



Faculty of Cognitive Sciences and Human Development

**Relationships between Transformational and Transactional Leadership
Styles and High Performance Culture Dimensions: Talent Management
Practices as Moderating Variable**

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**Doctor of Philosophy
2020**

Relationships between Transformational and Transactional Leadership Styles
and High Performance Culture Dimensions: Talent Management Practices as
Moderating Variable

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A thesis submitted

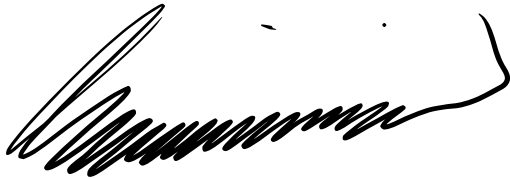
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DECLARATION

I declare that the work in this thesis was carried out in accordance with the regulations of Universiti Malaysia Sarawak. Except where due acknowledgements have been made, the work is that of the author alone. The thesis has not been accepted for any degree and is not concurrently submitted in candidature of any other degree.


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ABSTRACT

This purpose of this study was to empirically investigate the relationships between transformational and transactional leadership styles and high performance culture dimensions and the moderating role of talent management practices. Concurrent mixed method was employed, whereby survey questionnaires were collected from 350 employees from sports organizations in Sarawak. Semi structured interviews, on the other hand were administered with 11 top leaders concurrently. The results from quantitative employees' self-reporting and qualitative leaders' interviews suggest that, firstly, transformational and transactional leadership styles are positively related with high performance culture, talent management moderates the relationship between leadership styles and high performance culture; secondly, transformational leadership style was predominant and prevailing in shaping high performance culture; thirdly, these results provide guidelines for the organizations and top leaders to pay attention on the importance of talent management practices which can nurture leadership dimensions (Idealized influence (attributes), Idealized influence (behavior), Individualized consideration, Inspirational motivation, Intellectual stimulation and Contingent reward) being the predictors to shaping high performance culture (Direction, Delivery system and Stakeholder satisfaction) in order to achieve encouraging employee behavior and organizational outcomes.

Keywords: High performance culture, transformational leadership style, transactional leadership style, talent management

Perhubungan Di antara Gaya Kepimpinan Transformasional dan Transaksional dan Dimensi Budaya Prestasi Tinggi: Peranan Pengurusan Bakat Sebagai Penyederhana

ABSTRAK

Kajian ini bertujuan untuk memperhalusi secara empirikal perhubungan di antara gaya kepimpinan transformasional dan transaksional dan dimensi budaya prestasi tinggi, serta peranan amalan pengurusan bakat sebagai penyederhana. Kaedah gabungan telah digunakan iaitu soal selidik daripada kaedah tinjauan dikutip daripada 350 pekerja serentak bersama temuduga separa struktur dengan 11 orang pemimpin tertinggi badan sukan negeri Sarawak. Hasil dapatan secara kuantitatif dan kualitatif daripada para pekerja dan pemimpin menunjukkan bahawa, pertamanya, gaya kepimpinan transformasional dan transaksional berkait secara positif dengan dimensi budaya prestasi tinggi, pengurusan bakat menyederhanakan hubungan antara gaya kepimpinan dan dimensi budaya prestasi tinggi; Keduanya, gaya kepimpinan transformasional merupakan gaya yang lebih berkesan dalam membentuk budaya prestasi tinggi; Ketiganya, hasil penyelidikan ini diharap menjadi panduan kepada organisasi dan pemimpin tertinggi memberi perhatian kepada kepentingan amalan pengurusan bakat yang dapat memupuk dimensi kepimpinan (pengaruh terunggul (atribut), pengaruh terunggul (tingkah laku), pertimbangan individu, motivasi inspirasi, stimulasi intelektual, dan ganjaran luar jangka) sebagai peramal untuk membentuk budaya prestasi tinggi (halatuju, sistem penyampaian dan kepuasan pihak berkepentingan) dalam memastikan agar mencapai tingkahlaku pekerja yang memberangsangkan dan keberhasilan organisasi.

Kata kunci: *Budaya prestasi tinggi, kepimpinan transformasional, kepimpinan transaksional, pengurusan bakat*

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CHAPTER 1

INTRODUCTION

1.1 Introduction

This study aimed to examine and analyse the moderating role of talent management between transformational and transactional leadership styles and high performance culture. This chapter briefs about the study background, problem statement, research objectives, research hypotheses, research questions, scope of study, significance of the study and definitions of the terms used in this study.

