0
Middle Level Manager	77	77.0
Top Level Manager	9	9.0
Total	**100**	**100.0**

There are three types of position divided accordingly such as low, middle and top level manager. Table 5.8 and Pie Chart 5.1 in the appendix show that respondents who are middle level manager recorded the highest frequency of 77 or 77%. Middle level managers falls within the category of general managers, branch managers and department managers and most of the leaders participated in this study are of this position. The lowest frequency of 9 or 9% is recorded by respondents in the top managerial level who are the board of directors, president, vice president and CEO. This is due to the time constraint they face as they are in the top most hierarchy of the organization. Respondents of low managerial level recorded the value of 14 or 14% which falls within the category of supervisors, section leads and foremen. These respondents may be of the younger cohorts or leaders who are still learning and gaining experiences.

vi. Length of Service

Table 5.9: Length of Service of Respondents

Length of Service	Frequency	Percentage (%)
< 5 years	0	0.0
5 - 10 years	66	66.0
10 > years	34	34.0
Total	**100**	**100.0**

Table 5.9 as well as Pie Chart 5.3 in the appendix represents the length of service of respondents whereby it is the measure of the duration of the respondents since they have started working. Most of the respondents have been working for 5-10 years as it recorded the highest frequency of 66 or 66%. This shows that within a certain amount of working experience leaders can still occupy the managerial role maybe the middle or low level. On the other hand, respondents with the length of service of more than 10 years recorded the frequency of 26 or 26%. As they gain extensive experience, they would be in the higher hierarchy which may restrict them from participating in the study much due to time constraints. Not only that, leaders with higher years of experience could also be from the older age group whereby they would have start leaving the organization slowly. Respondents with less than 5 years of length of service recorded 0 or 0% frequency. With less years of experience a leader would not be able to establish them yet and thus would be still working as a subordinate.

5.2.5 Frequency/Inferential Analysis

The variables measurement section of the questionnaire uses inferential analysis. There are three variables to be measured and five point Likert Scale as well as SPSS software is used to analyze these variables.

i. Artistic Skills in Leadership

This section mainly describes on the artistic skills needed to lead the millennials today.

Table 5.10: Artistic Skills in Leadership

Artistic Skills/Qualities	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	F	%	F	%	F	%	F	%	F	%
Creativity	0	0.0	0	0.0	0	0.0	7	7.0	93	93.0
Imaginative	0	0.0	0	0.0	4	4.0	13	13.0	83	83.0
Authenticity	0	0.0	0	0.0	0	0.0	25	25.0	75	75.0
Innovative	0	0.0	0	0.0	0	0.0	4	4.0	96	96.0
Expressive	0	0.0	0	0.0	3	3.0	57	57.0	40	40.0

Table 5.10 describes the frequency data of artistic skills or qualities required to lead the millennials today. Each and every artistic skill are listed in the table whereby it is measured based on leaders' opinions of the best required skills to lead millennials in today's era. Innovative recorded the highest frequency of all whereby 96 or 96% strongly agreed and 4 or 4% agreed. This shows that leaders perceive that leaders need to portray innovativeness the most in leading the millennials. The creativity skill recorded the frequency of 93 or 93% for strongly agree which is the second highest and 7 or 7% for agree. There is not much difference compared to the earlier skill as leaders feel that creativity is some sort equally important as well. 83 out of total respondents of 100 have strongly agreed for being imaginative. 13 or 13% had agreed and 4 or 4% chose the option neutral for being imaginative. These leaders may perceive that it is necessary to be imaginative and not to be depending on situation but most of the leaders had strongly agreed which marks this as an important skill as well. Next, authenticity recorded the frequency of 75 or 75% for strongly agree and 25 or 25% for agree which reflects as an essential skill also in leadership. Lastly, for being expressive, it is recorded that 57 or 57% had agreed which is higher than 40 or 40% who strongly agreed and 3 or 3% opted for neutral. In this case, some leaders would

have thought that maybe certain aspect need to be expressed out and certain aspect just need to be direct. This skill may not reflect much as other skills do but it is somewhat important as well as it was more on the positive side. As a whole, all of the skills are seem to be important in leadership whereby most of the respondents only strongly agreed and agreed to the all the skills.

ii. Characteristics of Leadership

This section describes the traits and behaviors separately in leadership mainly to retain and develop millennials.

Table 5.11: Leadership Traits

Traits	**Strongly Disagree**		**Disagree**		**Neutral**		**Agree**		**Strongly Agree**	
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
Honesty & Integrity	0	0.0	0	0.0	0	0.0	4	4.0	96	96.0
Decisive	0	0.0	0	0.0	0	0.0	7	7.0	93	93.0
Drive	0	0.0	0	0.0	0	0.0	4	4.0	96	96.0
Vision	0	0.0	0	0.0	0	0.0	6	6.0	94	94.0
Knowledge & Competency	0	0.0	0	0.0	0	0.0	7	7.0	93	93.0
Optimism & Confidence	0	0.0	0	0.0	0	0.0	3	3.0	97	97.0

In this part, few most important traits have been listed as can be seen in the Table 5.11. The trait which recorded the highest frequency is optimism and confidence whereby 97 or 97% have strongly agreed and 3 or 3% have agreed. Most of the leaders feel that these are the most important trait a leader needs to have in order to retain and develop millennials. There are two traits which recorded the second highest frequency which are honesty and integrity as well as drive. 96 or 96% have strongly agreed and 4 or 4% have agreed for these traits respectively. Next, the trait vision recorded the frequency of 94 or 94% for strongly agree and 6 or 6% for agree indicating that leaders need to have this trait as well.

On the other hand, knowledge and competency as well as decisive have recorded the same frequency whereby 93 or 93% have strongly agreed and 7 or 7% have agreed for these respectively. It is clearly depicted that the difference between each traits are not very distinct thus portraying that every traits are equally dominating in leadership.

Table 5.12: Leadership Behaviours

Behaviours	**Strongly Disagree**		**Disagree**		**Neutral**		**Agree**		**Strongly Agree**	
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
Task-Oriented	0	0.0	0	0.0	0	0.0	17	17.0	83	83.0
People-Oriented	0	0.0	0	0.0	0	0.0	23	23.0	77	77.0
Change-Oriented	0	0.0	0	0.0	0	0.0	6	6.0	94	94.0

Leadership behaviours as can be seen are categorized into three different behaviours chosen according to this study such as task oriented, people oriented and change oriented. Leaders will clarify, plan, monitor operations and solve problems in task oriented behaviour whereas people oriented includes to support, develop, recognize and empower employees. On the other hand, advocate and envision change as well as encouraging innovativeness and facilitate learning together constitutes change oriented behaviour. All of these behaviours can be interpreted by its name itself. Table 5.12 records that the behaviour which recorded the highest frequency to retain and develop millennials is change-oriented. 94 or 94% out of 100 leaders have strongly agreed and 6 or 6% have agreed which means it is favorable to this study which aims for a change in terms of leadership. Task-oriented behaviour has recorded the second highest frequency of 83 or 83% for strongly agree and 17 or 17% for agree which shows that this behaviour is necessary as well. Lastly, 77 or 77% have strongly agreed for the behaviour of people-oriented and 23 or 23% have agreed. Although the differences are quite distinct, these three

behaviours are equally important as all the leaders opted for the positive option. This means that these behaviours are needed to be instilled to lead the millennials.

iii. Leadership Styles

This section describes the leadership style to reshape the workforce.

Table 5.13: Leadership Styles

Leadership Styles	**Strongly Disagree**		**Disagree**		**Neutral**		**Agree**		**Strongly Agree**	
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
Transformational Leadership	0	0.0	0	0.0	0	0.0	7	7.0	93	93.0
Transactional Leadership	0	0.0	3	3.0	17	17.0	37	37.0	43	43.0

Table 5.13 tabulates the leadership styles most commonly used and that is often spoken about which are transformational leadership and transactional leadership. Definitions for these leadership styles are provided for reference before leaders can make their choice. Based on these characteristics, leaders made their choices on the strength of these leadership styles to make a difference in the workforce of millennials today. As we can see, transformational leadership recorded the highest frequency of 93 or 93% for strongly agree and 7 or 7% for agree. Leaders perceive that this leadership style is the best fit as the name itself portrays on transformation. On the other hand, the frequency recorded for transactional leadership style varied accordingly. 43 or 43% strongly agreed, 37 or 37% agreed, 17 or 17% opted for neutral and 3 or 3% disagreed. The variance here could be due to the aspects in this leadership style as it has both extends of active and passive management. Since the positive response outnumbered the negative response, this leadership style is still needed to lead the millennials. Table 5.14 tabulates the Cronbach's

Alpha value obtained from the reliability test done for the preliminary study with the 100 leaders.

Table 5.14: Cronbach's Alpha Value of the Leaders

Cronbach's Alpha	N of Items
.761	16

The findings revealed that the 0.761 is acceptable and is significant for the study from the analysis of 100 sample size. Therefore, it is reliable and valid to use the variables to form the second questionnaire for the study.

5.3 Section 2

5.3.1 Pilot Test

In the second section the questionnaires were distributed to 370 millennials to achieve the objectives. The questionnaires in this section were developed further whereby the dependent variable is expanded. The leadership style is divided into two separate categories with sub items in each of the category. This is to ensure easier analysis and discussion as it would be difficult to conclude with two leadership styles under one category without the sub items of each leadership styles. In other word, millennials might agree to transformational and transactional leadership style as a whole but they may have different opinions towards the sub items of each leadership style. Thus, it is better to be expanded and divided.

In this conclusive study, the researcher carried out pilot test with a sample size of 30 respondents who are millennials before proceeding with the actual sample size. The

items tested were the five items in artistic skills, 6 items in traits, 3 items in behaviours as well as 4 items in transformational leadership and 3 items in transactional leadership.

Table 5.15: Pilot Test Result for the Millennials

Cronbach's Alpha	N of Items
.845	21

In this section, the Cronbach Alpha obtained was 0.845 as tabulated in Table 5.15 indicating that this questionnaire is feasible to be distributed further to other millennials. This indicates that the items in the questionnaire are clearly understood by the millennials.

5.3.2 Descriptive Analysis

i. Gender

Table 5.16: Gender of Respondents

Gender	**Frequency**	**Percentage (%)**
Male	164	44.3
Female	206	55.7
Total	**370**	**100.0**

Table 5.16 and Pie Chart 5.4 in the appendix present the percentage of respondents based on gender as the first demographic characteristics. Out of 370 respondents, 206 are females which are the highest equivalent to 55.7%. Male respondents recorded the value of 164 or 44.3%. It cannot be concluded that there are more female millennials out there because certain demographic characteristics are only for recording purpose.

ii. Age

Table 5.17: Age of Respondents

Age	Frequency	Percentage (%)
< 20 years	0	0.0
21 - 35 years	370	100.0
35 > years	0	0.0
Total	**370**	**100.0**

Age is the second demographic characteristic of this section. For this study, this demographic characteristic is important as millennials' preferences are taken into conclusion of this study. Thus, the respondents must be of millennial category of age. Based on Table 5.17 and Bar Chart 5.3 in the appendix, all the respondents are within the age group of 21-35 years which recorded the value of 370 in total or 100%. This shows that all of the respondents are millennials as according to this study. There are 0 respondents below 20 years and above 35 years respectively.

iii. Education Level

Table 5.18: Education Level of Respondent

Education Level	Frequency	Percentage (%)
SPM	0	0.0
STPM	3	0.8
Diploma	19	5.1
Bachelor Degree	265	71.6
Master	51	13.8
PhD	32	8.6
Total	**370**	**100.0**

Education level in this study has been listed into 6 separate levels which are SPM, STPM, Diploma, Bachelor Degree, Master and PhD as shown in the Table 5.18 and Bar Chart 5.4 in the appendix. The highest frequency is recorded by respondents with Bachelor

Degree and the lowest are from respondents with STPM. 265 millennials or 71.6% are a Bachelor Degree graduate as this is the most common education qualification for everyone. Total respondents with STPM are 3 or 0.8% which shows that there are very few millennials who did not continue studying further. The second highest frequency was recorded by millennials with Masters with the value of 51 of 13.8% and 32 or 8.6% are recorded by millennials with PHD. Respondents with Diploma recorded the frequency of 19 or 5.1% and 0 or 0% with SPM qualification. This clearly shows that millennials are education conscious and pursue further to increase their qualification to be employed in the workplace.

iv. Job Sector

Table 5.19: Job Sector of Respondents

Job Sector	**Frequency**	**Percentage (%)**
Accountancy, Banking & Finance	10	2.7
Business, Consulting & Management	44	11.9
Creative Arts & Design	21	5.7
Engineering & Manufacturing	48	13.0
Healthcare	22	5.9
Hospitality & Event Management	19	5.1
IT	55	14.9
Marketing Advertising & PR	12	3.2
Recruitment & HR	25	6.8
Sales	31	8.4
Science & Pharmaceuticals	1	0.3
Training & Education	73	19.7
Transport & Logistics	9	2.4
Total	**370**	**100.0**

In this part, there were 21 job sectors listed in the questionnaire as can be seen in the appendix section. Table 5.19 and Pie Chart 5.5 in the appendix, highest frequency which recorded the value of 73 or 19.7% are from Training and Education sector whereby the lowest are of the Science and Pharmaceutical sector with the frequency of 1 or 0.3%. It could be the highest from the Training and Education sector as most of the respondents were millennials from Malaysian Institute of Management organization. Millennials from the IT sector recorded the second highest frequency of 55 or 14.9% and 48 or 13% was from the Engineering and Manufacturing sector. Respondents from the Business, Consulting and Management sector recorded the frequency of 44 or 11.9% whereby most of the respondents were also from Malaysian Institute of Management organization. 31 or 8.4% were recorded from the Sales sector and Recruitment and HR stated the value of 25 or 6.8%. Healthcare sector recorded the frequency of 22 or 5.9%. Millennials from the Creative Arts and Design sector recorded the value of 21 or 5.7% and their response is also an important contribution as thus study is mainly to incorporate artistic skills in leadership according to millennials' preference. The Hospitality and Event Management sector recorded the frequency of 19 or 5.1% whereas Marketing, Advertising and PR recorded the value of 12 or 3.2%. 10 or 2.7 % was recorded by the respondents from Accountancy, Banking and Finance sector and respondents from the Transport and Logistics sector recorded the frequency of 9 or 2.4%. Based on these, it is distinct that millennials are now venturing into almost all the sectors available to work according to their expertise.

v. Length of Service

Table 5.20: Length of Service of Respondents

Length of Service	Frequency	Percentage (%)
< 5 years	217	58.6
5 - 10 years	153	41.4
10 > years	0	0.0
Total	**370**	**100.0**

Table 5.20 and Pie Chart 5.6 in the appendix show that the length of service is divided into three categories. Most of the millennials have the length of service of below 5 years with the highest frequency of 217 out of the total 370 respondents or 58.6%. This shows that millennials would have just graduated or must have pursued their studies further before entering the workforce. On the other hand, respondents with the length of service of 5-10 years recorded the frequency of 153 or 41.4%. This group of respondents could be millennials from the middle age group. Lastly, there are 0 respondents or 0% for the length of service of above 10 years. This is because, the respondents are millennials and those with above 10 years of experience could be from the older age group or known as the previous generation group.

5.3.3 Frequency/Inferential Analysis

i. Artistic Skills in Leadership

This section mainly describes on the artistic skills that millennials expect from their leaders today.

Table 5.21: Artistic Skills Millennials Expect in Leadership

Artistic Skills/Qualities	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	F	%	F	%	F	%	F	%	F	%
Creativity	0	0.0	1	0.3	2	0.5	111	30.0	256	69.2
Imaginative	0	0.0	0	0.0	5	1.4	127	34.3	238	64.3
Authenticity	0	0.0	0	0.0	4	1.1	131	35.4	235	63.5
Innovative	0	0.0	4	1.1	1	0.3	114	30.8	251	67.8
Expressive	0	0.0	5	1.4	6	1.6	134	36.2	225	60.8

Table 5.21 depicts the frequency of artistic skills millennials are expecting from their leaders today to be incorporated into leadership today. The highest frequency was recorded by the artistic skill of creativity with the value of 256 or 69.2% for strongly agree and the lowest was also recorded by creativity whereby 1 or 0.3% who disagreed. Innovative also recorded the lowest frequency of 1 or 0.3% who chose neutral. This shows that millennials prefer their leaders to be creative first in leading them and 111 respondents or 30% agreed. 2 respondents or 0.5% were in neutral state as they could possibly think that creativity in terms of visual arts. Innovative recorded the second highest value of 251 or 67.8% for strongly agree and the difference is not much from creativity as millennials perceive that this is equally important as well. 114 or 30.8% had agreed and 4 or 1.1% had disagreed also. Next, the artistic skill imaginative has recorded the frequency of 238 or 64.3 for strongly agree, 127 or 34.3 for agree and 5 or 1.4% for neutral. In terms of being neutral, they neither could agree nor disagree as they probably think its good up to an extent only. 251 or 67.8% respondents had strongly agreed for leaders to have authenticity and 131 or 35.4% had agreed. There are respondents who chose neutral with the value of 4 or 1.1% as they may perceive that leaders do not need to be authentic at all times and only be during certain times. Lastly, being expressive recorded the frequency of 225 or 60.8 for strongly agree and 134 or 36.2 for agree. On the other hand, 6 or 1.6% opted for neutral and 5 or 1.4% disagreed as these millennials may prefer leaders to be direct instead. Since most of

the respondents had strongly agreed and agreed, these skills are seen as important to be incorporated into leading the millennials today. Above all, these skills are even preferred by the millennials today to be led with. The first objective has been achieved whereby the type of artistic skills needed to lead todays' millennials has been preferred by them.

ii. Characteristics of Leadership

This section describes the traits and behaviors separately in leadership that millennials look upon from their leaders mainly to retain and develop them.

Table 5.22: Leadership Traits Millennials Prefer

Traits	**Strongly Disagree**		**Disagree**		**Neutral**		**Agree**		**Strongly Agree**	
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
Honesty & Integrity	0	0.0	0	0.0	2	0.5	116	31.4	252	68.1
Decisive	0	0.0	0	0.0	1	0.3	115	31.1	254	68.6
Drive	0	0.0	0	0.0	2	0.5	133	35.9	235	63.5
Vision	0	0.0	0	0.0	3	0.8	123	33.2	244	65.9
Knowledge & Competency	0	0.0	0	0.0	2	0.5	92	24.9	276	74.6
Optimism & Confidence	0	0.0	0	0.0	1	0.3	96	25.9	273	73.8

In this part, few most important traits have been listed and verified in the preliminary study as can be seen in the Table 5.22. Millennials will then choose their answers as per their preference on the traits they expect from their leaders which will retain and develop them in the organization. Millennials opted most for the trait knowledge and competency with the value of 276 or 74.6% for the option strongly agrees whereby leaders need to be knowledgeable and competent in the field to be able to pass down the information to the millennials. 92 or 24.9% respondents had agreed and 2 or 0.5% chose to be neutral for this trait. The traits decisive as well as optimism and confidence recorded the least value of 1 or

0.3% respectively for the option neutral. The second highest frequency was recorded by the trait optimism and confidence with the frequency of 273 or 73.8% for strongly agrees and the difference is not so much than the highest trait. Millennials who agreed were 96 of them or equivalent to 25.9% for leaders to have optimism and confidence. Next, 254 or 68.6% respondents had strongly agreed for the trait of decisive and 115 or 31.1% had agreed to this. Millennials' preference for the trait of honesty and integrity recorded the frequency of 252 or 68.1% for strongly agrees and 116 or 31.4% for agree. On the other hand, there were 2 or 0.5% who were in the neutral state for the trait of honesty and integrity as they may perceive that certain things are to be not told according to the situation. For the trait vision, 244 or 65.9% respondents strongly agreed and 123 or 33.2% agreed whereby 3 or 0.8% opted for neutral. Lastly, 235 or 63.5% millennials strongly agreed for their leaders to have the trait drive in them and 133 or 35.9% agreed whereas 2 or 0.5% chose to be neutral. As whole, all the traits are preferred by the millennials to be incorporated into leadership today as all the answers were positive. These are the traits they expect from their leaders to retain and develop them in the organization as whole.

Table 5.23: Leadership Behaviours Millennials Prefer

Behaviours	**Strongly Disagree**		**Disagree**		**Neutral**		**Agree**		**Strongly Agree**	
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
Task-Oriented	0	0.0	0	0.0	2	0.5	117	31.6	251	67.8
People-Oriented	0	0.0	0	0.0	8	2.2	121	32.7	241	65.1
Change-Oriented	0	0.0	0	0.0	2	0.5	91	24.6	277	74.9

There are three types of leadership behaviors which are seemed to be appropriate to this study as tabulated in Table 5.23. These behaviours can be interpreted basically by their

names itself as explained in the previous section of analysis. The table shows the frequency of the behaviours that millennials look upon from their leaders today in order to retain and develop them. As we can see, millennials prefer a change-oriented behaviour from their leaders the most as it recorded the highest frequency of 277 or 74.9% for strongly agree whereby it is relevant to this study. 91 out of 370 millennials had agreed which is equivalent to 24.6% for change-oriented behaviour. The lowest frequency on the other hand was recorded by task-oriented behaviour and change-oriented behaviour with the value of 2 or 0.5% respectively for the option neutral. Task-oriented behaviour has recorded the second highest frequency of 251 or 67.8% for strongly agree and 117 or 31.6% had agreed. Lastly, 241 respondents or 65.1% strongly agreed for the people-oriented behaviour. 121 or 32.7% respondents had agreed and 8 or 2.2% opted for being neutral instead. The difference may be quite distinct by as whole all three behaviours were opted as essential by the millennials. Since this study is based on their preference, almost all of these behaviours have a positive response to be implemented by the leaders. As a whole, the second objective is achieved whereby the characteristics of leadership in terms of traits and behaviours have been identified as per millennials' preference.

iii. Leadership Styles

This section describes the leadership styles millennials are looking for to reshape a workforce. As mentioned previously this part is divided into two separate leadership styles with its sub items. Definitions of each of the leadership styles and the meanings of the sub items are provided for easier understanding.