1.2 Background of Study

High performance culture has gained its attention in sport psychology literature which has largely discussed how it can be created and sustained in sports performance from intra-individual and team perspective (Cruickshank & Collins, 2013). In regards to that, Henriksen (2015) has discussed the role of organizational factors associated with talent development and performance in sport. Researchers such as Jones, Gittins and Hardy (2009), Arnold, Fletcher and Anderson (2015) and Henriksen and Stambulova (2017) viewed high performance culture from Holistic Ecological Approach in which the focus is directed to the high performance environment and environment success factors models were discussed. Terminology of high performance environment or high performance culture has been commonly used and seems to emphasize several concepts, all of which are theoretically linked but lack solid quantitative empirical evidence in sport.

Eventually, most of past studies were taking exploratory approach and conducted in the context of athletics domains (Fletcher, 2003; Arnold et al., 2015; Fletcher & Streeter, 2016). In addition, Arnold et al. (2015) revealed that sports organizations need to pay careful attention to the environment within which their performers are operating. It is essential to have specific guidance for transforming an underperforming culture within sports organizations; however, no research had holistically examined development of high performance culture (Arnold et al., 2015). Thus, the knowledge in creating and maintaining high-performance cultures is a key function of the stakeholders. It is necessary to advance the models currently put forth by Arnold et al. (2015) and expand beyond the models from organizational literature. According to them, interventions from organization aspect will not only help sports organizations in creating high performance culture, in turn, enhance the sporting environment as a whole to which the sports practitioners, sport administrators, coaches and athletes provide services and perform.

High performance culture, various models and variables have been reviewed, from both sports and organizational perspectives (De Waal, 2007; Van Herdeen & Roodt, 2007; Henriksen & Stambulova, 2017). Various variables such as organizational design, strategy, process management and technology are included in the models, however, interventions from organization aspect such as organizational culture and leadership styles are found to be two of the scientific factors which have always been discussed with pertains to research on performance in various industries (Henriksen, 2015; Tahir, 2015; Tumiran, 2015; Dajani & Mohamad, 2016; Fletcher & Streeter, 2016; Kosim, Ahmad, & Tan, 2016; Abiodun & Olu-abiodun, 2017; Taherimashhadi & Ribas, 2018).

Leadership styles and organization culture on the other hand, were identified to impact organizational performance through influencing employee behaviors in separate studies (Megat Tajuddin, Iberahim, & Ismail, 2015; Tumiran, 2015; Ukawa, Tanaka, Morishima & Imanaka; 2015; Dajani & Mohamad, 2016; Favour, 2016; Tabatabaee, Koohi, Ghandali, & Tajik, 2016; Tobing & Syaiful, 2016; Abiodun & Olu-abiodun, 2017; Bakotic, 2017; Salehipour & Ah, 2018). However, there are studies proving that there is a relationship between leadership styles and organization culture, leading to the belief that how leaders behave create high performance culture (Jati, Hassan, Harman, Jabar & Majid, 2015; Esmi, Piran & Hayat, 2017; Al-Malki & Wang, 2018; Lee & Cho, 2018; Wren, 2018).

Due to that, high performance organization models of De Waal (2007) and Van Herdeen and Roodt (2007) have been merged in order to illustrate the relationships among leadership styles, high performance culture and organizational performance in a holistic way. This study applied Lewin's Change Theory to craft implementation of high performance culture as a change process based on past studies which adopted the same theory to explain relationships among leadership style (transformational and transactional), employee involvement and the planned change process and to showcase how organization interventions interact with implementation of best practices and organizational environment to the system, even in public sector (Wang & Ellingerw, 2009; Manchester et al., 2014; Wang, 2015; Hussain et al., 2018). The theory was used in this study to investigate the scenario of each dimension of high performance culture such as Direction, Delivery system and Stakeholder satisfaction and how it should take place in the three stages of change process (unfreeze, implementation, refreeze) with the intervention of leadership style.

When it comes to leadership styles, full range of leadership theory has been applied to intercept as suggested by Lewin's change theory in order to examine how transformational and transactional leadership styles interact with each high performance culture dimension. This leadership theory has been used in the past studies in the east and west for the studies on relationships among leadership styles, organization culture, employee behaviors and organizational performance (Ali, Jangga, Ismail, Mat Kamal, & Ali, 2015; Megat Tajuddin et al., 2015; Dajani & Muhamad, 2016; Jager, 2016; Esmi et al., 2017; Dias & Borges, 2018).

Apart from leadership styles and organization culture, talent management has been considered as enabling tool contributing to organizational success in which its moderating effects on leadership style and organizational performance have been identified (Alsakarneh & Shen, 2015; Chaudhry, Khan & Hassan, 2015; Onyango, 2015; Rabbi, Ahad, Kousar & Ali, 2015; Acar & Yener, 2016; Rastgoo, 2016; Kireru, Karanja & Namusonge, 2017; Supraptiningsih, Payangan, Brasit & Mardiana, 2018). Besides, talent management has been highlighted in System theory adopted in the field of human resource management as fundamental to creating high performance organizations (Chaudhry et al., 2015; OECD, 2017). Therefore, talent management is proposed in this study as moderating variable affecting the relationships between transformational and transactional leadership styles and high performance culture.

1.3 Problem Statement

Plenty of resources have been spent by the government on building sports complexes and upgrading the sports facilities in order to have world class sport facilities (Barghchi & Omar, 2014). In view of the key focus area "Sarawak as a sports powerhouse", Sarawak Government has been trying to achieve excellence in sports development and management,

to be seen consistently among the top sporting state in Malaysia (Australian Business Center [ABC], 2011).

Many organizations found to be involved in an unhealthy or low performing culture, due to the ignorance of senior leadership teams as they do not understand the role they play in building high performance culture, leading to issues such as low employee engagement, failing to meet KPIs, high employee turnover, employees and customers dissatisfaction, lack of team spirit and micro-management by leaders (Crowell & Davis, 2017). According to Price (2018), Chief Information Officer of Sports Academy Malaysia, a culture of achievement seems to be missing in Malaysian sport, it needs to be changed, same goes to leadership of Malaysian sport governing bodies. In order to success in whatever endeavors in sports, several aspects need to be looked into for sustainable long term performance, such as having clear policies, vision and objectives (Yusof & Mohd Shah, 2008), systematic and quality management (Mapjabil, Marzuki, Kumalah, Tangavello & Zainal Abidin, 2013), skilful workforce and human resource development (Bhuiyan, Siwar & Mohamad Ismail, 2013). This scenario raised a question whether relationships between leadership styles, high performance culture and talent management of sports organizations in Sarawak exist.

Despite high performance culture has been discussed from Holistic Ecological Approach and research was done with pertains to various high performance culture models from sports and organizational perspectives, there are theoretical, methodological, empirical and practical gaps yet to be filled in high performance culture research.

1.3.1 Theoretical Gap

The nature of sport psychology research that has discussed about high performance environment models mingling around organizational culture change theory has limited current knowledge base (Sullivan, 2017). Even though the application of the Holistic Ecological Approach target aspects of the sporting environment, particularly the organizational culture (Arnold et al., 2015; Henriksen, 2015; Henriksen & Stambulova, 2017), the application of the theoretical framework was not truly holistic because it did not involve the entirety of the athletes' environment, especially the sport organizations which consist of stakeholders who provide resources.

Sport psychology literature has discussed about leadership as core centre in high performance environment models (Jones et al., 2009) and argued that managing organizational change processes is an important task in elite sport and talent development (Jones et al., 2009; Arnold et al., 2015; Henriksen, 2015; Henriksen & Stambulova, 2017), however, the discussion often ends up in a twilight zone between the macro-level sport policy focus and the more individual level focus. Leadership and talent management theories have not been brought into the big picture in establishing high performance culture at the organizational levels.

Therefore, Lewin's change theory, Full Range of leadership theory and system theory have been reviewed that proposes on how organizations can implement culture change successfully through effective leadership styles and enhance leadership behaviors and employee competencies in order to achieve competitive advantage towards high performance (Makworo, 2014; Manchester et al., 2014; You, 2014; Cummings, Bridgman & Brown, 2016). However, these theories were borrowed in past studies focusing on

organizational change, leadership styles, organization culture and human resource separately (Chaudhry et al., 2015; Henriksen, 2015; Megat Tajuddin et al., 2015; Wang, 2015; Burg-Brown, 2016; Esmi et al., 2017; OECD, 2017; Dias & Borges, 2018; Hussain et al., 2018). None has borrowed and merged these theories to explain organizational performance from the perspective of implementation of high performance culture as change process through leadership styles as change agent and talent management as input of a system.

To that aim, this study proposes a coherent integration of Lewin's Change Theory, Full Range Leadership Theory and System Theory as potential contributions to understanding of implementation of high performance culture with significant implications for future research and managerial practice.