Table 5.24: Transformational Leadership Factors

Transformational Leadership	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
Idealized Influence	0	0.0	3	0.8	1	0.3	125	33.8	241	65.1
Inspirational Motivation	0	0.0	0	0.0	2	0.5	143	38.6	225	60.8
Individualized Consideration	0	0.0	3	0.8	7	1.9	129	34.9	231	62.4
Intellectual Stimulation	0	0.0	0	0.0	0	0.0	115	31.1	255	68.9

Table 5.24 represents the factors of transformational leadership and the frequency of preference based on millennials' perception. Intellectual stimulation has been preferred the most by the millennials with the frequency of 255 who strongly agreed which is 68.9%. The amount of millennials who agreed was 115 or 31.1%. This indicates that they perceive that this factor is most favourable to bring a change in leadership as intellectual stimulation stimulates the out of the box thinking skills. On the other hand, the lowest frequency was recorded by idealized influence with the value of 1 or 0.3% for the option neutral. The second highest frequency is 241or 65.1% who strongly agreed for the factor idealized influence and 125 respondents agreed with the percentage of 33.8% whereas 3 or 0.8% had disagreed. To these millennials, they would probably not prefer their leaders to be their role models. For individualized consideration, the number of respondents who strongly agreed is 231 or 62.4% and 129 or 34.9% had agreed whereas 7 or 1.9% were on the neutral state and 3 or 0.8% has disagreed. They probably perceive that it is not possible or easy for a leader to pay attention to each and every subordinate. Lastly, 225 respondents or 60.8% strongly agreed for the factor of inspirational motivation and 143 or 38.6% had agreed as well as 2 or 0.5% chose to be neutral instead. As whole, since millennials' option were mostly positive, these factors of transformational leadership are essential to be practiced for a change in the organization.

Table 5.25: Transactional Leadership Factors

Transactional Leadership	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
Rewards	0	0.0	3	0.8	6	1.6	113	30.5	248	67.0
Active Management	0	0.0	6	1.6	11	3.0	130	35.1	223	60.3
Passive Management	129	34.9	127	34.3	91	24.6	14	3.8	9	2.4

Transactional leadership has three main sub items of rewards, active and passive management. Millennials' preference of these sub items are tabulated in the Table 5.25. Rewards have the highest frequency of 248 who strongly agreed which is 67.0%. This shows that millennials prefer to be rewarded while working to bring a change in the workforce. 113 millennials or 30.5% has agreed whereby 6 or 1.6% chose to be neutral and 3 of them has disagreed which is the lowest frequency. That 0.8% of respondents who disagreed in terms of rewards probably thinks that it is one of the ways to bribe the subordinates to slog more also. Next, for active management, 223 strongly agreed or 60.3% and 130 or 35.1% has agreed whereas 11 or 3.0% opted for neutral and 6 or 1.6% respondents disagreed instead. These millennials probably do not prefer any interference in between as they feel it could be right in their way too. Lastly, for passive management, it is not the same as for the others. Millennials strongly disagreed instead and the number recorded was 129 or 34.9% and 127 or 34.3% has disagreed. They really do not prefer leaders to only intervene when there is a problem. On the other hand, 91 or 24.6% were on a neutral state and 14 or 3.8% agreed as well as 9 or 2.4 has even strongly agreed for passive management. These millennials are the ones who prefer leaders to interfere when there is a problem instead of intervening in between. Not only that, these millennials may perceive that mistakes and deviations are unexpected at times as well that leaders may only know once it has completed or when it occurs only. As a whole, the results were positive for the factor of rewards and active management and were negative for passive

management instead. Since, passive management is also one of the items in transactional leadership this factor will be retained for the correlation test later.

5.3.4 Pearson Correlation Analysis

In this study, correlation analysis will be used to measure the association of the dependent and independent variable for the achievement of the objective as well as supporting the hypotheses. The Pearson correlation coefficient 'r' value determines the association of the variable and is determined using the SPSS software. The analysis obtained from the frequency or inferential statistics is used to determine the associations of the variables. This section analyses the correlation value of each and every independent variables (artistic skills, traits and behaviours) associated with the items of dependent variables (transformational and transactional leadership).

i. Relationship between Artistic Skills and Transformational Leadership

This section analyses the association of the items from the first independent variable, artistic skills or qualities with the items of transformational leadership. The strength of association of these variables reflects if the incorporation of artistic skills or qualities will enhance transformational leadership style as according to the hypothesis 1. This analysis is essential as this study is mainly to incorporate artistic skills into the leadership style as preferred by millennials.

Table 5.26 Pearson Correlation Strength

Items	Idealized Influence	Inspirational Motivation	Individualized Consideration	Intellectual Stimulation
Creativity Pearson Correlation Sig. (2-tailed)	0.384** 0	0.406** 0	0.434** 0	0.807** 0
Imaginative Pearson Correlation Sig. (2-tailed)	0.491** 0	0.705** 0	0.506** 0	0.554** 0
Authenticity Pearson Correlation Sig. (2-tailed)	0.717** 0	0.521** 0	0.483** 0	0.482** 0
Innovative Pearson Correlation Sig. (2-tailed)	0.408** 0	0.418** 0	0.402** 0	0.796** 0
Expressive Pearson Correlation Sig. (2-tailed)	0.538** 0	0.460** 0	0.581** 0	0.448** 0

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

Table 5.26 tabulates strength of association between artistic skills with transformational leadership to see if it can be incorporated and associated. Overall, it is clear that artistic skills or qualities are positively associated with transformational leadership. The correlation coefficient, r value ranges from moderately positive to very strong positive. This section analyses the highest correlation coefficient of each and every items of the artistic skills or qualities. Creativity has a very strong positive correlation with intellectual stimulation whereby the Pearson Correlation Coefficient value shows that r = 0.807 and it is also the highest correlation coefficient of all. The correlation coefficient value of imaginative and inspirational motivation recorded the value of r = 0.705. This shows that this relationship is very strong positive and is the highest than the correlation of imaginative with the other three items of transformational leadership. Next, authenticity also shows a very strong positive correlation with the factor idealized influence with the r value of 0.717 compared to the other factors of transformational leadership. The artistic

skill of innovative and the transformational leadership factor of intellectual stimulation are also very strong positively associated. The Pearson correlation coefficient value of these two items is r = 0.796. Lastly, the association of expressive and individualized consideration shows the highest correlation among the other transformational leadership factors. The value recorded is 0.581 which shows that the relationship of these items is strong positive. The items of the variables are significantly related and the relationships are valid at the level of 0.01 and the *p* value is certainly less than the alpha value ($p < 0.01$). This is because the *p* values of all these variables are 0.000 and therefore significant.

ii. Relationship between Artistic Skills and Transactional Leadership

This section analyses the association of the items from the first independent variable, artistic skills with the items of transactional leadership. The strength of association of these variables reflects if the incorporation of artistic skills or qualities will enhance transactional leadership style as cording to the hypothesis 2. This analysis is essential as this study is mainly to incorporate artistic skills into the leadership style as preferred by millennials.

Table 5.27: Pearson Correlation Strength

Items	Rewards	Active Management	Passive Management
Creativity Pearson Correlation Sig. (2-tailed)	 0.384** 0	 0.342** 0	 - 0.026 0.625
Imaginative Pearson Correlation Sig. (2-tailed)	 0.288** 0	 0.383** 0	 0.034 0.515
Authenticity Pearson Correlation Sig. (2-tailed)	 0.264** 0	 0.295** 0	 0.013 0.803
Innovative Pearson Correlation Sig. (2-tailed)	 0.263** 0	 0.430** 0	 - 0.036 0.490
Expressive Pearson Correlation Sig. (2-tailed)	 0.345** 0	 0.333** 0	 0.025 0.634

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

Table 5.27 shows the relationship strength between items from artistic skills or qualities with the items of transactional leadership. Creativity has the highest correlation with rewards from transactional leadership than the other two factors. The correlation coefficient value shows that r = 0.384 whereby this relation is moderately positive. Next, the second artistic of imaginative is moderately positive correlated with the factor of active management with the r value of 0.383. The Pearson correlation coefficient strength of the variables authenticity and active management is weak positive with r = 0.295 which is the highest than the correlation with the other two factors from transactional leadership. The artistic skill of innovative is strong positively related to the factor of active management. The value recorded is r = 0.430 and is the highest coefficient value recorded of all the r values. Lastly, the relationship between expressive and rewards shows a moderately positive relationship with the coefficient value of r = 0.345. This shows that the items in artistic skills are positively related to rewards and active management factors of

transactional leadership. Moreover, these relationships are significant as the p values are lower than 0.01.

On the other hand, none of the artistic skills showed any relationship with the third factor of transactional leadership, passive management. The correlation coefficient values ranged from – 0.036 to 0.034 in which there are no relationships as the r values are all 0. All of the correlations with passive management are also not significant as the *p* values exceeded 0.01 of the significant value as tabulated in the Table 5.27. Since only two of the factors are positively related and passive management has no relationship with artistic skills, this particular factor will be removed from the conceptual framework model. All the other items will be retained as usual.

iii. Relationship between Characteristics of Leadership and Transformational Leadership

In this section, association of the items from the second independent variable, characteristics of leadership with the items of transformational leadership is analyzed. There are two types whereby the items from traits and behaviours will be associated separately. The strength of association of these variables reflects if the practice of these traits and behaviours will result in a successful transformational leadership style as according to the hypothesis 3 and 5.

Table 5.28: Pearson Correlation Strength

Items	Idealized Influence	Inspirational Motivation	Individualized Consideration	Intellectual Stimulation
Honesty & Integrity Pearson Correlation Sig. (2-tailed)	0.725** 0	0.522** 0	0.410** 0	0.459** 0
Decisive Pearson Correlation Sig. (2-tailed)	0.322** 0	0.385** 0	0.370** 0	0.640** 0
Drive Pearson Correlation Sig. (2-tailed)	0.436** 0	0.717** 0	0.322** 0	0.419** 0
Vision Pearson Correlation Sig. (2-tailed)	0.508** 0	0.720** 0	0.363** 0	0.319** 0
Knowledge & Competency Pearson Correlation Sig. (2-tailed)	0.378** 0	0.418** 0	0.477** 0	0.443** 0
Optimism & Confidence Pearson Correlation Sig. (2-tailed)	0.677** 0	0.496** 0	0.429** 0	0.477** 0

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

Table 5.28 depicts the traits from characteristics of leadership that have been correlated with transformational leadership to see if these traits preferred by the millennials will result in a more successful transformational leadership style. The first trait honesty and integrity is found to be associated with a very strong positive relationship with idealized influence. The correlation coefficient value shows that r = 0.725 in which it is the highest among all. Decisive is correlated with intellectual stimulation with a strong positive relationship whereby the r value is 0.640 and it is the highest compared to the other three factors of transformational leadership. Next, the correlation of drive and inspirational motivation has a coefficient value of r = 0.717 whereby it is very strong positively related. Vision is very strong positively correlated with inspirational motivation factor with the r value of 0.720 which is the highest than correlation with the other three factors of transformational

leadership. The correlation of the trait knowledge and competency with the factor individualized consideration recorded the coefficient value of r = 0.477. This relationship is a strong positive association. Lastly, optimism and confidence has a strong positive relationship with the factor idealized influence whereby the r value is 0.677. The table depicts that all the traits are positively correlated with all the factors of transformational leadership. The correlation strength ranges from moderately positive to very strong positive relationship and these correlations are significant as the *p* values are 0.000 which is certainly below 0.01.

Table 5.29: Pearson Correlation Strength

Items	**Idealized Influence**	**Inspirational Motivation**	**Individualized Consideration**	**Intellectual Stimulation**
Task-Oriented Pearson Correlation Sig. (2-tailed)	 0.731** 0	 0.550** 0	 0.444** 0	 0.394** 0
People-Oriented Pearson Correlation Sig. (2-tailed)	 0.429** 0	 0.396** 0	 0.787** 0	 0.427** 0
Change-Oriented Pearson Correlation Sig. (2-tailed)	 0.293** 0	 0.316** 0	 0.294** 0	 0.734** 0

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

Table 5.29 tabulates the correlation strengths of another characteristic of leadership which are behaviours with the factors of transformational leadership. The strength of correlations is ranging from weak positive to very strong positive relationship. The first behaviour of task-oriented shows a very strong positive correlation with the factor idealized influence which is the highest compared to the correlation with the other three factors of transformational leadership. The correlation coefficient of this relationship

recorded the value of r = 0.731. People-oriented is associated with all the factors and the correlation with individualized consideration shows a very strong positive relationship with the r value of 0.787 and is the highest of all the correlations. Next, the correlation of change-oriented behaviour with the factor of intellectual stimulation recorded the coefficient value of r = 0.734 which is also a very strong positive correlation strength. As whole, behaviours also positively correlated with transformational leadership and the correlations are also significant with the *p* values below 0.01.

iv. Relationship between Characteristics of Leadership and Transactional Leadership

In this section, association of the items, characteristics of leadership with the items of transactional leadership is analyzed. There are two types whereby the items from traits and behaviours will be associated separately. The strength of association of these variables reflects if the practice of these traits and behaviours will result in a successful transactional leadership style as according to the hypothesis 4 and 6.

Table 5.30: Pearson Correlation Strength

Items	Rewards	Active Management	Passive Management
Honesty & Integrity Pearson Correlation Sig. (2-tailed)	0.127* 0.015	0.318** 0	0.066 0.204
Decisive Pearson Correlation Sig. (2-tailed)	0.212** 0	0.354** 0	0.055 0.293
Drive Pearson Correlation Sig. (2-tailed)	0.111* 0.032	0.233** 0	0.069 0.188
Vision Pearson Correlation Sig. (2-tailed)	0.189** 0	0.256** 0	- 0.006 0.909
Knowledge & Competency Pearson Correlation Sig. (2-tailed)	0.249** 0	0.319** 0	- 0.016 0.762
Optimism & Confidence Pearson Correlation Sig. (2-tailed)	0.179** 0.001	0.370** 0	0.065 0.215

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

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

Table 5.30 shows the items from traits that have been correlated with the factors of transactional leadership style. All of the traits are correlated highest with the factor of active management compared to the correlation with the other two transactional factors whereby honesty and integrity is correlated with the value of r = 0.318 which is a moderately positive correlation as well as decisive with the value of r = 0.354. The trait drive is correlated with the r value of 0.233 and the trait vision is correlated with the r value of 0.256 with active management and these are weak positive correlation respectively. The correlation of knowledge and competency with active management recorded the coefficient of r = 0.319 and the correlation of optimism and confidence with active management recorded the r value of 0.370. These relationship strengths are both moderately positive. As we can see, the strength is positive for all the traits with the factors

of rewards and active management and is all significant with the *p* value of less than 0.01 and 0.05 for some as tabulated in the table. On the other hand, all the traits show no relationship with the transactional leadership factor of passive management. The range of correlation strength are within -0.016 to 0.069 which means there are no relationship. Apart from that, even the correlations are all insignificant as the *p* values are more than 0.01. Thus, this factor of passive management will not be retained in the framework as this is the second aspect that shows no relationship at all.

Table 5.31: Pearson Correlation Strength

Items	**Rewards**	**Active Management**	**Passive Management**
Task-Oriented Pearson Correlation Sig. (2-tailed)	 0.153** 0.003	 0.375** 0	 0.020 0.696
People-Oriented Pearson Correlation Sig. (2-tailed)	 0.353** 0	 0.283** 0	 0.106* 0.041
Change-Oriented Pearson Correlation Sig. (2-tailed)	 0.233** 0	 0.410** 0	 - 0.004 0.940

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

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

Table 5.31 depicts the strength of association between behavioural items from characteristics of leadership with the transactional leadership factors. Task-oriented behaviour is moderate positively associated with the factor of active management with the r value of 0.375 which is the highest compared to the correlation with the other two transactional leadership factors. The correlation between people-oriented and the factor of rewards recorded the value of r = 0.353. This relationship strength is known to be moderately positive as well. Then, change-oriented is indeed strongly positive correlated with active management with r value of 0.410. All of these behaviours are positively

related to the factors of rewards and active management ranging from weak positive to strong positive strength. These correlation strengths are significant with the *p* value of below 0.01 and 0.05.

On the other hand, for the factor of passive management only of behaviour is very weak positively related which is people-oriented with the significance level of 0.041. Rest of the behaviours show no relationship with passive management and the correlation is not significant either. Thus, passive management will be removed from the framework as all of the aspects do not show any relationship with this factor except for one only.

5.3.5 Regression Analysis/Hypotheses Testing

Regression analysis was employed to test the hypotheses formed whether it can be accepted or not. From the correlation analysis, it is found that the artistic skills, traits and behaviours are positively related and can be incorporated into transformational leadership and transactional leadership except for passive management. In accordance to that, regression analysis was further employed to test if these artistic skills, traits and behaviours can result in a better outcome of transformational and transactional leadership as per the hypotheses. H1, H3 and H5 are analyzed first as this is to see the influence of the independent variables with the transformational leadership style first. H2, H4 and H6 will then be analyzed to determine the influence of the same independent variables with transactional leadership.

H1: The incorporation of artistic skills will result in the enhancement of transformational leadership style.

Table 5.32: Relationship between Artistic Skills and Transformational Leadership

R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
.864[a]	.746	.745	.20319	1.982

a. Predictors: (Constant), artisticskills,

Table 5.32 tabulates the findings of the regression analysis in testing the first hypothesis of artistic skills in enhancing the transformational leadership style. According to the results, the R Square recorded the value of .746 and this reflects that the predictor which is the artistic skills explains 74.6% of the variance in transformational leadership which is the dependent variable. In other words, transformational leadership can be enhanced 74.6% by the independent variable of artistic skills.

H3: High practice of these traits in transformational leadership will result in a successful transformational leadership style.

Table 5.33: Relationship between Traits and Transformational Leadership

R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
.848[b]	.720	.719	.21338	1.788

b. Predictors: (Constant), traits

Table 5.33 tabulates the regression analysis of the influence of traits on transformational leadership. The R Square value of .720 indicates that the variance in transformational leadership is explained by traits with 72%. This shows that traits will result in successful transformational leadership style by 72%.

H5: The implementation of these behaviours will generate a higher successful transformational leadership style.

Table 5.34: Relationship between Behaviours and Transformational Leadership

R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
.847[c]	.718	.717	.21403	1.936

c. Predictors: (Constant), behaviours

Table 5.34 depicts the findings of regression analysis for the testing of the fifth hypothesis on the success of transformational leadership with the implementation of behaviours. Basically, the value of R Square recorded is .718 and this reflects that behaviours explain 71.8% of variance in generating a higher successful transformational leadership style.

Table 5.35: Coefficients

Independent Variables	Standardized Coefficients	t	Sig.
	Beta		
Artistic Skills [a]	.864	32.862	.000
Traits [b]	.848	30.738	.000
Behaviours [c]	.847	30.608	.000

Dependent Variable: transformational leadership

Table 5.35 represents the coefficient values of every independent variable respectively which contributes to the outcome of the dependent variable. In this context, the independent variables are artistic skills, traits and behaviours whereas the dependent variable is transformational leadership. To identify which independent variable contributes the most is analyzed based on the standard coefficient beta value. Standardized coefficient is used as the values of the variables have been converted to a same scale which makes comparison easier (Pallant, 2013). Based on the findings, the highest coefficient is recorded by artistic skills with the Beta value of .864. Thus, artistic skills is said to make

the strongest unique contribution to explain the dependent variable. The beta coefficient for traits and behaviours recorded the values of .848 and .847 respectively in which the differences do not vary much.

On the other hand, significance of the contribution from each and every variable is also analyzed to finally conclude the acceptance of the hypotheses. According to Pallant (2013), this is mainly to test the overlapping among the independent variables and "if the Sig. value is less than .05, the variable is making a significant unique contribution to the prediction of the dependent variable" (p. 167). Based on the Table 5.35, all the three independent variables contributes to the dependent variable significantly as the values recorded were .000 respectively. This indicates that the hypotheses 1, 3 and 5 can be accepted.

H2: The incorporation of artistic skills will result in the enhancement of transactional leadership style.

Table 5.36: Relationship between Artistic Skills and Transactional Leadership

R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
.540[a]	.291	.289	.40120	2.131

a. Predictors: (Constant), artisticskills,

Table 5.36 tabulates the findings of the regression analysis in testing the second hypothesis of artistic skills in enhancing the transactional leadership style. According to the results, the R Square recorded the value of .291 and this reflects that the predictor which is the artistic skills explains 29.1% of the variance in transformational leadership

which is the dependent variable. In other words, transformational leadership can be enhanced 29.1% by the independent variable of artistic skills.

H4: High practice of these traits in transactional leadership will result in a successful transactional leadership style.

Table 5.37: Relationship between Traits and Transactional Leadership

R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
.429[b]	.184	.182	.43038	2.109

b. Predictors: (Constant), traits

Table 5.37 tabulates the regression analysis of the influence of traits on transactional leadership to test the fourth hypothesis. The R Square value of .184 indicates that the variance in transactional leadership is explained by traits with 18.4%. This shows that traits will result in successful transactional leadership style by 18.4%.

H6: The implementation of these behaviours will generate a higher successful transactional leadership style.

Table 5.38: Relationship between Behaviours and Transactional Leadership

R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
.518[c]	.268	.266	.40759	2.109

c. Predictors: (Constant), behaviours

Table 5.38 depicts the findings of regression analysis for the testing of the sixth hypothesis on the success of transactional leadership with the implementation of behaviours. Basically, the value of R Square recorded is .268 and this reflects that

behaviours explain 26.8% of variance in generating a higher successful transformational leadership style.

Table 5.39: Coefficients

Independent Variables	**Standardized Coefficients**	**t**	**Sig.**
	Beta		
Artistic Skills [a]	.540	12.292	.000
Traits [b]	.429	9.116	.000
Behaviours [c]	.518	11.617	.000

Dependent Variable: transactional leadership

Table 5.39 represents the coefficient values of every independent variable respectively which contributes to the outcome of the transactional leadership. In this context, the independent variables are artistic skills, traits and behaviours whereas the dependent variable is transactional leadership. Based on the findings, the highest coefficient is recorded by artistic skills with the Beta value of .540. Thus, artistic skills is said to make the strongest unique contribution to explain the dependent variable. The beta coefficient for traits and behaviours recorded the values of .429 and .518 respectively in which the differences are quite distinct.

On the other hand, significance of the contribution from each and every variable is also analyzed to finally conclude the acceptance of the hypotheses. Table 5.39 also shows that all the three independent variables contributes to the dependent variable of transactional leadership significantly as the values recorded were .000 respectively. This indicates that the hypotheses 2, 4 and 6 can be accepted partially as passive management has been excluded from the computed variable of transactional leadership.

5.3.6 Reliability Analysis

Table 5.40: Cronbach's Alpha Value of the Millennials

Cronbach's Alpha	N of Items
.915	21

Table 5.40 tabulates the Cronbach's Alpha value obtained from the reliability test done for the study with the millennials. The findings revealed that the 0.915 is excellent and acceptable as well as significant for the study from the analysis of 370 sample size. Therefore, it is reliable and valid to perform the analysis for the conclusion of this study.

5.4 Summary

In this chapter, the researcher analyzed both the preliminary study and the conclusive study questionnaires distributed to the leaders and to the millennials respectively. Since this study is to bring a change to the leadership style generally, these questionnaires were distributed to all different sectors of workforce. All of the data collected and analyzed were of millennials preference solely in which the objectives have been achieved. Furthermore, the hypotheses were also proven to be accepted via the Pearson correlation and regression analysis. The third objective has also been achieved whereby the leadership style to be proposed with the incorporation of artistic skills and leadership characteristics will be in the new altered framework. The findings reflect that the findings from previous researches are supported. It can clearly be seen in the Pearson correlation analysis which proved that the relationship of the artistic skills, traits and behaviours are significant as well as the regression analysis which proved that artistic skills makes the strongest unique contribution to the leadership styles. These prove that artistic skills do increase leadership effectiveness as per past literatures.

CHAPTER 6

DISCUSSION & RECOMMENDATIONS

6.1 Introduction

The findings of the data collection acquired in the preliminary study as well as the conclusive study will be discussed in this section. The findings of the preliminary study of in depth interview only will be discussed as this findings obtained will be used as a supporting data of this study. Thus, it is necessary to discuss the findings of this interview to prevent any deviation from the theoretical aspect. Then, the findings obtained from the millennials will be discussed as well as the correlation and regression analysis for the conclusive study. The findings from the preliminary study will be excluded as these are just findings to form the questionnaires for the millennials and the items were even verified in the in depth interview. The data obtained will be proved and supported from sources of secondary data. Demographic analysis will also be excluded as it is only for record purpose which does not conclude anything for the study. This chapter will also include recommendations and limitations at the end of the chapter.

6.2 Content Analysis Discussion

The in depth interview with a manager from Malaysian Institute of Management (MIM) was analyzed using content analysis. Few questions were asked and variables were verified during the interview. The main point of the answers whereby the condensed meaning unit will be discussed in this section. The informant was asked on the necessity of

artistic skills or qualities in terms of leading the millennials. According to A. Singh (personal communication, July 5, 2018), “Yes, it is because for nowadays generation is much more crucial to think outside the box and come up with new ideas and fresh ideas”. This is indeed true as even Gamache (2016) mentioned that arts do makes a person to think outside of the proverbial box. Adler (2006) also mentioned that today’s century society demands for a more artistic approach of leadership with innovation. Even though it is a finding of some time back, but it is still being mentioned today. The informant agreed to its necessity as there is really a need to it to be practiced today in leading the millennials.

Next, the informant was also asked if there are any other artistic skills to be added into the list. The informant mentioned that it has it all but if the basic fundamental rule of leadership is not there, there is no point. He added further that it should be incorporated and practiced together with other elements of leadership. Doser (2016) even mentioned that leadership combined with artistic skills and empowered by effective skills will lead an organization to a successful stage. This is clear whereby artistic skills does aid in terms of successful management practice but at the same time the main aspect of it which is leadership should not be left out. In other words, artistic skills or qualities alone does not contribute to the success of an organization completely, it has to be practiced together with other leadership characteristics like traits and behaviours. There is just more than being knowledgeable or having artistic qualities in leadership role whereby other traits like being a good communicator is needed as well (Caust, 2018).

Furthermore, the informant also mentioned that it all depends on the leader themselves in terms of incorporating all these skills in them. It is said that prominent leaders are neither born nor made (Amanchukwu et al., 2015). This is due to if the leaders are willing to accept change for good and possess new skills, they will do it. Adler (2010)

even supported to this in his statement “all true leadership starts with coming home to oneself” (p. 93). Moreover, the informant also agreed to the plan of the study in terms of asking millennials their preferences on the leadership variables and styles as well as the artistic skills. According to A. Singh (personal communication, July 5, 2018), “Yes, sure. For example like what kind of company you want to work, what leaders you expect to have, who is your role model. All these things should be asked”. According to Zeitoun (2018), acknowledging the millennials’ viewpoint on leadership and their preferences is indeed crucial. Their perception is necessary as millennials look for a good leadership and structure in the workplace. Not only that, leaders will also find it easier to tailor their approach in leading them after getting into an understanding.

The manager also mentioned that change is needed and organizations have to keep in line with changes as old models will not work for the years to come. According to A. Singh (personal communication, July 5, 2018), “Of course we have to be in line with the current changes as well”. Gleeson (2017) even stated in his article that the old hierarchical model whereby it involved mostly people at the top leadership simply does not work anymore in this rat-paced world. Thus, organizations need to manage and survive change to be able to compete in this era (Amagoh, 2008). Leaders nowadays are less equipped to face or go for a change as they fear it will affect the business despite such existing policies that makes organizations lose their grip for a change (Glenn, 2014). Glenn (2014) further mentioned that the current millennials will never tolerate such implementation of policies where change is being slowed or restricted. Hence, leaders should be prepared and make effort for a better change as it also enables doing new things or making way for new ideas and processes. It all begins from the leaders themselves and their leadership involvement in terms of growing recognition for leadership development and how to utilize competencies

in a better way (Puspanathan et al., 2017). In other words, a change in leadership is the first step towards accommodating change in the rest of the organization. This is because, there is no point in trying to implement change in the organization or even leadership when the main or the head himself is resistant towards change.

The informant also said that it is an ongoing process for leaders to need to understand these millennials. He also added an example viewing our current youth minister who actually is friendly whereby it is part of leadership in which the hierarchical stress and positioning would not be felt. This is certainly the most wanted value from the millennials as they prefer a flexible work environment with fewer regulations towards them (Smith & Nichols, 2015). Not only that, encouraging a workforce with flatter reporting structure instead of making space for multi layered design will indeed transform into a new workplace culture (Puspanathan et al., 2017). As a result, the main points delivered during the interview were discussed and supported by secondary data sources. This indicates that these data are valid to be used as a supporting data for the rest of the conclusive findings obtained from the millennials.

6.3 Variables Analysis Discussion

In this part, the variables analyzed will be discussed. As mentioned earlier, only the findings obtained from the preference of millennials will be discussed. The discussion comprised of findings of artistic skill, leadership trait, leadership behaviour, transformational leadership factor and transactional leadership factor preferred the most by the millennials. The items from each category of the variables with the highest preference

will be discussed in this section as shown in the Figure 6.1 with the support of secondary data.

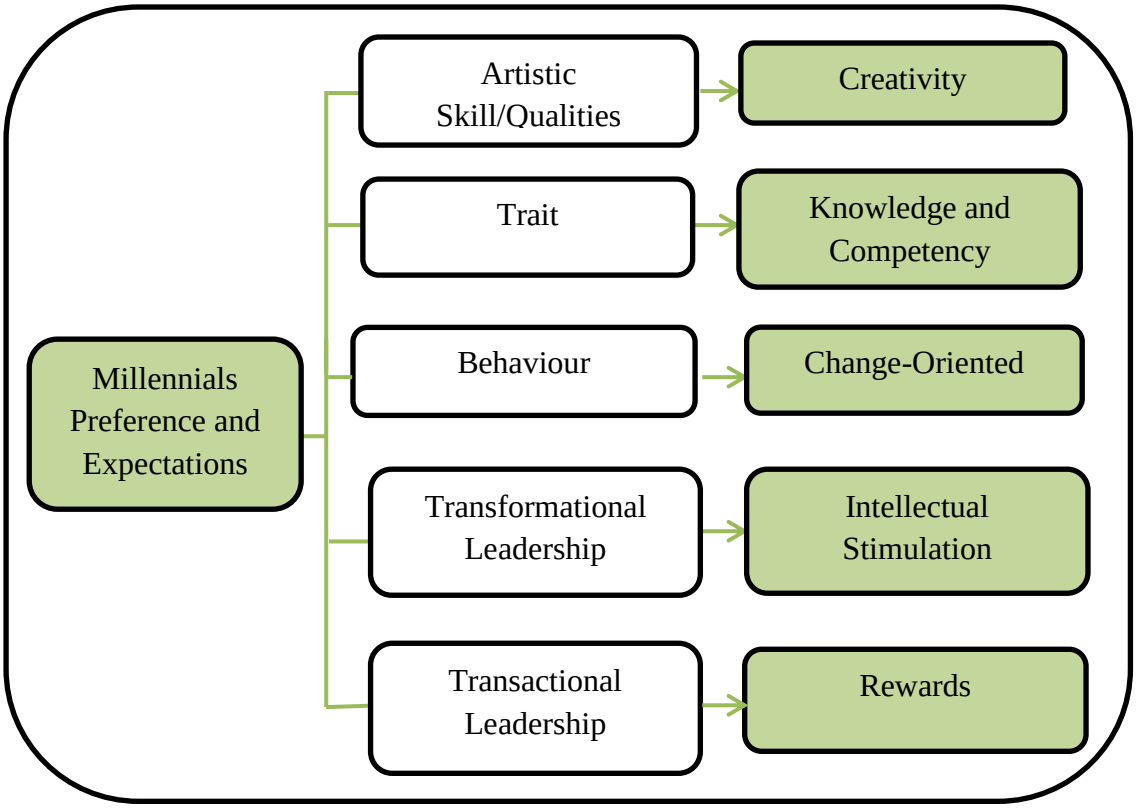

Figure 6.1: Variables of Millennials' Preference

Figure 6.1 shows the first variable in this study which is artistic skills or qualities in leadership. Millennials basically choose their options for each and every artistic skills listed in which they expect to see from their leaders. Creativity has the highest frequency of all other artistic skills. Gamache (2016) has proven that creativity is the most important skill whereby it aids to keep up with changes and drive leaders in a fast changing world where people find difficult to cope. She also mentioned about an IBM global Chief Executive Officer (CEO) study in which more than 1500 CEOs agreed that creativity is the most important artistic skill a leader needs to have. This is because, when the leader is creative himself, the followers will in turn be creative as well as the leader will definitely

instill this quality in the followers. Basically, the leaders are the one who influence the climate for creativity and productivity in the organization (Kaimal et al., 2014). Moreover, since creativity is preferred by the millennials the most, recent study has also proven this. According to Hin et al., (2015), creativity is one of their preferred choices in leadership as they thrive on creativity as well. They prefer this as creative environment in a workplace enhances the interest to work and also transforms the workplace into a new environment. Since it all begins from the leaders and depend on them as mentioned by the manager of MIM in the interview, this artistic skill should be possessed by the leaders.

In terms of leadership traits, knowledge and competency has the highest frequency of preference from the findings obtained. It is certainly proven that generation Y do prefer leaders who are competent and knowledgeable (Moorthy, 2014; Cruz, 2014). Knowledge is combined together with competency as to be competent, leaders need to be knowledgeable first in a certain field. According to Farhan (2018), competent leaders are indeed an essential key factor towards the establishment of a successful organization today. This is because, when a leader is competent enough, the followers will also be knowledgeable as it will be passed down by the leaders. Otherwise, if the leader is not competent, then even the millennials will not be able to learn much which will cause them to leave the organization. Wronka-Pospiech (2016) also mentioned that "the success of any organization depends largely on who manages it" (p. 51). Not only that, the pillar to leaders' credibility lies in their competencies (Nahavandi, 2015). A competent and knowledgeable leader makes them to be trustworthy among the millennials.

In leadership behaviour, findings obtained shows that change-oriented behaviour recorded the highest frequency. This is indeed relevant to the study as the purpose of this study is reshaping the workforce in terms of bringing in change. The informant from MIM

has also mentioned that change is necessary and things that have not done before should be done to keep in line with changes. It is because, millennials today not only want their organizations to adapt to change but also crave and desire for it (Eisner, 2005; Martin, 2005; McCrindle, 2006). Futhermore, millennial is the generation whereby they are able to cope fast towards change and less resistant to change (Moorthy, 2014). Since, leaders are the ones leading this generation for now, it is necessary for leaders to cope with change faster than the millennials to gain the millennials. A study has proved that change-oriented is a positive influence to the performance of work and then satisfaction in working with the organization which is an essential need to the millennials (Mikkelsen & Olsen, 2017). Thus, leaders should practice this behaviour in leading the millennials in the organization.

In transformational leadership, intellectual stimulation is what millennials prefer the most. Intellectual stimulation is a factor of transformational leadership in which leaders tend to stimulate creativity and innovativeness in the employees and to try new approaches (Alkahtani, 2016). These leaders who practice intellectual stimulation also seek creative solutions to solve a problem in a different way of thinking (Northouse, 2015). Since millennials prefer creativity in the workplace as explained earlier, intellectual stimulation certainly do link well. It also does not imply to only problem solving but also to generate new and fresh ideas to improve something in an organization. Let say a sales team is working out on to increase their sales, then instead of having normal boring discussions they can be creative by having a role play. It does not only make it fun and interesting but it gives an idea of what the customer will be thinking at that time of sales. These kinds of fun ideas are certainly valued by the millennials. Studies have also proven that intellectual stimulation factor has the strongest relationship with the engagement of millennials in the workplace and they prefer leadership with this emphasis (Blom, 2010; Grubbstrom &

Lopez, 2018; Mansor et al., 2017). In this study, retaining and developing millennials matters the most, so emphasizing on what they prefer results to better productivity and success of the organization as well.

The next leadership style is transactional leadership whereby rewards recorded the highest frequency. It is clear as almost everyone seek for rewards like the millennials do. Numerous studies have mentioned that millennials preference and expectation is to be rewarded for their hard work and effort which is a motivating factor (Han & Su, 2011; Ng & Lyons, 2010; Puspanathan et al., 2017). When employees are rewarded, they tend to be even more productive and motivated to achieve greater height of success. Studies have proven that rewards are a positive aspect to both the employees and organization. This is because, a leader identifies the employees needs and satisfy their needs with rewards when something has been achieved (Faraz et al., 2018; Golla, 2012). Therefore, it is certainly a good return when some investment is made towards taking good care of the employees. Since millennials notice each and every benefit they obtain, it is definitely not a bad thing to take extra good care of them. Millennials today do not want to feel used just for their work without getting any return.

As a conclusion, the objectives have been achieved and the research questions have been answered. Although only the highest frequency is being discussed, but the findings from the previous chapter has listed out all the items preferred by the millennials to contribute towards objective achieving and questions answering. These discussions provide validity towards these objectives and research questions.

6.4 Pearson Correlation Analysis Discussion

This part discusses the correlation analysis of every item from the independent variable and the items from the dependent variable. The highest association between each item will be discussed with the support of secondary data. This discussion contributes to the validity of the hypotheses formed. Furthermore, this discussion also serves to validate the final conceptual framework. The findings will be discussed with the aid of the figures as below.

H1: The incorporation of artistic skills or qualities will result in the enhancement of transformational leadership style

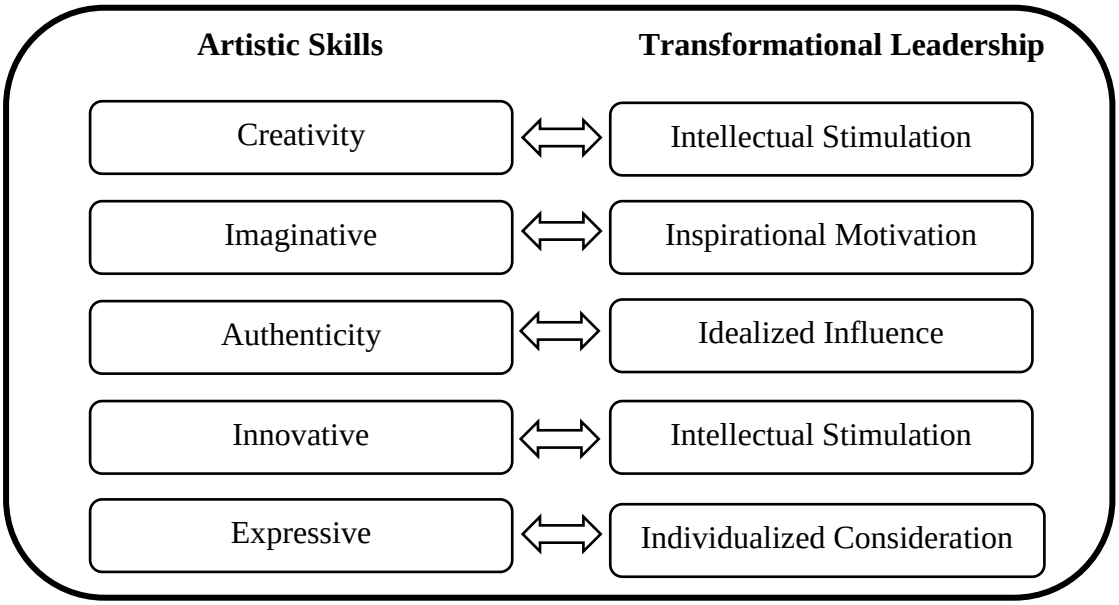

Figure 6.2: Relationship of Artistic Skills and Transformational Leadership

Figure 6.2 depicts the highest correlation coefficient between every artistic skill with the items in the transformational leadership style. As depicted in the Figure 6.2, creativity and innovative are both associated the highest with intellectual stimulation with a very strong relationship of r = 0.807 and r = 0.796 respectively. These two artistic skills will be

discussed together as both are associated the highest with intellectual stimulation compared to other transformational leadership factors.

Not only that, these two artistic skills of creativity and innovative are practiced in intellectual stimulation by the leaders. As defined earlier, intellectual stimulation is whereby leaders stimulates subordinates to be innovative and creative through critical thinking and challenges (Bass, 1985; Bass & Avolio, 1994; Limsila & Ogunlana, 2008). Thus, even the definition shows that intellectual stimulation does involve creativity and innovative in leadership. This is indeed the best evidence to support these findings of correlation analyses. Moreover, with creativity and innovative embedded in intellectual stimulation, millennials will be encouraged to try new approaches and have excellent problem solving skills (Malek & Mustapha, 2014; Ogola, Sikalieh & Linge, 2017). This in turn will increase productivity of the employees and bring the organization to success. As the example mentioned earlier whereby a sales team can perform a role play to increase their sales is one of the ways creativity and innovative way of thinking is practiced in intellectual stimulation. For that, leaders must first embed these qualities in them to intellectually stimulate the followers.

The next highest association of the artistic skill imaginative is with inspirational motivation whereby the relationship is very strong positive as $r = 0.705$. Northouse (2015) mentioned that inspirational motivation is whereby leaders inspire the followers using good challenging visions to increase their goals. In other words, it is whereby the leaders motivate the followers to increase their ability to perform via inspiring them. Whenever a leader is using this factor to motivate the followers, imaginative thinking is certainly needed. For an instance, if a leader uses the organization's vision or mission to motivate the millennials, he first needs to form a challenging and projective vision. To create a

vision which is projective enough towards the future, the leader needs to be imaginative of what the future holds. Whyte as cited in Adler (2006) mentioned that leaders should be imaginative to "describe what is as yet a germinating seed in their present time, something that will only flower after they have written the line or painted the canvas" (p. 91). Even Bass and Avolio (1994) supported in which leaders who adopt inspirational motivation will talk about the future of what needs to be achieved for years to come. Hence, this shows how much being imaginative is important and related in terms of motivating and inspiring the millennials to retain and develop them. Not only that, Albert Einstein also quoted that "imagination is more important than knowledge because knowledge is limited to all we now know and understand, while imagination embraces the entire world, and all there ever will be to know and understand" (Nunan, 2009, p. 11). This is because being imaginative makes a leader to be more open in terms of moving forward instead of just being in a set of marked circles.

Correlation analysis between authenticity and idealized influence also shows a very strong positive relationship with $r = 0.717$. Idealized influence is practiced in which leaders portray themselves in positive ways which makes them as a role model to the followers (Bass & Riggio, 2006). These leaders basically have their own set of values to act upon which caused these leaders to be trusted, admired and emulated (Malek & Mustapha, 2014). These aspects certainly are the same towards an authentic leader. This is because, authentic leaders also has the ability to gain trust from their followers through their act based on their own personal values and beliefs (Besen, Tecchio & Fialho, 2017; Gatling, Castelli & Cole, 2013). Since, authenticity in leadership also plays a role in terms of influencing the followers, it is certainly suitable to be incorporated into idealized influence. This is because, when the leader is trusted as a whole, it is easier to influence the

millennials to work for a performance above target. For instance, when a leader portrays a high sense of ethics and moral while performing a task, then the millennials tend to follow these steps as these are what being shown to them. This is due to the positive influencing these two aspects have in leadership. Thus, authenticity and idealized influence are definitely interrelated to each other with their same emphasizing despite the ability to influence via authenticity.

Lastly, the artistic skill of expressive correlates the highest with the transformational leadership factor of individualized consideration compared to the other three factors. The correlation coefficient was a strong positive relationship with r = 0.581 as reported in the findings. Individualized consideration basically means that a leader recognizes the employees' developmental needs and provides mentoring and coaching to attain their goals (Bass, 1985; Waweru-Gathii & K'Obonyo, 2017). Apart from that, Riggio and Reichard (2008) have proposed that expressiveness in social terms is important for a leader to engage the followers as well as in one-to-one sessions like interviews or even coaching sessions. Since, being expressive is an important aspect in terms of engaging the employees, it should be incorporated in individualized consideration. This is because, individualized consideration has the same emphasizing as well whereby to become an effective coach or a mentor to the millennials, the leaders must first engage the millennials towards them. Studies also said that more expressive leaders are perceived as a successful leadership conveyance as these leaders are able to build strong ties with the employees to motivate them further (Riggio & Reichard, 2008; Tskhay et al., 2014). A leader also needs to build a strong relationship with the millennials to gain their trust which will make it easier for the leaders to facilitate the millennials in their work. Millennials certainly prefer leaders who take care of their needs to develop in the organization like providing constant

feedbacks and to be able to do so leaders need to be expressive in terms of communicating as well. For an example, if the employee needs to be coached on how to perform a task, there is where leaders' expressiveness lies in communicating it as in the end, the employees are ones going to interpret and perform the task. Thus, this clearly shows that the relationship between expressive and individualized consideration is valid as both emphasizes on the similar aspects.

As a result, the hypothesis 1 is accepted fully with the significance value of .000 and has been supported by secondary data. This shows that, artistic skills or qualities are proven to enhance the transformational leadership style as whole by 74.6% based on the R Square value of .746 (Refer to Table 5.32 in page 107). Although only the highest correlations are discussed, basically the artistic skills do make a largest significant contribution with the standardized Beta coefficient value of .864 towards transformational leadership based on the regression analysis from the previous chapter (Refer to Table 5.35 in page 108). This finding in turn supports the main aim of the study which is to incorporate artistic skills into leadership styles.

H2: The incorporation of artistic skills or qualities will result in the enhancement of transactional leadership style

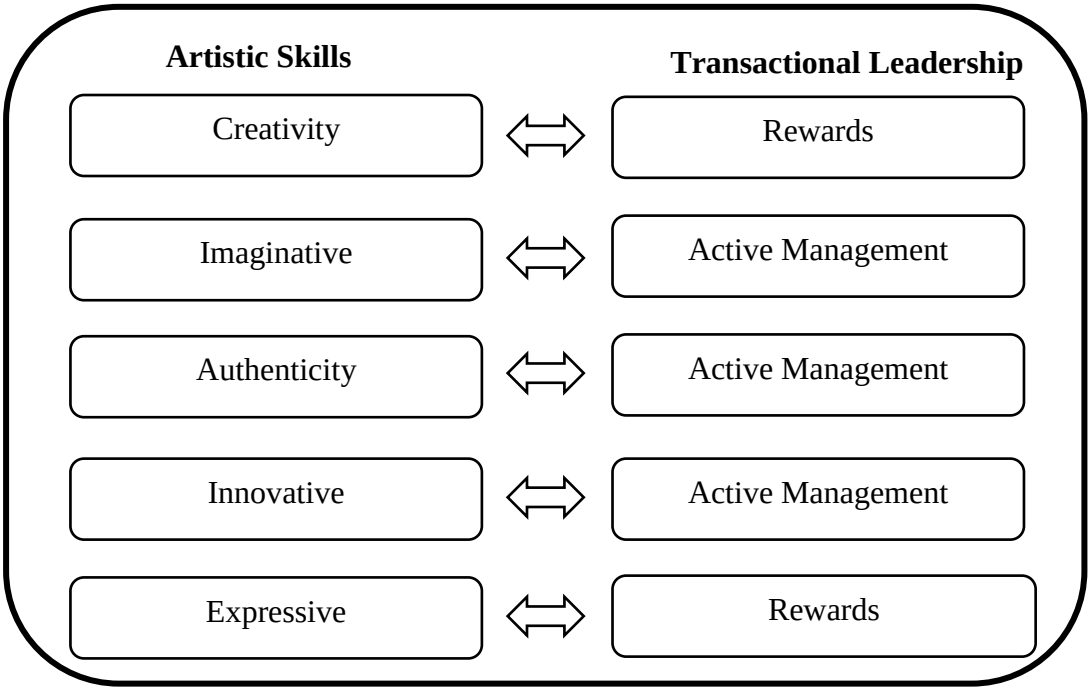

Figure 6.3: Relationship of Artistic Skills and Transactional Leadership

Figure 6.3 shows the highest correlations between artistic skills or qualities and transactional leadership factors. The first aspects are creativity and expressive which are associated with rewards with a moderate positive relationship of r = 0.384 and r = 0.345 respectively. Rewards as mentioned earlier will certainly motivate the millennials to perform more and keep them engaged. This is because, this is an important aspect millennials are looking for in the workplace in return for their effort. An article from the CEO magazine reported that leaders tend to invest more on rewards and incentives that fail to deliver in the end and it takes a creative approach to make it work (Gately, 2019). For example, an organization can reward their best employee by gifting them a vacation ticket instead of the normal bonuses, promotions or even treats. This type of reward is even in line with the millennials preference as they love time outside of work. Gifting a new

reward in return will motivate the millennials to perform better in wait for the next reward surprise. It is said that rewards that demonstrates thoughtfulness are valued more and is memorable (Gately, 2019). Thus, creativity is linked with rewards of transactional leadership.

Next, expressive is also associated with rewards. This indicates that leaders also need to be expressive in terms of rewarding the employees. Gately (2019) has also mentioned in her article that leaders need to look into rewards beyond money because the more important aspects are words of gratitude that is needed to be heard. Sometimes, praises and compliments are the most valuable reward an employee can ever get in return for their efforts. Recent studies also proved that rewards are also in terms of praises (Kalsoom et al., 2018). Those are the aspects that money cannot buy and it is the most genuine form of reward which causes happiness from within and makes them to feel appreciated and important. This is an important aspect in terms of retaining and developing the millennials as well. Leaders need to be expressive in conveying their rewards to engage the employees despite building ties with them since being expressive has that ability (Riggio & Reichard, 2008; Tskhay et al., 2014). Expressing the rewards before a task is done also tend to motivate the followers to achieve them.

Besides that, the artistic skills of imaginative, authenticity and innovative are associated with active management of transactional leadership with the highest correlation values of $r = 0.383$, $r = 0.295$ and $r = 0.430$ respectively. Active management is a factor of transactional leadership in which leaders monitor the performance of the employees and correct them or solve when there is any a deviation or problem (Kalsoom et al., 2018; Odumeru & Ogbonna, 2013). This means that a leader needs to be active in keeping an eye on the followers so that they do not come out from the right track and help them to get

back on performing if they do. If there is any problem or issues that arises, leaders are responsible to be imaginative and innovative as possible to solve them. Imaginative in leader aids in solving problems that are being faced today as they tend to look at the future of how would the current problem be if it is fixed now (Hitchcock, 2012). This is important as it provides as idea of whether to use that solution or think of another. For an example, if let say a team member were to opt out all of sudden, then the leader should be imaginative to foresee how would it be if a new member were to be brought in or run the event with the existing members first. The way a leader uses this imaginative style basically paves the way for the followers as well to emulate (Hitchcock, 2012). Innovative on the other hand aids the leader to think of novel ways in solving a problem. Study has shown that being innovative has the ability to mitigate challenging situations through innovations (Kwan, 2018). This is because, innovative way of thinking is very different whereby new methods of achieving something is come up with and therefore creates an evolution. This is needed in active management as when leaders tend to monitor the followers, they also need to constantly keep thinking innovatively from time to time to be able to analyze if it is in the right pathway. Not only that, when they provide a solution and it becomes and evolution which can be practiced again, it is a breakthrough also.

Lastly, authenticity is also associated with active management of transactional leadership. Leaders who are authentic in practicing leadership are also said to have balanced processing in which they are actually transparent towards other ideas even if it differs from their values (Fotohabadi & Kelly, 2018). It was further mentioned that transparency and balanced processing is a good influence in solving a conflict constructively. This is well related with active management as it is whereby leaders have to proactively work on resolving deviations or taking corrective actions (Faraz et al., 2018).

This is because, deviations from the track is also part of conflict which may arise due to many reasons like variations in ideas of many team members working on a task. Thus, the task will definitely deviate out of its goal and target when such conflict arises and it is necessary for leaders to be transparent and get the ideas and resolve them together even if it is not what a leader expects. Hence, this shows that authenticity does contribute in enhancement of active management as well.

As a whole, the hypothesis 2 is accepted partially as passive management has been removed from the computed variable of transactional leadership. This is due to the relationship between artistic skills and passive management aspect which are neither significant nor associated. Thus, passive management will be removed from the conceptual framework model. Apart from that, artistic skills or qualities are proven to enhance the transactional leadership style with the R Square value of .291 (Refer to Table 5.36 in page 109). Although only the highest correlations are discussed, basically the artistic skills show a significant contributive relationship with transactional leadership based on the significance value of .000. Apart from that, artistic skills also make the strongest contribution compared to the other independent variables based on the highest standardized beta coefficient value of .540 which in turn relates to the study (Refer to Table 5.39 in page 111).

H3: High practice of these traits in transformational leadership will result in a successful transformational leadership style

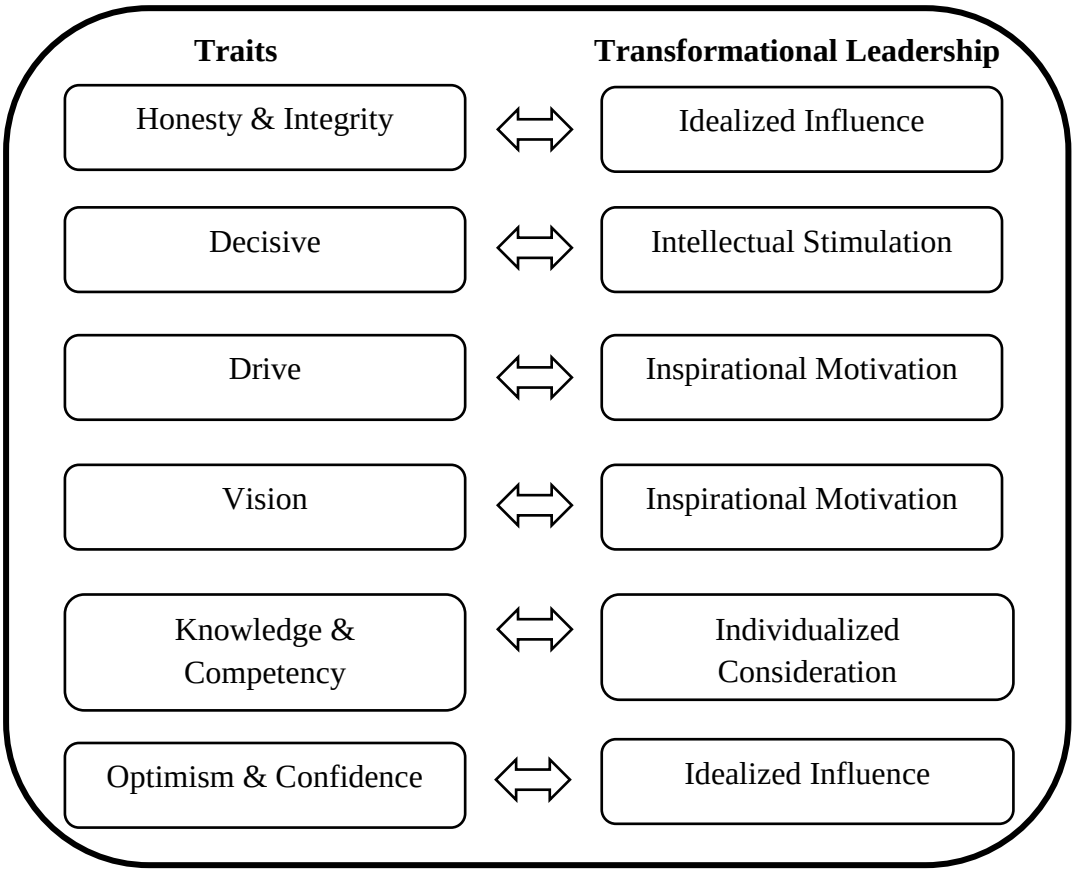

Figure 6.4: Relationship of Leadership Traits and Transformational Leadership

The following aspect is the relationship between the leadership traits and transformational leadership as shown in Figure 6.4. The first trait is honesty and integrity which associated the highest with idealized influence with a very strong positive relationship of r = 0.725. Honesty and integrity is the most ethical display of a leader in leadership which is certainly part of idealized influence as leaders who practice idealize influence demonstrate a high ethical and moral conduct (Bass & Riggio, 2006; Voon, Lo, Ngui & Ayob, 2011). Honest leaders do not only restrict from lying but also exert loyalty in their responsibilities. It is said that leaders that are honest and practice integrity in their

work will easily gain trust from their followers despite the preference to emulate those leaders (Hossain, 2015). This is certainly in line with idealized influence as these leaders are also highly trusted and emulated from their high ethics. Thus, it is easier for a leader to exert influence and motivate the followers when they are respected and trusted in the organization. This is indeed a natural process whereby subordinates tend to follow their leaders whom they respect and trust than someone who only do the talking. This clearly shows that honesty and integrity is related to idealized influence from transformational leadership.

The next aspect which is also associated with idealized influence is optimism and confidence with a strong positive relationship of r = 0.677. Hossain (2015) mentioned that leaders who have optimism and confidence tend to know how to inspire the followers and draw people towards them for advices and motivation. This is more likely a reflection of a role model as they are the ones who easily attract followers towards them which is an aspect of idealized influence as well. Furthermore, idealized influence leaders tend to engage their employees and be a great example via their act of confidence (Mansor et al., 2017; Suharti & Suliyanto, 2012). For an example, when a leader is confident and calm in addressing any situations, they tend to be positive even in unpleasant situations. By seeing the way their leaders are able to handle tough situations with ease without getting tensed, followers will tend to be inspired and follow their footsteps too. Apart from that, portraying these traits also influences the followers to be even more productive through their positive traits of optimism and confidence. Thus, it clearly shows that optimism and confidence does relate to idealized influence from transformational leadership.

Moreover, the trait decisive correlates the highest with the transformational leadership factor of intellectual stimulation. These two variables are associated with a

strong positive relationship of r = 0.640. As mentioned earlier, leaders practice intellectual stimulation whereby followers are encouraged in thinking creatively and innovatively (Kalsoom et al., 2018). But, before a leader stimulates his subordinates to think differently, the leader must first come up with a plan and decide on ways to stimulate his followers to do so. It is said that the most successful leaders are able to make good decisions instinctually and it is during the complex situations that the team will look for a leader's guide for a quick and effective decision (Hossain, 2015). Thus, this is the time whereby leaders have to be decisive in terms of providing guidance to solve the issue which will make the employees to think of the solution for the problem instead of directly being given by the leaders. This does not totally mean that the leader behaves as a boss to make decisions instead the leader coaches and guides the followers to make decision as well. For an instance, a leader can come to a decision whereby a discussion will be held together with the team members to get their new and fresh ideas for a situation. This is indeed a trait of a leader which aids the intellectual stimulation in the followers as well.

The trait drive which is very strong positively correlated with the factor inspirational motivation with r = 0.717. As mentioned earlier, inspirational motivation is whereby leaders inspire and motivate their followers via enthusiasm, positive outcomes and stimulating it (Kalsoom et al., 2018; Kelloway, Barling & Helleur, 2000). This certainly reflects that this trait is essential to be possessed by leaders to be able to move the followers forward in an organization. This is because, to encourage and motivate the employees via enthusiasm and to stimulate the drive in them, leaders must first possess that drive. Yukl (2010) mentioned that drive is the behaviour of the leader who is highly desirable of success. These leaders tend to have high inspiration and motivation as well to achieve the success desired. For example, they set high standards of challenging goals

which will in turn make them work harder and drive towards achieving them. This is certainly part of inspirational motivation as well whereby leaders challenge employees by making them feel the work challenges which motivate them to have the drive to achieve as well (Alabduljader, 2012). Thus, drive in a leader is necessary and related to inspirational motivation.

The following trait that is also associated with inspirational motivation with a very strong positive relationship is vision whereby r = 0.720. Successful leaders are said to strategize their plans accordingly to their vision and work towards fulfilling the vision. Heathfield (2019) mentioned that when a leader emphasizes on the vision to the employees on achieving them, it acts as a catalyst of motivation that drives the employees on performance. This is definitely related to inspirational motivation as leaders articulate challenging visions of the future and motivates them to commit towards the vision of the organization (Bass & Riggio, 2006; Voon et al., 2011). Thus, leaders need to have vision in the first place in order to be able to motivate the followers. For an instance, leaders can provide a clear picture of the vision by explaining to them on how it will look like in the future once the vision is achieved. Hossain (2015) also mentioned that a blind leader will not be able to lead the blind followers. This is indeed true as if the leader himself does not have a clear direction of what is to be achieved, then how will the followers know what is to be done and what success to work for. Thus, it clearly indicates that leaders need to have vision and it is related to inspirational motivation of transformational leadership.

Lastly, knowledge and competency correlates the highest with individualized consideration with a strong positive relationship of r = 0.477. Individualized consideration is whereby a leader behaves like a coach and mentor towards the followers (Bass & Riggio, 2006). Hence, leaders certainly need to be equipped with knowledge and

competency to be able to coach and be a mentor to the employees. Leaders demonstrate the knowledge and competency by leading the employees to gain an understanding instead of just portraying their expertness (Hossain, 2015). Leaders here do not just walk the talk and show their competency by providing the answers or solution straight. Not only that, if a leader were to guide the followers on something, the leaders must have known about the subject or the area of expertise to be able to provide proper guidance. Green (2018) has supported that if a leader were to remain as a good leader in an organization, then it is necessary for them to keep their finger on the pulse of every information, facts and whatever that is happening in the surrounding. This will enable them to be aware of everything ahead and will be able to provide the necessary information to the followers as well.

As a whole, the hypothesis 3 is accepted fully with the significance value of .000 and has been supported by secondary data sources. This shows that high practice of these leadership traits in transformational leadership will result in a successful transformational leadership style by 72% based on the R Square value of .720 (Refer to Table 5.33 in page 107). Although only the highest correlations are discussed, basically leadership traits show significant relationship with transformational leadership.

H4: High practice of these traits in transactional leadership will result in a successful transactional leadership style

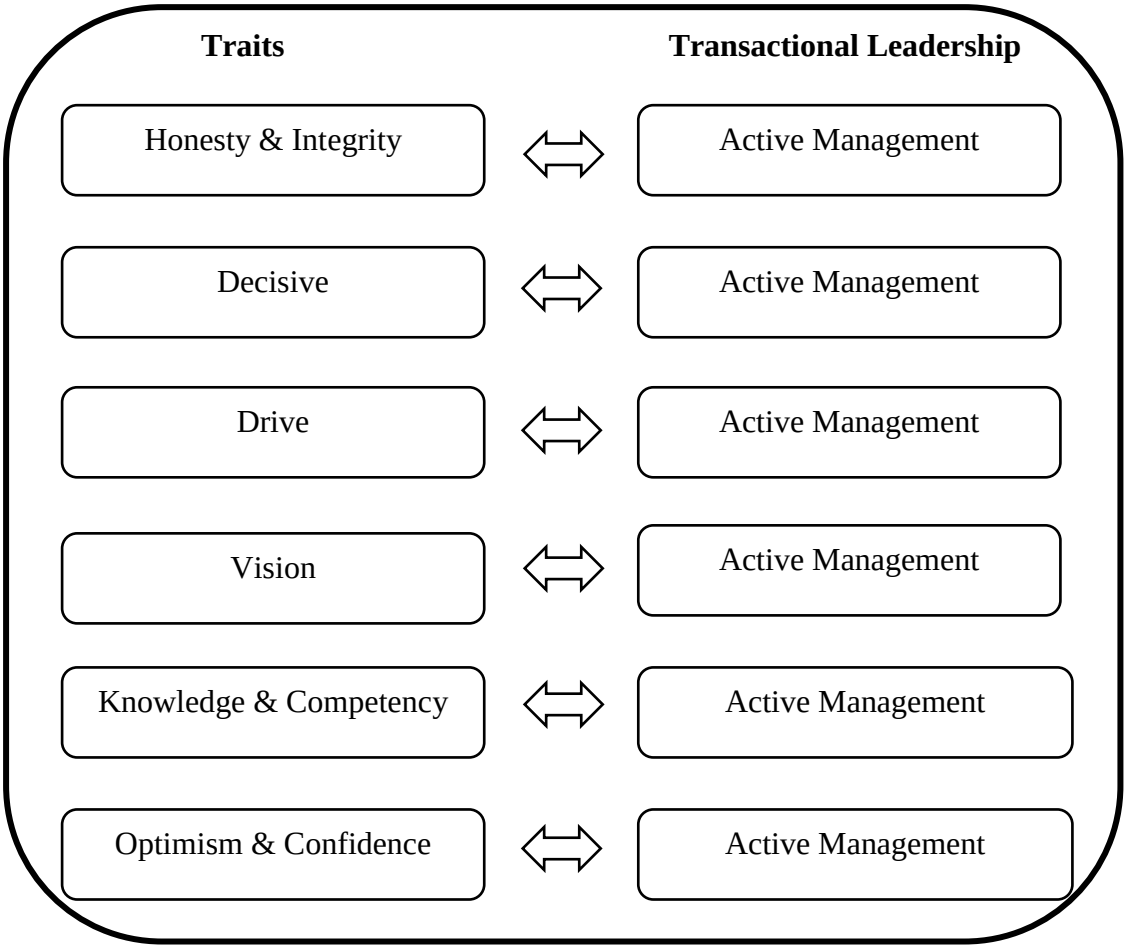

Figure 6.5: Relationship of Leadership Traits and Transactional Leadership

Figure 6.5 depicts the highest correlation coefficient between every leadership traits with the items in the transactional leadership style. According to the Pearson correlation analysis done in the previous chapter, these highest coefficients are only with active management of transactional leadership compared to the other two factors. The first trait which is associated with active management is honesty and integrity with a moderate positive relationship of r = 0.318. Active management as defined earlier is all about leaders monitoring the performances, look out for any deviations and take actions to solve the

problems and make sure the standards are being met (Antonakis et al., 2003; Odumeru & Ogbonna, 2013).This depicts that whatever the situation may be, if there is a deviation, leaders are responsible to clarify them with transparency. For a leader, to be able to do that, that leader needs to have integrity and be honest in his communication. Honesty is said that the good behaviour of the leader should be maintained and acting according to their given words always (Hu et al., 2018). Besides that, leaders not only have to speak the truth and act with integrity, but also have to avoid lying no matter how bad the situation may be with a non-judgmental behaviour (Hossain, 2015; Kolzow, 2014). Hence, by being honest, the employee will be able to know their mistakes and even improve or correct their performance which will aid in success. This shows that honesty and integrity is related to active management as per the findings.

The next trait which correlates the highest with active management is decisive with a moderate positive relationship of r = 0.354. Leaders need to be decisive in which they need to be able to think and make quick and effective decisions especially during complex situations. This applies well in active management when leaders need to take sound and timely decisions of corrective actions to solve problems which are part of leadership effectiveness (Amanchukwu et al., 2015). Kolzow (2014) also mentioned that when a conflictual situation is managed well, it turns out to be a positive source in which leaders need to deal with decisively. This clearly shows that leaders need to be smart enough to make wise decisions to prevent any situation to be too late to handle. This enables the performance to get back on track if the followers were derailed.

Knowledge and competency also correlates with active management with r = 0.319 and is analyzed together with decisive as to make a decision, leaders need to have knowledge and be competent. This is because, making good decisions comes from the

accumulation of knowledge and competency of the leaders (Hossain, 2015). For an instance, when the sales of the company do not seem to be hitting the target before the time limit, leaders will analyze the problem and to analyze them, knowledge and competency on sales area is needed. This is when leaders will be able to find out the problem as well as the solution using the expertise and experience they have. It is even evidenced that without proper knowledge and competency, it is a risk and potential danger to the organization as the corrective actions taken may not be correct. Kolzow (2014) stated that enough information should be acquired by the leader to justify their action taken because if criticism takes place, it can be evidenced with the knowledge held by the leaders. This shows that knowledge and competency does relate to active management of transactional leadership.

Moreover, the trait of drive is also related to active management with r = 0.233 as per the findings from the previous chapter. Drive, as mentioned and explained earlier, is all about the attitude a leader portrays in high desire for achieving success (Yukl, 2010). It is a trait whereby it keeps a leader moving forward with high motivation and determination to succeed. These types of leaders tend to pay attention to every detail of the performance to make sure it is going just right to achieve its goal. It is said that to maintain effectiveness, it is necessary to monitor and improve the performance while keeping their own enthusiasm and drive intact within the group (Rabinowitz, 2018). This is certainly related to active management as leaders need a drive to be able to monitor and increase the performance of followers. If leaders lack drive then the followers will also lack motivation to fulfill and achieve the goal with the best performance.

Furthermore, the trait vision correlates the highest with active management of transactional leadership as well with r = 0.256. Amanchukwu et al. (2015) mentioned that

outstanding leaders always have a vision and will have an idea of how they picturize the success of the future. In other words, leaders with vision always know the kind of result they aspect to be having. This enables them to detect any problem easily if it is not going in the way they predicted it to be going. This is because, visionary leaders know well on what it takes to get to the destination and also able to recognize the obstacles easily before reaching to the desired destination (Kolzow, 2014; Maxwell, 2007). This shows that vision is certainly related to active management as well as only leaders with vision are able to detect any deviations easily.

Lastly, optimism and confidence also associates with active management with a moderate positive relationship of r = 0.370. The confidence in the leaders makes them to take decision and stand for that decision during any deviations. When a deviation is detected team members tend to depend on their leaders for guidance and these leaders need to be confident enough that their decision will be right. It is said that leaders with optimism and confidence tend to be bold enough to face challenges and solve complex tasks (Kolzow, 2014). This in turn will make their followers gain trust towards their leaders instead of just having hopes. Hossain (2015) also mentioned that leaders with confidence naturally draw the followers to them for advice and those with optimism always equipped with solutions to reassure the employees. Leaders definitely need to instill this quality in them for active management in leadership.

As conclusion, the hypothesis 4 is accepted partially as passive management is removed from the computed variable of transactional leadership. This is due to the correlation relationship between leadership traits and passive management aspect which are neither significant nor associated. Thus, passive management will be removed from the conceptual framework model. Apart from that, the traits are proven to enhance the

transactional leadership style by 18.4% based on the R Square value of .184 (Refer to Table 5.37 in page 110). Although only the highest correlations are discussed which is only with active management aspect, basically the leadership traits show a significant relationship with the computed transactional leadership factors of rewards and active management with the significance value of .000.

H5: The implementation of these behaviours will generate a higher successful transformational leadership style

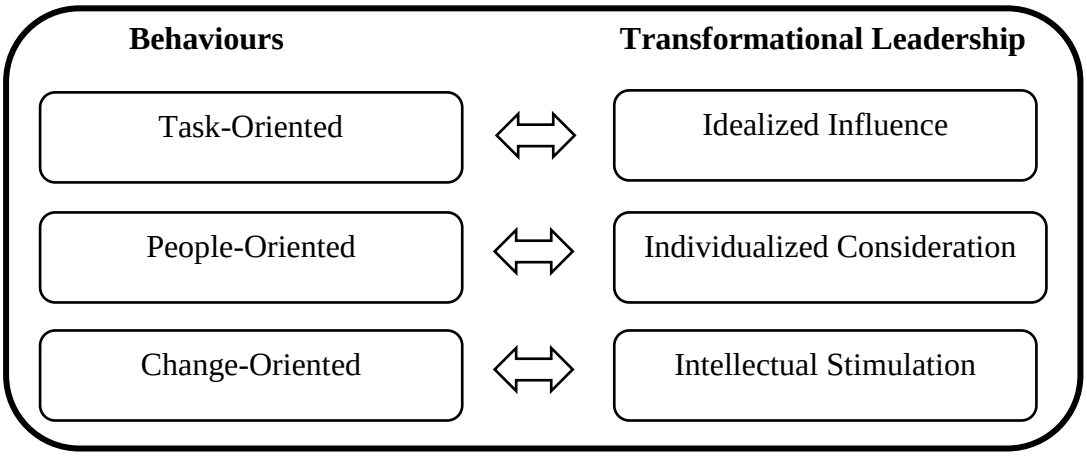

Figure 6.6: Relationship of Leadership Behaviours and Transformational Leadership

Figure 6.6 shows the relationship between leadership behaviours and transformational leadership factors. The first leadership behaviour is task-oriented which is associated the highest with idealized influence of transformational leadership with r = 0.731. As explained in the literature review, it can be understood from the name itself that the task-oriented leaders focus on the task and the necessary steps to achieve the task (Anzalone, 2019). They plan the task and take all the necessary measures to make sure it goes as planned. Apart from that, these type of leaders act upon a high standard to maintain

efficiency and they are respected by their followers (Ehrhart & Klein, 2001; Oni, 2017). This is also a part of idealized influence as these leaders also set high standards in their task to be achieved and they are respected and emulated (Bass & Riggio, 2006; Williams, 2013). Since they emphasize on task merely, they tend to set everything and the deadlines as well and explain them clearly to the employees to be followed. This is certainly a quality to be followed as planning is done from the start to the end which aids in time management as well. It is indeed a quality to be emulated by the employees which will influence them towards success despite guiding them on proper task performance. This shows that task-oriented and idealized influence is certainly related.

The next behaviour is people-oriented and it correlates the highest with individualized consideration of transformational leadership factor with r = 0.787. From the name, we can somehow relate to its association as logically people-oriented behaviour and individualized consideration has similar emphasize and it is all about the employees. A people-oriented leader always believes that a good relationship with the followers is important and creates an environment whereby employees feel appreciated and treated as an important contributor to the organization (Oni, 2017). This is similar to individualized consideration as leaders pay attention to their employees' needs and bring the best out of them (Bass & Riggio, 2006; Bass & Avolio, 1994). For an example, leaders tend to involve the employees in decision making process and if they lack guidance, they coach, support and develop them. This makes them to feel as if their effort is being needed and their opinion is being respected in the organization instead of being hierarchical. It does make a difference in which employees feel that they can build success and in turn be more productive as well. Thus, people-oriented does have a relation with individualized consideration.

Lastly, change-oriented behaviour correlates the highest with intellectual stimulation with a very strong positive relationship of r = 0.734 as per the findings obtained. Change-oriented behaviour is said to be a part of a leadership style which is very innovative and this is indeed in line with intellectual stimulation (Rouzbahani, Mahdian, Garshasbi & Goudarzi, 2012). This is because, intellectual simulative leaders also encourage their followers with innovativeness and creativity in their task performance (Kalsoom et al., 2018). These leaders normally lead in a way that will cause a change for betterment for the future. They change the way they think, eliminate restrictions or limitations and encourage change in the organization. This is certainly needed as even the manager of MIM mentioned that change is necessary and leaders have to be in line with changes as organizations will die using the same old approach. Rouzbahani et al., (2012) mentioned that change-oriented behaviour needs a base and one of it is certainly intellectual stimulation. It stimulates the employees to envision change by creative and innovative way of viewing a situation or task. This will certainly bring change to the organization as these aspects of leadership bring in new ideas to improvise the organization. Hence, change-oriented is indeed related to intellectual stimulation of transformational leadership.

As a conclusion, the hypothesis 5 is accepted fully as the significance value obtained is .000 and has been supported by secondary data sources. This shows that implementation of these leadership behaviours in transformational leadership will generate a higher successful transformational leadership style by 71.8% based on the R Square value of .718 (Refer to Table 5.34 in page 108). Although only the highest correlations are discussed, basically all of the leadership behaviours show a significant relationship with all the transformational leadership factors.

H6: The implementation of these behaviours will generate a higher successful transactional leadership style

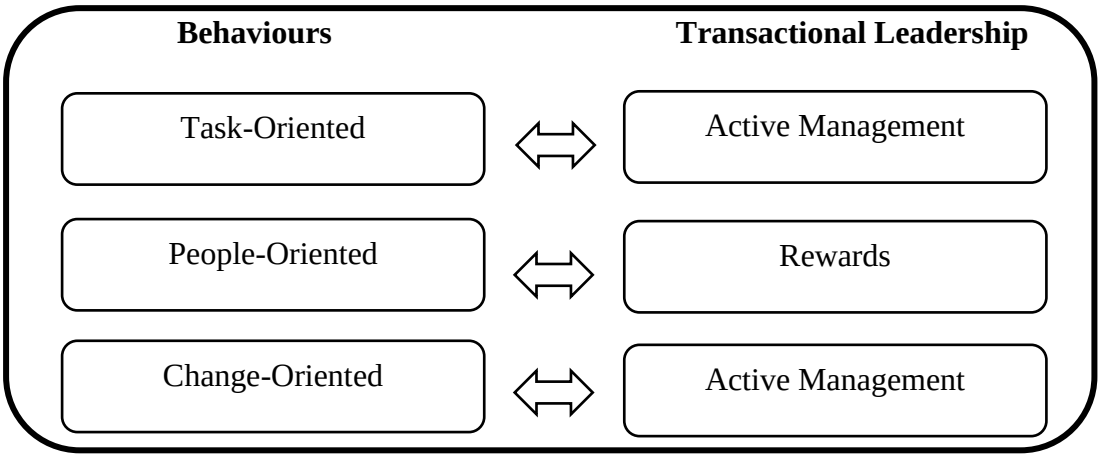

Figure 6.7: Relationship of Leadership Behaviours and Transactional Leadership

Figure 6.7 shows the list of correlated variables between leadership behaviours and transactional leadership. The first behaviour is task-oriented which correlates the highest with active management with r = 0.375. This is certain as definitely a leader who emphasizes on the task mostly need to be active in leading the employees. Yukl (2012) stated that task-oriented behaviour includes monitoring operations and problem solving which is also a part of active management. This is because, in active management, leaders tend to actively monitor the performance and solve the problem if there is any deviation (Kalsoom et al., 2018; Odumeru & Ogbonna, 2013). Leaders monitor through various ways like observation and reviewing to achieve their target set and even motivate the employees for the same path via deadlines. Active monitoring is important as the leader will be able to know if the task is as planned or if a different approach is needed. This clearly explains that task-oriented behaviour is indeed related with active management.

The following behaviour which is also associated with active management is change-oriented with a strong positive relationship of r = 0.410. As mentioned earlier, problem

solving is part of active management and complex problem solving requires a change-oriented behaviour (Yulk, 2012). It is said that these leaders lead better at risky times as followers are encouraged to think in novel ways to solve a problem and inspires the employees of achieving the target (Rouzbahani et al., 2017; Yukl, 2012). This behaviour is crucial as depending on old way or models will not work for todays' era as today's world demands for a different kind of approach. Thus, a change in definitely necessary in every leadership approaches in the organization to be able to adapt with the changes in the outer world. Even the manager of MIM said that every leader should embrace change for the betterment of the organization. This shows that change-oriented behaviour is needed in active management of transactional leadership.

Lastly, people-oriented behaviour correlates the highest with rewards compared to the other two transactional leadership factors with r = 0.353. People-oriented behaviour can be understood from the name itself whereby emphasize are on the people of the organization and rewards certainly are part of taking care of the employees. Recognizing is part of people-oriented behaviour whereby leaders appreciate the excellent performance of the employees by giving awards or rewarding them (Yukl, 2012). This in turn makes the followers to feel recognized for their efforts despite treating them as an important contributor to the success of the organization. They will then feel even more motivated to even provide their best for the next success apart from building lasting relationship with the employees (Oni, 2017). Thus, employees will feel important and be even happier to work with such employers which are crucial for leading todays' millennials and working era. Hence, the relationship between people-oriented and rewards is a clear cut.

As a conclusion, the hypothesis 6 is accepted partially as passive management has been removed from the computed transactional leadership. This is due to the relationship

between leadership traits and passive management aspect which are neither significant nor associated except for people-oriented behaviour. On the other hand, this relationship is even lower than weak positive. Thus, passive management will be removed from the conceptual framework model. Apart from that, all the behaviours are proven to generate a successful transactional leadership style by 26.8% or R Square value of .268 (Refer to Table 5.38 in page 110). Although only the highest correlations are discussed, basically leadership behaviours show a significant relationship with the computed transactional leadership factors of rewards and active management from the significance value of .000.

6.5 Summarization by Chapter

The first chapter discusses about the introduction whereby the researcher briefly describes about artistic skills and leadership as well as explains the content of the chapter. Background of the study is also included by the researcher in which the researcher explains about the study which was to be conducted and explains further on artistic skills and millennials in the current organization. Then, each and every important main element is defined conceptually and operationally in the definition of terms. Apart from that, scope of study focuses on what the study focuses on including the elements and participants of the study with proper justifications. Statement of problem describes the issues obtained from previous researches and the gaps to be filled in this research which constructs the objectives, research questions and forms the hypothesis. Significance of study which explain the contributions of this study, conceptual framework which briefly depicts the study in a diagram as well as limitation of study are included in the chapter.

Literature review is the second chapter in which researcher explains the aspects of the research starting from a general scope and then narrowing it down to more specific scope. The researcher starts from explaining about the millennial generation, management approach, and artistic skills then to the leadership approach which encompasses transformational and transactional leadership. Secondary sources are used to obtain information, theories and models to be explained in this chapter in a detailed way. This data obtained will then be used as supporting data to validate the findings obtained and the objectives achieved as well as the hypothesis approved. Researcher will also gain more knowledge from the secondary sources and explanation via this chapter.

Research conceptual framework is the third chapter of this research whereby it is depicted in a form of a diagram. This diagram basically explains about the study as a whole and shows the relation between the variables and formation of the hypothesis. Apart from that, this chapter also explains about each and every variable in detail and the justification of selecting the items of the variables. The reason behind not selecting certain items for the particular variable is also being justified. Secondary data sources are used as reference to obtain those items for every variable and to support the justification of choosing them as well.

The following methodology chapter basically discusses on the ways the researcher were to conduct the study and the measures to be taken. This chapter also outlined the research location, research design, research population, methods used in collecting data, and sampling method. Justifications are also explained on the particular reason of selecting the target group of participants and informant. Apart from that, methodologies are explained further that this research used mixed method for the preliminary study and quantitative method for the conclusive study. The researcher also conducted the

preliminary study with the leaders and then conducted the conclusive study with the millennials.

In the fifth chapter of research findings, the researcher reports all the findings obtained from the preliminary study as well as from the conclusive study. The data obtained were analyzed using the SPSS software version 20 and the five point Likert Scale. In the preliminary study, the researcher analyzes the in depth interview conducted using content analysis. The quantitative section of the preliminary study and the conclusive study were analyzed using descriptive analysis and inferential analysis. The objectives were answered via the inferential analysis of the conclusive study and the research questions were answered. On the other hand, the hypotheses were tested using the Pearson correlation analysis and regression analysis if the variables are interrelated to be included in the conceptual framework. As per the findings obtained, the research objectives are achieved, research questions have been answered and the hypotheses were accepted fully and partially.

The last chapter is all about discussion and recommendations. The researcher discussed the findings obtained from the previous chapter. From the preliminary study, only the in depth interview data is discussed because it needs to be validated to be used as a supporting data. The quantitative findings of the preliminary are not discussed as it is mainly formed to get the leaders validation on variables to form the second questionnaire for the millennials. Then, the findings which answered the research questions and achieve the objectives were also discussed as well as the correlation and regression analysis for the hypotheses testing. These findings are supported using secondary data sources to validate that the objectives are achieved, questions are answered and the hypotheses are accepted.

This chapter also comprised of summarization of chapter, limitations, recommendations, the new conceptual framework and conclusion.

6.6 Limitation of Study

Limitation of study is whereby the research design or the methodology of the research that influences the findings of the study to be limited to a certain constraint. In this research, the researcher has some limitation in terms of the study and methodology. The first limitation is that this research is limited to only two types of leadership which are transformational and transactional leadership. This is considered as a limitation as there are many other types of leadership styles out there which may be being practiced by the organizations also. Thus, the respondents are constricted to answer their opinion based on only these two types of leadership styles. The next limitation is that this research is focused towards millennials only and their opinion is taken into consideration in this study. Only particularly selecting the millennials is also part of the limitation as there are many other generations still in the workforce. Besides that, there also the generation Z in which will sooner or later enter the workforce as well which this study does not focus on.

Moreover, in terms of methodology, the method used to collect data from the millennials is also a limitation whereby only quantitative method is being used. Although, it was in a form of structured questionnaires in which millennials are able to write their additional opinion, it is still restricted in a way. This is because, some form of ideas could not be expressed in a form of words and sentence. It is limited in a way that other method like in depth interview of qualitative method is not being used for the conclusive study. Apart from that, time constraint from the leaders is also a form of limitation as most of the

leaders participated in the survey questionnaire for the preliminary study was the middle level managers. This could probably be because of the time restriction the top level manager face which restricts them from being able to participate. For the in depth interview, only one manager participated and the others were not be able to due to last minute time constraint. Although the informant is a top level manager, but the limitation is that the data is based on only one leader's view. The information was validated but if there were more informants, there would be more views and suggestions as well.

6.7 Recommendations

There are few recommendations for the future researcher as well as for the leaders who are leading the millennials to be highlighted as below.

6.7.1 Recommendations for Future Researchers

The first recommendation is that future researchers are encouraged to use a larger sample size in terms of collecting data in the preliminary study. Data based on only one viewpoint for in depth interview and 100 leaders for a survey may not be applied to the whole population of leaders in a way. Thus, using a larger sample size could generate more data from the leaders' point of view in leading the millennials.

Furthermore, future researchers are urged to also employ other methods to collect data to generate more findings. Methods like focus group can also be done as an addition to the preliminary study and in depth interview for the conclusive study as these only provides benefits in terms of data and findings. The observation method can

also be used as an additional supporting data to support the findings further as sometimes not all the expressed and chosen opinions reflects exactly what is being practiced. This is because, at times misconception of data may occur also if the informant did not deliver exactly from what is being viewed.

6.6.2 Recommendations for Organization and Leaders

Leaders from all the organization are recommended to adopt the leadership style as per the new conceptual framework formed. Since artistic skills are the choice of millennials as well and are seem to enhance the leadership style to be more successful, then it is recommended to be implemented. Artistic skills are proven to have lots of benefits when associated with both the transformational and transactional leadership style. Thus, leaders should make a change by incorporating artistic skills in the leadership style while leading the millennials as they certainly prefer a change in leading them. This will not only increase the capability and competency of the leaders by incorporating something new but also retain and develop the millennials as well in the organization. Besides that, other elements are also needed as mentioned by the informant from MIM that artistic skills alone is not enough and needs to be combined with other elements as well. This is when other elements like transformational leadership and transactional leadership comes in to be incorporated with. Traits and behavioural aspect are also equally important when it comes to leadership as those are the most basic fundamental aspect of leadership.

Moreover, the informant also mentioned that it is all depends on the leaders to embrace the change or not. Leaders are known to improve themselves constantly as

time goes by and thus it is necessary for them to nurture these additional artistic skills in them in leading the millennials. This is because, leading the millennials is no more like leading the previous generations whereby with power and autonomy it is still possible to move the employees. Todays' era of millennials totally demands a different kind of leadership where flexibility is appreciated more and more different kind of approach is demanded. Hence, incorporating artistic skills certainly is able to bring a difference in the leadership and a new change as well. Leaders are also recommended to go for training as implementing these skills in them is not an easy task. Those are important skills needed to be brought into them via arts as not everyone can just embed the skills just like that.

6.8 Conclusion

As a conclusion, this research has achieved the objectives and has answered all the research questions. The hypotheses are also accepted and validated with latest reliable sources and theories which also clarifies the statement of problem clearly. A change and a different approach of leadership is the key to leading today's millennials successfully and incorporating artistic skills is the best approach. This is even proven from the regression analysis which recorded the artistic skills to make a strongest contribution towards the leadership styles. Therefore, the preferred artistic skills along with leadership traits and behaviours are incorporated in the leadership styles to lead, retain and develop these millennials in the workforce. Thus, the new proposed conceptual framework as shown in the Figure 6.8 will serve as a guideline to the leaders in leading the millennials to retain and develop them. The newly proposed conceptual framework will provide an insight on

the millennials' preference as well as the items they prefer to be incorporated into leadership which demands an attention. Lastly, it also clears that gap that the diversity of generation requires leaders to change their leadership style and ways to apply the guidelines into practice.

Figure 6.8: New Proposed Conceptual Framework of Reshaping the Workforce based on Millennials' Preference (Authors's framework, 2019)

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APPENDICES

IN DEPTH INTERVIEW TRANSCRIPT

***R: Researcher**

***I: Informant**

R: Just an informal chat only…

I: Can..

R: Basically what am I doing is that I am concentrating on leadership style incorporating artistic skills preferred by the millennials in short. "ok" in between. Whereby first is im going to ask artistic skills, is it necessary to lead todays millennials actually based on creativity, being innovative, imaginative, authenticity in terms of leadership? Is it necessary to move this millennials?

I: Yes It is because for nowdays generation is much more crucial to think outside the box and come up with new ideas and fresh ideas. You know. Ermm. Of course you see those changes that has been seen in the change of government and if you see the new cabinet line up a lot young-young people are there, the youth minister, the multimedia minister.

R: Correct

I: Of course errmm this is forseen because when I was also in the bank those days okay back in year 2006 when they merged ermm you have those people who ermm like ermm. When they merge right ermm the VPs, when at the BCB bank, the VPs were about 50s, 40s, so when they merge it became instead those people who are from CIMB, they were below 30s but they were all top graduates from Harvard, Oxford you know ermm they were they were they were actually ermm experts from those industries and then they took them up and to be the VPs of that particular department. Why

because they want fresh ideas you know they want ermm new insights for people to move fast. So when I saw that, you know ermm going down ermm years to come it is something for people who is able to accept change then that would be will be feasible unless you cannot accept change then you still fear that oh no la how can a young person lead a country or lead a department or lead a ministry you know but is not about age is all about ermm what they can bring up for the or they can bring to the table is all about working together as well. Regardless if the guy is 40 year old or 20 plus year old it depends on the team, if the team there is a good blend of age group and experience in the team, then they actually can do that together you know. Its not about just age group ermm ermmm age barriers that need to look at. Look at into things like whether the guy can come up with fresh ideas good ideas ermmm innovative ideas ermm. that is because of the change, the current change you know ermmm. All organization would want that ermmm so if youre talking about ermm graduates who wants to have a better job prospect out there they have to be equipped with things like they have to be very agile, they have to be very innovative, they have to actually have ermm good knowledge of whats going on in the country ermm and also they have to read up a lot you know depending on what type of ermm field of studies they are taking you know. For example, they are taking ermm say for example they are taking IT you know business It so they have to know whats the in thing of business IT they have to know whats the market trend so yea whatever you are actually ermm ermm doc'ed in in terms of your studies, it is relevant , it is something that even we MIM is also looking into we have started but not very deep but we are taking those steps you know ermmm. Like for example we are introducing ermm for every of our events we are trying to go that they register online you know through events or even we are trying to use like ermm digital

screens so we're looking into that area as well. Of course have to look into course lah you know if we have budget, the money we have the finances then we don't mind to spend. Ermmm consider branding and marketing on the exposure yea soo.

R: Ok in terms of artistic skills as well as leaders' personalities like their their effective in leader like communication skills and all that. So how can arts be bridged with those skills example communication skills, example to drive these i mean millennials, to motivate them.

I: When you say arts meaning what?

R: Meaning how like can creativity by artistic skills in terms of being creative by not in terms where you have to learn how to draw and all that. **Right.** in terms of leadership. **Okay.** Bringing in creativity, bringing in imaginative in being a leader so how does this can be bridged?

I: To bridge it you have to actually ermm.

R: How can it be incorporated into these personalities of them?

I: Personalities or organization?

R: Basically the leaders themselves.

I: The leaders themselves. Well, the leaders themselves must be able..the initial thing is that the leaders themselves must understand that if they are CEO of company they have to understand the their business, their market trend alright. And ermmm probably all matter would not work alright. So they have to actually have the confidence in themselves to know that if they want to strategize by using this method, they have to actually adopt it, they have to champion it and they have to actually ermm make sure that its being escalated towards their ermm their HODs or directors or stuffs like that. So it must be from this kind of thing must be from top bottom okay. They are instances whereby bottom top. For example, ermm say ermm the younger generation gives the CEO some ideas, you know should look into this, you should look into this…then they say like okayyy let us try. So when they try, it works, then its already automatically

from bottom top. Okayyy. Ermm there are also ways that actually from bottom top you know, that means the younger people or the staffs give ideas ermmm that ermm. For example la, we ourselves in MIM here ermm we are adopting change in in in a very fast paced but you know the management is considering our ideas for the company's growth, for department growth ermmm to bring in revenue, what are the revenue streams we have in mind. So we all you know we we have a meeting, we have our our like a seminar among ourselves and we threshold together what are the ideas because end of the day, it's the purpose of bringing the organization towards its goals for the year, to achieve its target, to achieve its revenue. So it can it either can be depending on on bottom top or top bottom all depends on two things. Okayyy. Yeaa. So ermmm when its from top bottom, leaders, the leaders must be the one who actually ermmm spread out the information to people and then make sure that it is being championed by someone, either by CEO or someone else and then is being done by the company. So ermmm this mean the decision being made then its being instructed ermm then then only it works. Ermmm whether it can be can be ermmmm whether it can be ermmm adopted by any leaders, it depends on the leaders themselves. You ermm its hard to say whether ermm ermmm this can be instilled in tem alright. Ermm because some leaders they themselves can think already of what they want to do. That's mean they have err an objective what they want to do, if they are taking over a company, or a vision you know but for those who doesn't have the idea, the objective, then he will actually get information from the the subordinates or the staffs ahh what shold we do? So it depends on the leaders themselves. Ermmm how ermm innovative they want to be, how they want to adopt the changes and how far they want to bring ermm how far they want to actually go errr for the success of their company. It all depends on the leaders. Its hard to say. But yes it must be must be instilled in them ermm regardless top bottom, bottom top ermm because it all depends on individuals. Because you are talking about a leader, they themselves have their own characters. Ermmm we can talk about all the good leader errr all the good leader characters but whether these leaders have those characters. Say about 100s characters, do all have the 100 or just 90 or 20 or 30, it depends on individuals. And depends on the scenario of the organization, the company they work for, or that they are championing or running or they are managing. That's it.

R: Okay. In terms of artistic skills like what I mentioned creativity, innovative, (**I:** mmhhmm**)** imaginative, (**I:** mmhhmm**)** being authentic, (**I:** mmhhmm) do you have any ideas on what else we can add on to these artistic skills necessary for today's leaders moving in terms of moving the millennials. Apart from this. **(I:** Apart of?) Apart of being creative, innovative, **(I:** mmhhmm) imaginative, being authentic (**I:** mmhhmm mmhhmm) so any other ideas you have? (**I:** You mean any other ideas meaning.) In terms of artistic skills. Apart from these. (**I:** mmmmmm) or is this..

I: Wellll that is already that mostly covers it all but they are all other elements like errrr like ermmm trust like ermmm leadership ermmm like ermm teamwork you know ermmm. With these traits that you have, ermmmm if the basic rule of leadership is not there so its pointless. You get me or not? It must be a mix and match between errr whatever you mentioned just now with the rule the general rule fundamental of leadership. (**R:** Correct.) You know. Ermmmm meaning to say they think outside the box, they are championing things, they are actually taking up the ermmm the the the role seriously ermm they ensures that ermmm all the HODs or the directors actually achieve their targets and KPIs. Ermmmm. They are also..leadership has a lot of ermm small small things in them but yes of course ermm whatever you mentioned just now is also important to be adopted into this era for todays working ermm environment errr especially when you have a mix and match of new and old generations. You must have those. Yea.

R: Alright. Okay. Looking at into millennials, they have complete different characteristics compared to the previous generation. (**I:** Yea yes.) But they really prefer flexibility more. (**I:** They prefer flexibility, they prefer not to be constrained)**,** yess **(I:** they prefer to be given the choice of to express moreee**),** correct. (**I:** Yup yup.) So, is actually training necessary to actually develop leaders so that they can understand this millennials more to move them better? (**I:** Errrrrrrrrr.) In terms of retaining their talents actually cause they have worked before see is that millennials, they don't last long in one company, (**I:** yeaaa) they tend to jump (**I:** yeaaa) cause they are not being valued, they don't see a progress there (**I:** yesss) so is training actually necessary to develop those leaders to understand this millennials. (**I:** You talking about training for the leaders?) Yes.

I: Ermmmmm. Actually the training must be done if you actually combine the training with the millennials and these leaders, it might work. If just having the leaders themselves, they don't see you know. (**R:** Okay.) For example, ermm you put a group of three CEOs and three junior execs, to come up with an idea that would see how they work in hand in hand you know like in a department, or in an organization, you want to see whether this can can this guy work with this guy, can this department work with this department, you put them into task. You know, you find which staffs has issues, which staff has problem, you make sure that they are given for example this table you have three and three so you give them a task and work together, then you can see whether the elder generation can accept these generation and these younger generation can actually ermmm ermmmm be be challenged by them. Then then you put them into, you need to put them into a scenario, the you can see you know. (**R:** Okay.) Ermmm. Visual, you can probably see already, okay. Owhh that guy is moody or he is okay fine. Then in terms of the work, you can see okay owhh who come up with this idea, this guy. Who come up with this idea, this guy. You have to put them into yes I said I mean training training is necessary, you have to combine them both. You cannot just leave out the millennial one side and this one one side. But by doing so, you can also do that but by doing just separating the the millennial and the the seniors, you can probably just get the data aahh. So that's means same project okay, is given okay, what you can probably what you can do is you do like say now you separate this room. Here are all the juniors and here all the seniors but actually the training is been done same. Okay. **(R:** Okay.) That's mean 9 to 5 the module same the training is same. So you see who produce more better result, that side or this side. You can do that but they will never know they are in the same room. After end the programme, open the door, eh shit, oh you're there. Then you see the programme they are doing then after that swap them let them see their ideas, let this one see their ideas. Can also be done. To see ohhh okay I never thought of that oo, ehh yaaa. So then then the trainer should conclude by saying ok this the results, this the statistics, this the data. Yeaa. You can either do a combined training or separate training but after that let them see the results for themselves what the seniors thinks, and what did the juniors think about. Ermmm. The opposite of the results or the the errrr what you call project that have been given. That can probably have some measurement from there. Okay. To have a 100% measurement, errrr for the leaders to eccept the

youths or young generation, no, no one can promise you 100% results. Its an ongoing process. Because say 5 juniour staffs resign, another 5 comes in, another 5 be in different thinking cap again. (**R:** Yea yea.) You know. (**R:** Correct.) Errr yes this is actually what the companies all in Malaysia are having issues, the tension, the the the generation gap. Having the issues, so we acknowledge that yes there is an issue. How they curb it, it all depends on the HR department. And also how is leader errrmm ermmm thinking of it. Because ermmm ermmm for example, like you see Steve Jobs, okay, whats his age, but you see his technology or his ideas is for the new generation. True or not. But how he make sure that the old generation and the new generation actually can work together so he is one crossing example. He is about 50 plus you know, ermmm sorry about 40 plus about 40 plus. But how he able to connect his staff all with just using his company as brand. You know. Errrrr. Ermmm you know ermmmm some of them some some some.. all these errr tech company, the CEO also doesn't use coat go to work, they just use t-shirt and jeans. You know. So these these are things that ermmm I say that it is on the leaders. You know. For example like our youth minister, he comes with just simple, he doesn't use coat or tie. People say ohh why, you want people to call you bro you know. For some people, it's a good change. Some people think is a bad change. Okay. Yes, there are some places that you need to call him maybe Datuk or sir depending on functions. But if he himself say that okay we have a training now for all HODs then he will say just call him bro. not an issue if he give an instruction that way as long we know the respect for him. Maybe can call him errr what you call it errrr errrr bro Sadik, you know, see the respect. Calling bro in the mamak and calling bro at the office is a different thing. (**R:** Hahahaha yeaaa.) But I also call my staff bro. but why because when you do it that way ahh it feels like there is no more hierarchy positioning you know. (**R:** Yes.) Its like yes youre still my boss, but I still call you bro. Of course looking at seniority la probably let say senior manager and manager you still can call that but like manager and CEO probably you would want to wont call bro, you still call sir la. Ehhh don't call me sir, just call me bro. or just call me Afiq or just call me AJ enough. You know. It all depends. Ermmm if you..it all depends on how comfortable you are with that person by calling their names, and also how comfortable that person accepting your gesture or reply. You know. If you put a tone broooooooo ahh the probably you feel like why you call me like that. You know. So, it

all depends because these king of things ermmmm errrrr different people will accept it differently depending on how you put it into perspective. Simple.

R: Okay. Ermmm. In terms of training approach, (**I:** mmmhmm) which type is the best so far as what we have gone through, (**I:** mmhmm,) like what you said previously, scenario based. (**I:** Mmhhmm mhhmm.) So apart from that, any other ways of training approach.

I: Owhhh. Mmmmm. Ermmmm. Wellll. Ermmmm. I think on the job training would be good depending because not all err you can do on the job training. (**R:** Correct.) You know. Maybe technical job training. Other than that is like scenario, you know, case studies, ermmmm acting acting it out you know, ermmm simulations. Those are all some some things that..it all depends on what sort of training it is. You know. If the training is more in to technicality, err okay, like graphics, designs, ermmm accounting, then the roleplay very minimal but they have to understand why that becomes 0 why becomes 100. You know. But if things like customer service, after sales service, marketing, then you must have roleplay. You know. (**R:** So, it is actually depending on the jobs.) Depending on the job scope, depending on the training, depending on what what topic you want to cover. (**R:** Okay.) So different learning methodologies refers to different sort of errrr training ermm ermm needs, not not not everything is custom made or errrr or everything is the same of everything, no. Depends on what sort of training it is. You know. Depends on the trainers ‘ skills, how he wants to make sure that that 2 days training or 1 day training is really worthful and some of them actually has 100% knowledge of what being taught on that particular day. All depends.

R: Okay. In terms of training that err MIM has has organized until now, what..im sure that I mean like there is actually small gap over there…any..what kind of gap there is still needed to be paid attention to in terms of this training provided.

I: Errrrrrr. Its hard for me to say in terms of training gap because I..my departments do a lot of events so we don’t do training so im not able to see the gaps. The gaps maybe can come in a lot of things in probably to improve ermmm better ermmm training room, improve the food, you know. All depends on what is the complaint coming about from the feedback form. (**R:** Okay.) Even some people would just complain about

petty petty things also. Yea. So we improve based on based on the feedback. (**R:** Okay.) Err in MIM, generally, in think if you want to say 100% that we are perfect, NOO but we have loopholes, you know, but im not sure what is the big chunk of the loophole is. You know. Its hard for me to tell you offhand where is the biggest loophole of our our our of of this particular question you ask just now. But I have to look into we have to look into what training it is, you know. Maybe errr loopholes can be like many areas like I said just now. Can be the food, it can be the venue, it can be the speaker, it can be even errmm ermm ermm ermmm materials, you know. Ermm ohh wrongly spelled, this one why the sentence like that or maybe like maybe you know they missing a page number, missing a graph. It all depends. Ermmm no one is perfect neither any organization is perfect. Yeaa. So we have to the the least we can do is to minimize all these errors based on the feedback that we receive from the clients or the participants. That's it. Then we improve from there.

R: In term of conducting trainings and workshops, most of them find it like something not interesting to attend, something boring, (**I:** mmhhmm,) they are very reluctant (**I:** mmhmmm) to attend (**I:** mmhmm mmhhmm) especially these leaders, (**I:** mmhhmm.) So how do you think it can be made to be attractive to them, meaning can attract them to attend.

I: It depends on topics also. Doesn't really say that they are bored, because see level people okay eventhough the topic is soo good is all based on them. Sometimes they have busy schedule, sometimes they have last minute schedule, sometimes they have emergency. They cant come, they cant come. Initial they want to come but they cant come. You know. Also errrmm it depends on the topics of the programme. If its something that you know say you call jack ma to come which CEO doesn't want to come because they want..very simple example..the reason why they come is first is probably the topic but second is they want to connect with him. You know. If example they sponsor one table is 10 000 okay, 10 companies CEOs sponsor 10 000, and the the fringe of it is they get to actually sit down with the jack ma on the on the the lunch table, they will pay for it. (**R:** Mmhmm.) Who doesn't want his name card? (**R:** Correct.) All depends on the throwing..what kind of fish you are throwing to them. What kind of fish you are throwing to the jaws. Its..it depends. There's a lot of areas you need to see. It

can be a topic, topic is one of it. You know. Who was the..who is the guy attending, then these leaders will come for the event number 1. Number 2, it depends on they themselves whether they want to come or don't want to come. Simple only. Errr. Some CEO will okay I will sign up but they they don't appear. When you ask them why. Oh so errrm errm busy, got no time. Lots of appointments. So it goes back to characteristic. Errr so its hard to say. All depends on on on ermmm well that.. if you are running a program, it all depends on the the normally conferences, or training, it depends on the topic. Whether there is a need for them to attend those kind of things. Okay. If its something involve regulatory, okay, ermmm laws, then that is starting that stopping them to come. They have to come. They cant come, then they their COO or their legal officer or their whichever errr..so its something that really catches their eye, they will come. Something really is needed for their company, then they come. So it all depends. (**R:** Okay.) Errmm the best any company can do is to actually do just abit of research, what..what kind of training that probably people might come. That's all. That's the best. But then again you would not get any 100% result also, it depends on what kind of people who are coming, what kind of training you are doing. Who are the target audience you you actually call to. All depends. Sometimes the CEO don't come, they send their second man, the second person, HR, bigger COO, director, that's it. They wont send the junior staff depending on what, how importance is the particular training is for.

R: Okay. Moving to millennials now, (**I:** mmhmm,) so is it necessary to actually ask them what they prefer because in my study, (**I:** mmhmm,) im going to conduct like a survey. (**I:** Okay.) In terms of asking them what kind of leadership style they prefer, (**I:** mmhmm) leadership characteristics they prefer, (**I:** mmhmm) look upon from their leaders to retain and develop them. Is it necessary to ask them?

I: Yea, sure. I think I think that that I mean the query was good you know. Errr to throw to them whether err what they looking at you know. For example like what kind of company you want to work, what leaders you expect to have, who is your role model, yeaaa all these things can be asked. Of course, it it must be asked regardless whether is during the training or on the job training or even normal conversation between between superior superior and subordinates. Regardless. You know. (**R:** Okay. So far.) It all

depends on whether ermmm they want to answer the question honestly or not honestly. It all depends. Ermmm. Because sometimes ermmm you know for example like a millennial will come into job space, they bit shyyy you know, they don't want to open up so much. (**R:** Correct.) But maybe after few months, few weeks, whoa they they can open up. All depends. All depends on they themselves. Because, if they can open up themselves, then okay. They cant, then hahaha no choice, ehahaha. It all depends on the millennial. Ermmm ermmm ive work with abit, a lot of millennials. I even have a few formal staffs who are millennials, they left. I also do programs for millennials, you know. Errr when I do, whenever I do program with millennials, I get a lot of good ideas, you know, and recently we did a program for ready to fly for the age of 17 to 23. That kind of ideas they come up when I get their suggestion, what kind of better Malaysia they want, ahhh its like is off the chance. You know. We don't even think that kind of errmm solutions to the giving. They can get that kind of solutions. So that's mean they are totally..some of it is like maybe how we think, but some of it is like they are thinking it different level already. We even like ohh will that work ahh.. then we put into practice, eh ya la err. So its good when you a Q and A with these people or you do like a session with them..ermmm because I feel like when you do session, open up sessions like this, you know, you will get more good answers, feasible answers and truthful answers. **(R:** Okay.) Not just errmmm ermmm the guys scared to give the answers cause the boss is there, things like that. (**R:** May I may I actually ask regarding the suggestions they provide. Maybe afew.) That one was actually we did a program for ready to fly for what is like this..few questions la like..ermmm for example, ermmm errr we asked a question what kind of better improvement you want for education system. They said to abolish, to give equal rights to Bumi, Chinese and Indian. (**R:** Mmhmm.) That's one they give. The other one is free education. You know. Errr so im just saying that errr how about for those less fortunate okay, no need to go through all these approval process. Once they qualify the parents lower income, give them the grants. You know. So they think like that. You know. And then some also thinking in terms of like errr ermm ermmm ermm what you call it errr home school is better off than than normal school education. (**R:** Mmhmmm.) You know. And they prefer that that to be done. It all depends because you see they are the one, they are the future future people taking over the country. If they can think towards, they can think towards the way and

they can think towards that side, what you think. Even from the previous election errrr the youths are the one actually has changed from BN to Pakatan. Is because of them. You see. Is not because of the old people. (**R:** Yes.) Is because of them. (R**:** Correct.) Errr now you see they come to change the rule of errmm from from for the people for doing the election from 21, voters from 21 to 18. You getting this ahh. A lot you know. Even you also can vote already. University of the age of after ermmm form 5, they masuk university they can (**R:** vote alredy) already vote. So the voting power or the voice of Malaysians are in the youths. Which I always see that it is you know. Ermmm and there is a lot of programs which errr KBS must do to to make sure that these youths are taken care of you know la Hari Sukan Negara, we have other you can activities, even not activities, even the companies that people work errr also must instill sports club you know. Activities badminton, you know or or or hiking, you know or get together session between the management staff like apot luck or what so ever. So then you instill the harmony in the company. You know. Regardless of old or young, Chinese indian or malay, or whatever races or religion. All depends on ermmm yourself because ermmm I speak from a very independent or very neutral ermmm neutral perspective. I feel that ermmm but I come I come from I born in 1979 so I can accept the old, I can accept the young. Probably slightly older, ahhh probably you will have but you ask some leaders, they still can accept. They still can accept the change. They still feel that err I I know a few people you know few people ermmm you know la for example, like errr you know the normal halal conference all talk about this one this one this one so one of my friends said, eh AJ do la halal event. Put there some music, you know, put some fashion show go hell about this..all this ulama ulama who thinks that it must be like that it must be like that. No nooo. You know. ahh he is thinking like that but he..whats his age. He is 49. Errr so he can think like that. But we have to see the err repercussion later on. You know. Suddenly some you call a halal conference but you doing it off the chart so something abit different, then the you will get media coming after you. you know. (**R:** Correct. Haha.) So is is not that easy also. To to to say out your ideas ahh and your voice but then when you want to do it, there is a lot of eyes watching you especially when it is something new or something big, or someone new doing it of course all eyes all medias are on you. Simple. That's the way this..that is life. Ehehehehehe.

R: Okay. After getting to know what they prefer what these millennials prefer actually (**I:** mmhmm) how can this information be delivered to the leaders for them to be easier to I mean to lead these millennials, to understand them. Is training..can training like, (**I:** training is one of it,) workshop, events..

I: Training is one of it you know. Ermmmm you can do in big scale or small scale. Small scale, okay I can tell you is even in MIM we are doing it. Ermmm ermmm what we do is ermm we have a session called teh tarik session with my CEO. I was the one who championed this idea whereby we will select..we know a few things that we want to discuss in terms of what are the issues in the company so we raise the issues and we break into group and then we match the group young or old from different department so that..for example like say you are from HR, I am actually the other one from HR also. So that's mean you are willing to voice out so that you see your boss you wont be scared to voice out. You know. And is a very safe zone whereby nobody gets demerit, nobody gets punished for whatever question they want to ask. So I have that session. You know. (**R:** Okay.) Err so we open up, so my CEO saw that was done, he really loves the idea because people are opening up and give him ideas and suggestions. Small group like that you can do like a discussion. That's one that's one that's one way of doing it. The other way is like mega conference la. In that conference also you have to see whats the real real objective doing it. You know. Errr and whether it can be accepted or not, whether you have four panel speakers, alright then you have two older versions and two younger versions. Of course the will debate their their ideas. It all depends whether this guy can accept and this guy can accept. Errr but you have to also be errr precautious of err the side backs later on la you know, maybe suddenly you became…you become more the topic become more more heated up then instead of becoming a normal conversation it become a war zone. All depends. All depends. It can be done. Either training or one to one session errr or like like I told you just now you know for example like just call to Starbucks and discuss about it openly. It all depends on the acceptance of people. You see end of the day is all the acceptance of people. (**R:** Okay.) Acceptance and receivables. If I can receive it, in good intentions, no harm. If I can give it in good intentions, no harm. But if this is negative, cant, things wont move. Errr. So the younger generation must also understand where the seniors are talking, how they talk, and the seniors must be able to also see the juniors, what are they actually

thinking and talking about. So there must be a match. (**R:** Two way process.) They must..yes two way process. (**R:** Yes. Its not just leaders understanding the millennials.) No its not..(**R:** okay.) It doesn't mean that errr whatever ideas the juniors are giving is good, yes they are good idea but can it be implemented? You wouldn't know. Maybe 10 years down the road can la, not now. Because of technology err but if the guy can prove I will do it one day, okay then go and prove it. You know. So if you see everything, everything both bound to yourself. Yourself as a person, as an entity. Not the company, not the way you work, not the whatever no. its only yourself. Its all instilled in you. one person can make changes. Tun Mahathir 93 year old, he make so much of changes already in election. He is one person. So much of changes he has done. That's one example. But yes, team to back him up. You see. Ahh. And his team is in combines of old and young and now they working together. Of course you got a lot of critics behind and everything la, but he don't give a damn about whats going on, just do his work. Ahh. So I feel that we are heading to the right direction you know, and and and ermmmm and ermmm just believe in yourself what you do you know, and fell free to voice out something that is right and correct. As long as it is right, its correct just keep it up. Ahhh. If its not something ermm ermm errrr as long as it is not something ermmm damaging to people or organizations.

R: Alright. (**I:** Alright.) Yea. (**I:** Hope I…) yea it was really very helpful actually, so much of information. (**I:** You doing your masters right.) I'm doing my masters, I'm also errr working hard to convert it to PHD. (**I:** Owhhh.) Yea. Because errrrmm my lecturer said I'm I mean I'm eligible (**I:** mmhmm) so she has put my name in (**I:** okay) so in my PHD I planned to like develop a training module (**I:** okay.) so I will go through a viva session later on and will know the results.

I: If you are..you know what I can give suggestion also is if you can come up with a training module that is for the younger millennial generation, (**R:** not for the leaders,) not for the leaders. (**R:** Okay.) younger generations. Actually it depends, okay for the younger generation but but putting also the seniors into perspective not leaving them out. Okay. its not a training for them, the training for the millennial. (**R:** Okay.) but you must have the seniors in that particular training as well. (**R:** I see.) Focusing is on the millennial okay, or for the betterment of the millennial, you know. Or for the future of

the country. Ahhh. If you have done those sort of training, okay, research, and training and it works, I can assure you MIM don't mind to actually take up that program because is your program and turn it and probably you will be given some royalty or how we do it for contribution. That one I will will personally do it if its actually..lets say you have done your research, done all the thing and it works, MIM is willing to take that particular..i don't know la probably UNIMAS will take it but MIM is willing to take that particular training or module that you are done and it works and pay you a hefty royalty or pay you the training fee or whichever. Either ways. You know. Ahhh. Well, that is something that errr you know we..we have people who is giving training for the millennial or how to understand the millennial you know, we have. Errrr ive not attended it but errrr how it works is the impact is not so much there, the impact is only on the day of the event but after that there is not much impact. So how to know if its sustainable. That's the important thing. How to make it sustainable. That's the most important thing. You make it sustainable, that people can remember it, people can use it, can utilize it, you can actually implement it then your module or training has work. If the guy comes in today, okay okay can go back tomorrow still the same then is just ear ear..left ear and right ear, that's it.

R: If its were to be my current masters project whereby im going to explore the preference of millennials, will it be something contributive to MIM?

I: Of course. Of ourse. Because we are top leadership institute okay. whatever sort of ermmm new development, new ideas, new training we will be pleased to be the first one to announce it or to to even launch it, you know. Of course errrr because err that is our forte, you know. We will set up at the government for the purpose of the rakyat. We were not set up by you or me, you know. The former Bank Negara, first Bank Negara, former Bank Negara, he was the one who set up this institute. For the reason is to train who, just the government servants first. When we saw that there is bigger market, then we train every company. But the early 80s universities starts to come in. So we cannot compete with them. Okay. Because our trainings were obsolete, theirs were so new, they calibrate from Oxford, Harvard. So then we have to change our module. Even now we are still changing and looking for our module back. You know. So we might be opening up our own business schools but then it takes some time. (**R:** Okay.) We working

together with the Tan Sri Ali Hamsa and probably the prime minister you know. We have submitted papers to the previous government on that. So now there's new government so we have to probably resubmit back again but we still have the same guy there who is Tan Sri Ali Hamsa. He is still a state secretary general.. errr so we have to go through him la. So see how it goes, you know. Because ermmm our old training model will not work for years to come for people who are gonna be here to work for longer more years including me. We have to change, that's why we come into events, we do international business, we also go outside to find international market like Bangladesh, Vietnam, Indonesia, Thailand, you know, things like that. Then we also have our membership, trying to revive it back in terms making it much more better, then we also errrr doing our our..previously we have just training for leadership, now we have training on agile, we have training on on innovation, we have training on governance, we have training on errr coaching, you know, which we never have before, now we doing it. But is something that we feel that people needs urgent on it, you know. How to be a better coach, because coaching is not just about ermmm ermmm ermmm ermmm coaching can be used not only just as as as what teaching tool. Even a CEO can be a better coach. Even a HOD also can be a better coach if you come for the training. You can coach your department, you can coach your team you know. How you highly demanded if you look for job anywhere. You know. Ahhhh. So we we always ermmm look for new trainings to do that we feel that has substance errr we feel that there is substance and also we feel that there is a demand. Of course you will do. Of course have to be in line with the current change as well la. That's why we are more into doing errrmmm ermmm all these design thinking courses, agile conference is coming up this month. You know. The corporate governance because a lot of governance now with the new government is in okay, want to change everything you knw, no bribe, no this no that you know. So we are coming in the right time you know, with all our courses errr you know. Errm errmm diploma or certificates. So we have to keep in line because if we don't have all these products and we still selling old products, we will die. Probably tomorrow will close shop already. Errr so change is needed errr when change is needed, the millennials ideas are also needed because there are different ways of thinking it or giving it a view or giving it a a twist on how to do things better. So is needed. So

millennial and the old people can work together hand in hand depending on whether they want to achieve the same target and also objective. Alright.

R: In terms of let say survey (**I:** mmhmm), I plan to conduct a survey on millennials (**I:** mmhmm), will MIM be willing to help? (**I:** That survey is how just for.) Just to ask on their opinions to bring out their ideas, I mean I just got this is mind, if there is anything, will you be willing to help depending on the topic definitely.

I: Depends how you want me to do because we errmm ermmm if you want to go it through MIM its abit difficult because there is no collaboration but to do it in public randomly I think is much better off. Just blast it to any any anybody that you know you met, just blast and see whats their idea. Even doesn't mean has to be just millennium giving their ideas. The question is turning to this even anybody can give their answer. Doesn't have to be just target the millennial. Can even target the seniors. Put the seniors better understanding of either they reject it or they like it, it depends, but looking at the comments. But I think is better off to just blast to general public, to anybody that you have regardless whether you know or do not know them. If you have their email address, contact details or WhatsApp number, okay. No need no need to focus on MIM its difficult. You have to just do it with other institute or other corporates or even your own friends who have contacts with another 5 you know. You got see a 100 friends, that 100 friends they just give 5 names, enough dy. Then you just blast to about 5000 names there dy. Good enough already. You got 5000 names do the research. Okay from the research, I see the the the … target just the millennial only then you data can just be very straight only. You know. There is no chart.

R: Okay. Alright.

I: Alright.

R: Thank you.

STRUCTURED QUESTIONNAIRES (PRELIMMINARY STUDY)

MILLENNIALS AT WORK: THE ART OF LEADERSHIP IN A DIGITAL ERA

Dear Sir/Madam,

First and foremost, I would like to thank you for taking part in this important survey. I am conducting a study on “Millennial At Work: The Art Of Leadership In A Digital Era ". This research is being conducted as a partial fulfillment to the Masters Research in Arts Management Program. This survey consists of two sections. Section A consists of demographic characteristics of the respondents while Section B consists of statements describing artistic skills, leadership characteristics and leadership styles. Kindly answer all the questions. Please provide your opinions based on the statements in the space provided. Your participation is crucial to the success of this study. Please be assured that all answers you provide will be confidential. Your cooperation is highly appreciated.

Thank you for your valuable time.

Sincerely,

Khashini Devi a/p R.Varatharajoo (014-9499429)

Faculty of Applied and Creative Arts,

University Malaysia Sarawak.

* Required

SECTION A: PERSONAL BACKGROUND

Please select the appropriate answer. Please choose only ONE ANSWER based on your personal background.

1. Gender *

   - ○ Male
   - ○ Female

2. Age *

   - ○ Below 26 years
   - ○ 26 - 30 years
   - ○ 31 - 35 years
   - ○ 36 - 40 years
   - ○ Above 40 years

3. Education Level*

   - ○ SPM
   - ○ STPM
   - ○ Diploma
   - ○ Bachelor Degree
   - ○ Masters
   - ○ PhD

4. Job Sector*

   - ○ Accountancy, Banking & Finance
   - ○ Business, Consulting & Management
   - ○ Charity & Voluntary Work
   - ○ Creative Arts & Design
   - ○ Engineering & Manufacturing
   - ○ Environment & Agriculture

- ○ Healthcare
- ○ Hospitality & Event Management
- ○ IT
- ○ Law
- ○ Leisure, Sports & Tourism
- ○ Marketing, Advertising & PR
- ○ Media & Internet
- ○ Recruitment & HR
- ○ Retail
- ○ Sales
- ○ Science & Pharmaceuticals
- ○ Social Care
- ○ Training & Education
- ○ Transport & Logistics
- ○ Others: _____

5. Position*

- ○ Low Level Manager (Supervisors, Section Leads, Foremen)
- ○ Middle Level Manager (General Managers, Branch Managers, Department Managers)
- ○ Top Level Manager (Board of Directors, President, Vice President, CEO)

6. Length of Service*

- ○ Below 5 years
- ○ 5 - 10 years
- ○ Above 10 years

SECTION B: VARIABLES MEASUREMENT

Please read the descriptions carefully and choose only ONE ANSWER based on the given scale.

Artistic Skills/Qualities in Leadership*

The items below describe the artistic skills/qualities required to lead millennial today.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Creativity	O	O	O	O	O
Imaginative	O	O	O	O	O
Authenticity	O	O	O	O	O
Innovative	O	O	O	O	O
Expressive	O	O	O	O	O

Others (Please Specify): _____

Characteristics of leadership*

The items below describe the leadership traits to retain and develop millennial.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Honesty & Integrity	O	O	O	O	O
Decisive	O	O	O	O	O
Drive (Achievement, Motivation)	O	O	O	O	O
Vision	O	O	O	O	O
Knowledge & Competency	O	O	O	O	O
Optimism & Confidence	O	O	O	O	O

Others (Please Specify): _____

The items below describe the leadership behaviours to retain and develop millennial.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Task-Oriented (Clarifying, Planning, Monitoring Operations, Problem Solving)	O	O	O	O	O
People-Oriented (Supporting, Developing, Recognizing, Empowering)	O	O	O	O	O
Change-Oriented (Advocating Change, Envisioning Change, Encourage Innovation, Facilitate Collective Learning)	O	O	O	O	O

Others (Please Specify): _____

Leadership Style*

The items below describes the leadership style to reshape a workforce. Definitions of the two types of leadership styles are as below.

Transformational Leadership : Process of influencing major changes among organizational members by helping develop their potential as well as enhance the motivation and performance of followers (Daft, 2011).

Transactional Leadership : Relationship between leaders and followers based on a connection or order of transaction where organizational goals are achieved and individual accomplishments are gained (Burns, 1978)

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Transformational Leadership (Influencing, Motivating, Individualized Consideration, Intellectual Stimulation)	O	O	O	O	O
Transactional Leadership (Rewards & Punishments, Active & Passive Leaders)	O	O	O	O	O

STRUCTURED QUESTIONNAIRES (CONCLUSIVE STUDY)

MILLENNIALS AT WORK: THE ART OF LEADERSHIP IN A DIGITAL ERA

Dear Sir/Madam,

First and foremost, I would like to thank you for taking part in this important survey. I am conducting a study on “Millennial At Work: The Art Of Leadership In A Digital Era ". This research is being conducted as a partial fulfillment to the Masters Research in Arts Management Program. This survey consists of two sections. Section A consists of demographic characteristics of the respondents while Section B consists of statements describing artistic skills, leadership characteristics and leadership styles. Kindly answer all the questions. Please provide your opinions based on the statements in the space provided. Your participation is crucial to the success of this study. Please be assured that all answers you provide will be confidential. Your cooperation is highly appreciated.

Thank you for your valuable time.

Sincerely,

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Faculty of Applied and Creative Arts,

University Malaysia Sarawak.

* Required

SECTION A: PERSONAL BACKGROUND

Please select the appropriate answer. Please choose only ONE ANSWER based on your personal background.

1. Gender *

   - ○ Male
   - ○ Female

2. Age *

   - ○ Below 20 years
   - ○ 21 - 35 years
   - ○ Above 35 years

3. Education Level*

   - ○ SPM
   - ○ STPM
   - ○ Diploma
   - ○ Bachelor Degree
   - ○ Masters
   - ○ PhD

4. Job Sector*

   - ○ Accountancy, Banking & Finance
   - ○ Business, Consulting & Management
   - ○ Charity & Voluntary Work
   - ○ Creative Arts & Design
   - ○ Engineering & Manufacturing
   - ○ Environment & Agriculture
   - ○ Healthcare
   - ○ Hospitality & Event Management

- ○ IT
- ○ Law
- ○ Leisure, Sports & Tourism
- ○ Marketing, Advertising & PR
- ○ Media & Internet
- ○ Recruitment & HR
- ○ Retail
- ○ Sales
- ○ Science & Pharmaceuticals
- ○ Social Care
- ○ Training & Education
- ○ Transport & Logistics
- ○ Others: _____

5. Length of Service*
   - ○ Below 5 years
   - ○ 5 - 10 years
   - ○ Above 10 years

SECTION B: VARIABLES MEASUREMENT

Please read the descriptions carefully and choose only ONE ANSWER based on the given scale.

Artistic Skills/Qualities in Leadership*

The items below describe the artistic skills/qualities you expect from your leaders today to lead the organization.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Creativity	O	O	O	O	O
Imaginative	O	O	O	O	O
Authenticity	O	O	O	O	O
Innovative	O	O	O	O	O
Expressive	O	O	O	O	O

Others (Please Specify): _____

Characteristics of leadership*

The items below describe the leadership traits you look upon from your leaders to retain and develop yourself in the organization.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Honesty & Integrity	O	O	O	O	O
Decisive	O	O	O	O	O
Drive (Achievement, Motivation)	O	O	O	O	O
Vision	O	O	O	O	O
Knowledge & Competency	O	O	O	O	O
Optimism & Confidence	O	O	O	O	O

Others (Please Specify): _____

The items below describe the leadership behaviours you prefer from your leaders to retain and develop yourself in the organization.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Task-Oriented (Clarifying, Planning, Monitoring Operations, Problem Solving)	O	O	O	O	O
People-Oriented (Supporting, Developing, Recognizing, Empowering)	O	O	O	O	O
Change-Oriented (Advocating Change, Envisioning Change, Encourage Innovation, Facilitate Collective Learning)	O	O	O	O	O

Others (Please Specify): _____

Leadership Style*

The items below describes the leadership style you are looking for to reshape a workforce. Definitions of the two types of leadership styles are as below.

Transformational Leadership

Process of influencing major changes among organizational members by helping develop their potential as well as enhance the motivation and performance of followers (Daft, 2011).

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Idealized Influence - Leaders behave and inspire in a way that causes followers to idolize them as role models.	O	O	O	O	O
Inspirational Motivation - Leaders set and articulate the vision and ideas clearly and encourage their followers to perform beyond expectations.	O	O	O	O	O
Individualized Consideration - Fostering a supportive relationship whereby leaders pay personal attention to each and every follower to bring out the best of them.	O	O	O	O	O
Intellectual Stimulation - Leaders encourage followers with creative and innovative ways of thinking.	O	O	O	O	O

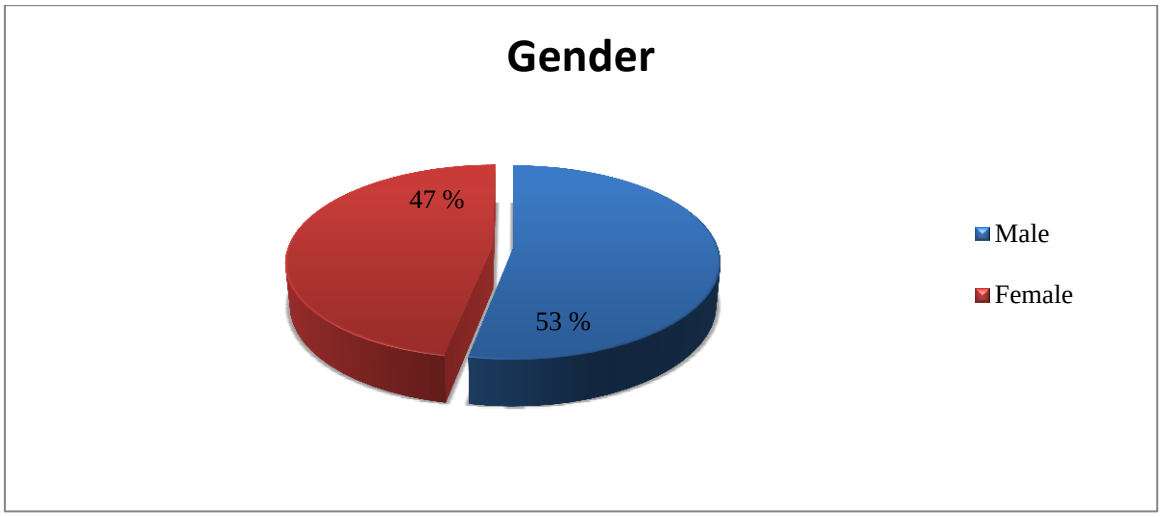
Transactional Leadership

Relationship between leaders and followers based on a connection or order of transaction where organizational goals are achieved and individual accomplishments are gained (Burns, 1978)

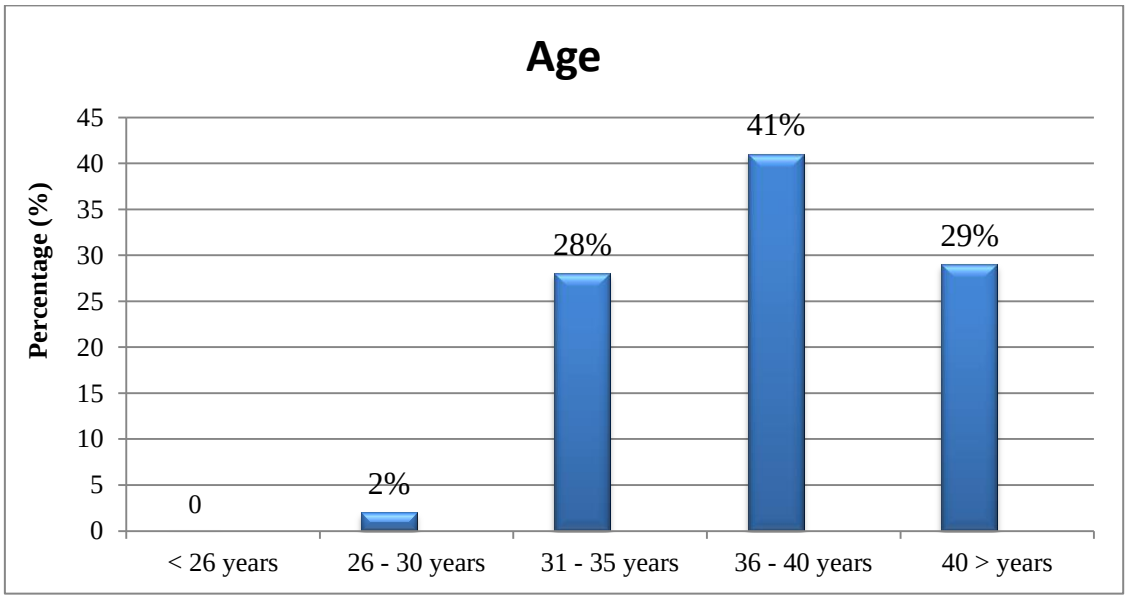
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Rewards	O	O	O	O	O
Active Management - Leaders actively monitor for any deviations and take corrective actions to prevent mistakes.	O	O	O	O	O
Passive Management - Leaders intervene only when problem arises or goals have not been met.	O	O	O	O	O

FINDINGS CHARTS

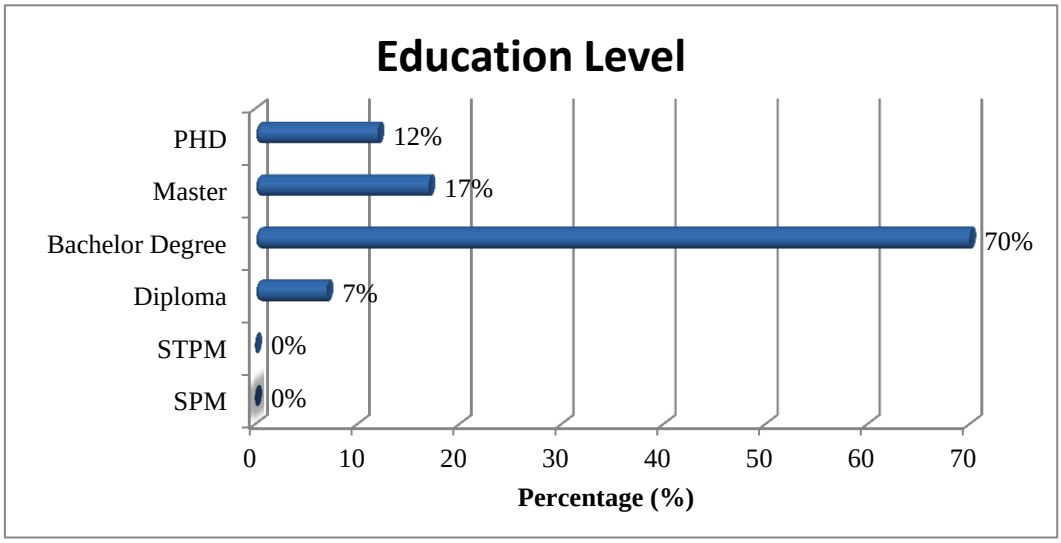
SECTION 1



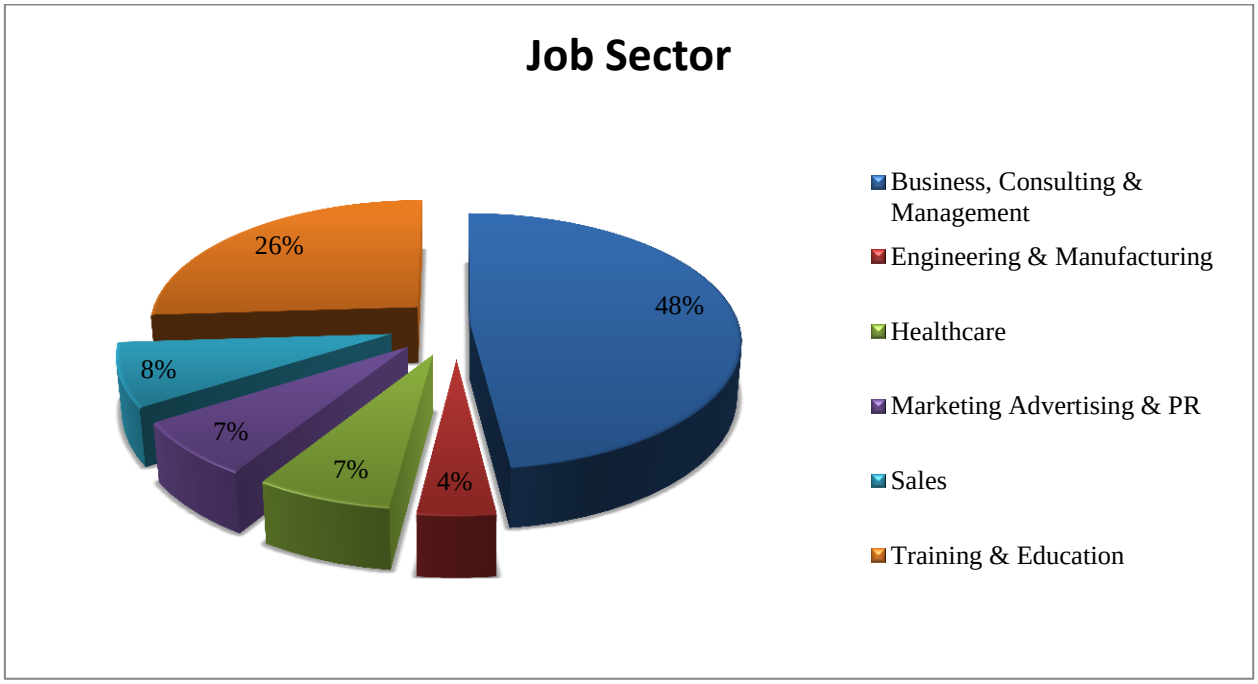
Pie Chart 5.1: Percentage of Respondents According to Their Gender



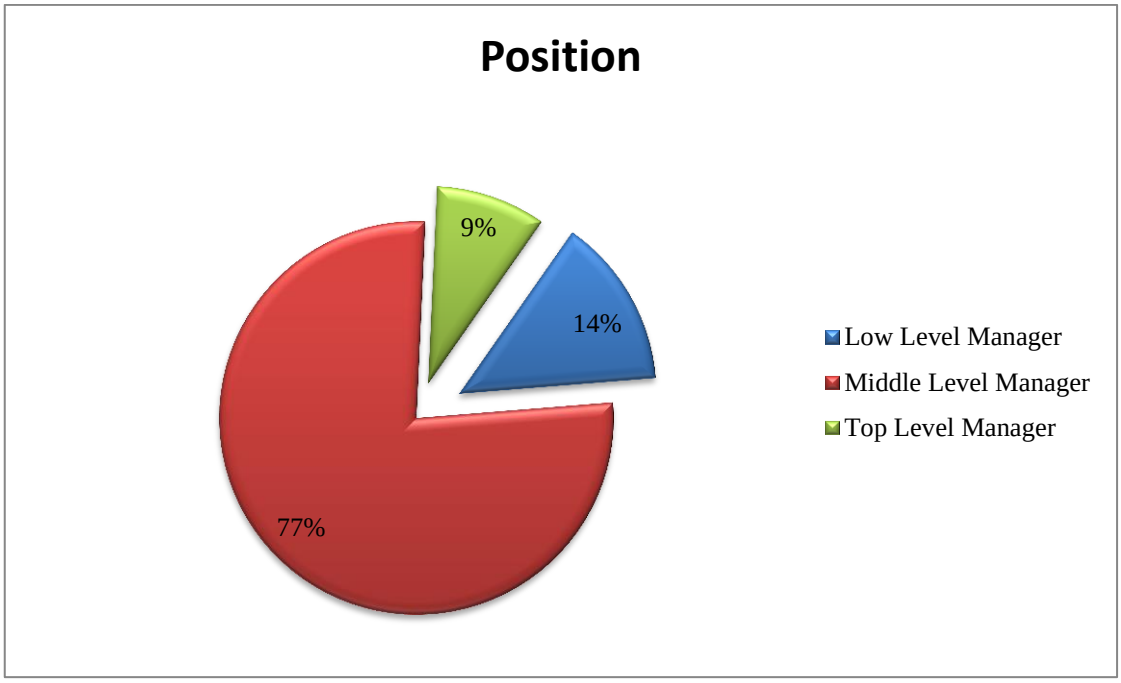
Bar Chart 5.1: Percentage of Respondents based on Age



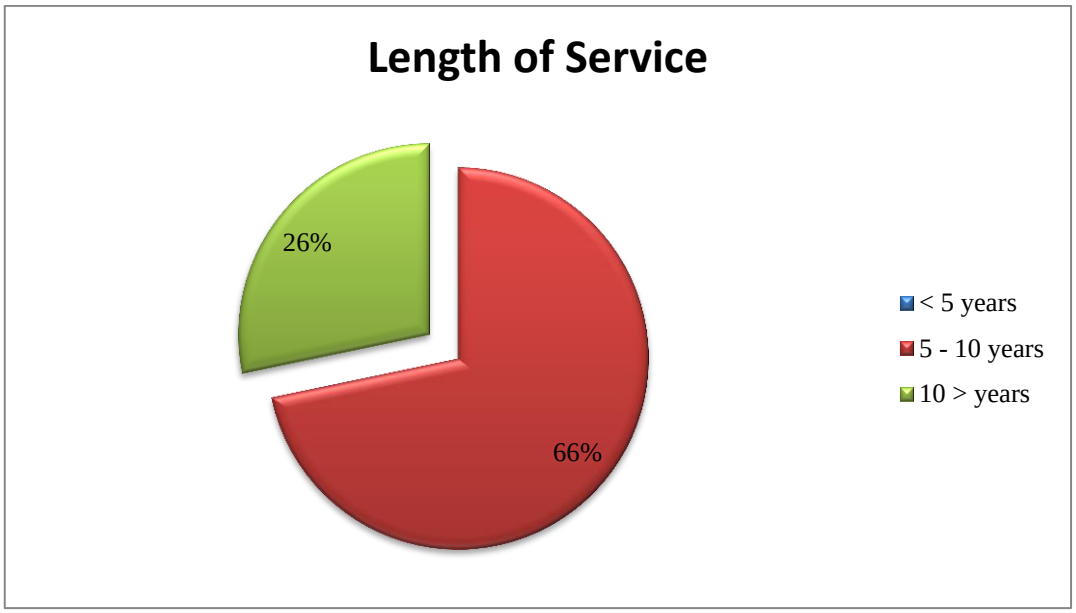
Bar Chart 5.2: Percentage of Respondents based on Education Level



Pie Chart 5.2: Percentage of Respondents based on Job Sector

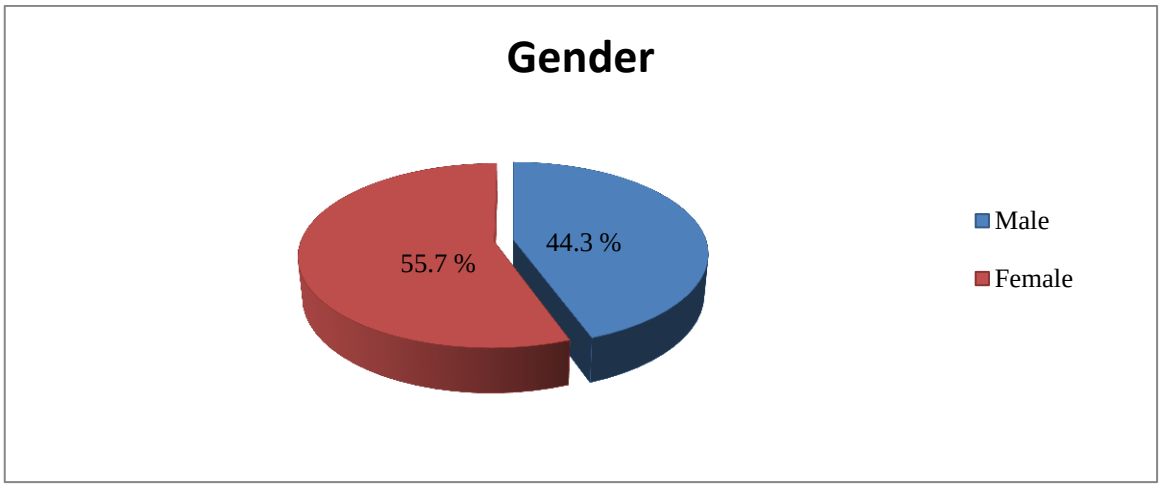


Pie Chart 5.3: Percentage of Respondents based on Position

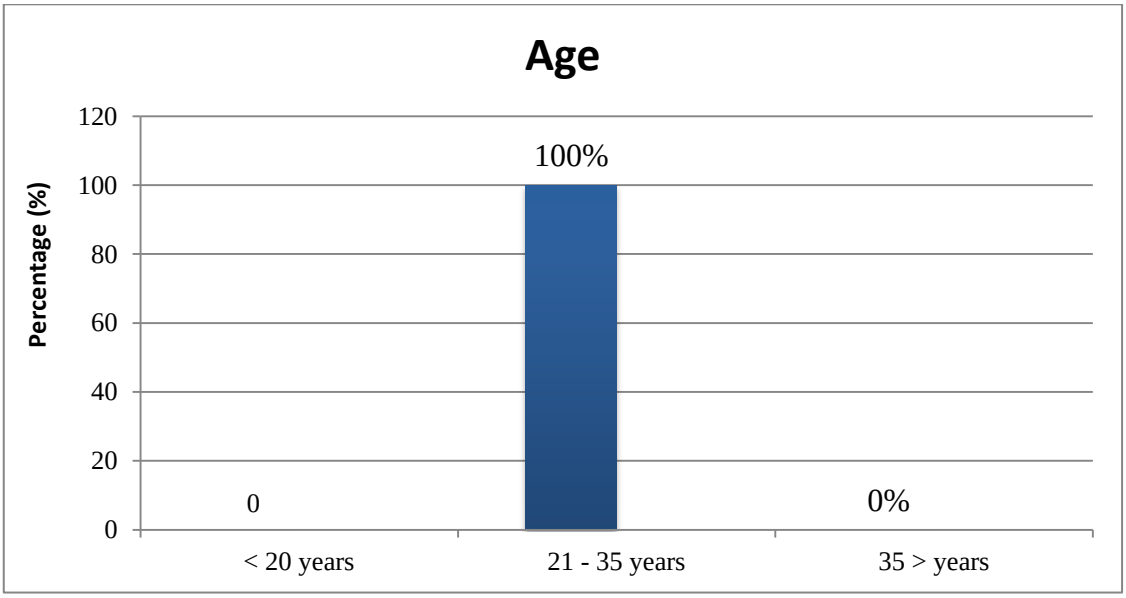


Pie Chart 5.3: Percentage of Respondents based on Length of Service

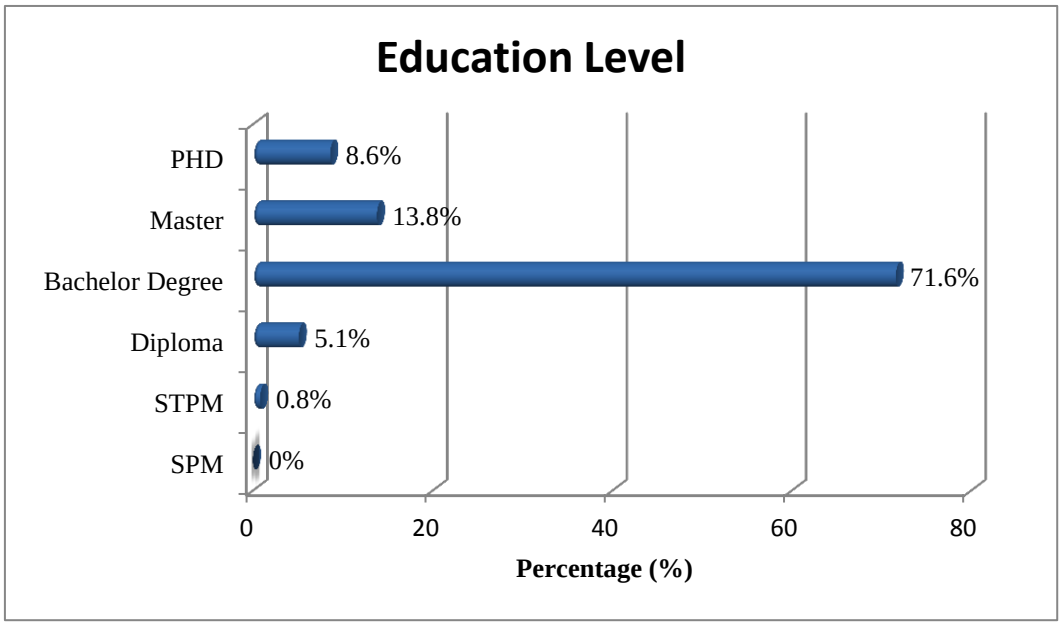
SECTION 2



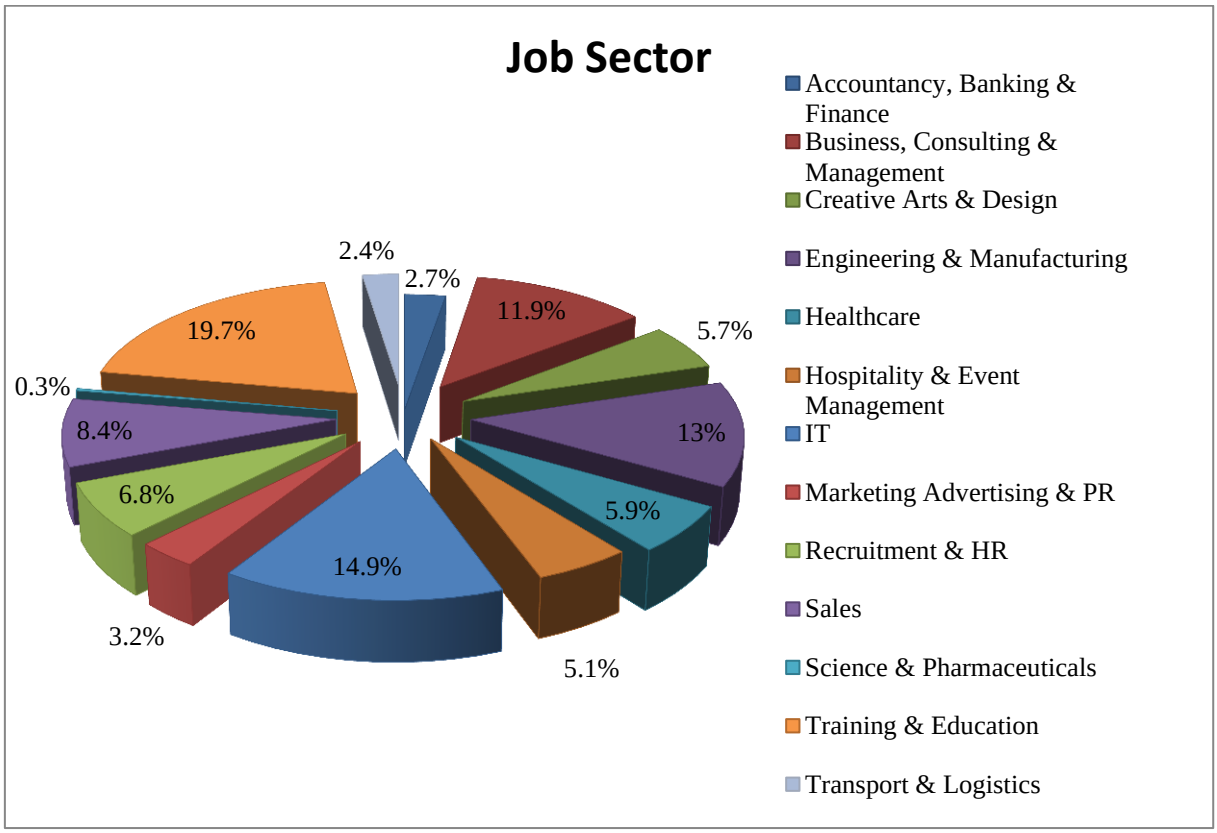
Pie Chart 5.5: Percentage of Respondents According to Their Gender



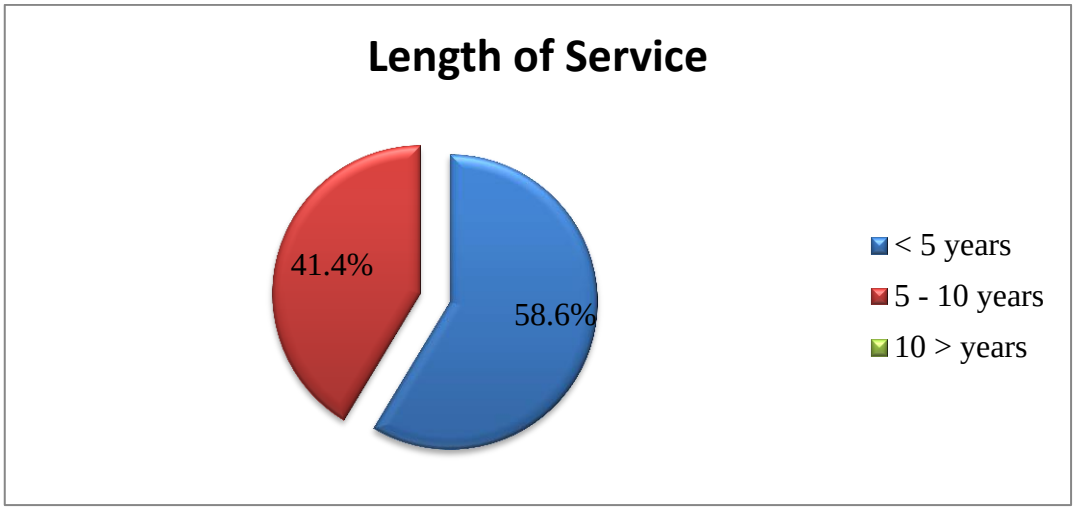
Bar Chart 5.3: Percentage of Respondents based on Age



Bar Chart 5.4: Percentage of Respondents based on Education Level



Pie Chart 5.6: Percentage of Respondents based on Job Sector



Pie Chart 5.7: Percentage of Respondents based on Length of Service