1.3.2 Methodological Gap

As stated by Sullivan (2017), not only high performance culture must be properly defined, its component parts must also be properly identified. It means that besides exploring the conceptual context of high performance culture, its relationships with other success factors must also be investigated. Therefore, the research should include mixed methodological research designs and translate to integrated approaches that include all relevant contributors in support of a sustainable high performance culture (Sullivan, 2017).

Sports psychology research tends to use qualitative method in identifying environmental success factors and source of organization stress pertaining to sport performance (Fletcher & Hanton, 2003; Arnold et al., 2015; Fletcher & Streeter, 2016). Whereas, organizational studies tend to employ more of quantitative approaches to

investigate the perception of employees towards leadership styles and organization culture (Megat Tajuddin et al., 2015; Onyango, 2015; Zhang et al., 2015; Dajani & Mohamad, 2016; Kosim et al., 2016; Pongpearchan, 2016; Rahmisyari, 2016; Ritonga, 2016; Tobing & Syaiful, 2016; Vesso & Alas, 2016; Singh, & Sanjeev, 2017; Lee & Cho, 2018; Wong, Ngian & Ching, 2018).

In view of the needs of this study to understand better the conceptual context of high performance culture from top leaders who play important roles in providing support to the athletic environment as illustrated in holistic ecology approach and high performance environment model and also provide research based evidence in order to provide practical implications to establish high performance culture, mixed methods were employed in this study.

Some researchers (Yusuf, Muhammed & Kazeem, 2014; Ali et al., 2015; Asmawi & Chew, 2016) have adopted mixed methods in order to understand better the subject matters under the studies. As stated in the study of Wren (2018), studies using single method leaving a gap in which the researcher might not be able to obtain the lived experiences of the study participants and examine the relationship between the variables especially in leadership studies. In other words, using mixed methods will allow the researcher to comprehend whether a leader's behavior is directly modelled in the behaviors of their subordinates. This is to prevent too much relying on quantitative method or self-reported data which can easily attract method variance in the measurement, resulting in incomplete findings and inaccurate conclusions drawn.

Besides, when it comes to cultural measuring tools, different dimensions were used separately yielding various findings (Daud, Raman, Don, Modh Sofian & Hussin, 2015;

Everline, 2015; Jati et al., 2015; Dajani & Mohamad, 2016; Fauzi, Suryana, Kusman & Hilmiana, 2016; Guillaume & Austin, 2016; Esmi et al., 2017; Haggalla & Jayatilake, 2017; Leithy, 2017; Madueke & Emerole, 2017; Nguyen & Watanabe, 2017; Samuel, Rahman, Khairuddin, Uddin & Rahaman, 2017). Despite various findings obtained by the above researchers across various industries, the results have demonstrated a set of replicable high performance cultural dimensions for future culture research. Hence, the use of integrated high performance culture practices assessment tool developed by Van Herdeen and Roodt (2007) comes in handy. However, the adoption of the tool is very limited and there is no evidence of integrated cultural tool being used in the context of Malaysia.

When it comes to leadership styles, Multifactor Leadership Questionnaire has been used widely across the west and middle east in the context of commercial, bank and education (Chaudhry et al., 2015; Ali et al., 2015; Dajani & Mohamad, 2016; Jager, 2016; Tladi, 2016; Esmi et al., 2017; OECD, 2017; Dias & Borges, 2018). Some studies used it in the east context (You, 2014; Megat Tajuddin et al., 2015). However, none has been found in the context of sports in Malaysia.

Besides, sampling taken from either managerial and supervisory levels or lower levels only has very limited generalizability in the industry context (Lee & Yu 2004). It was commented by Ismael (2010) that study on culture of an organization should be done on all levels of organizational members. This is explained by Tabatabaee et al. (2016), Tladi (2016) and Leithy (2017) that samples must be drawn from each categories of the population in order to generalize the findings. In other words, there must be ‘voices’ from the representatives from each class in order to get a better picture of the subject matters studied

as the relationships among the employees at all levels and their perceptions towards the relationships and scenario of the organizations cannot be undermined.

1.3.3 Empirical Gap

The models of high performance culture seems to theoretically link several concepts and the qualitative approaches have enriched the theoretical framework. However, it is important to develop empirical modelling regarding high performance culture and clarify how it should be developed and replicated (Sullivan, 2017). Despite the existence of high performance culture models have been developed in sports, there is still lacking solid quantitative empirical evidence.

In contrast, quantitative approach has been employed in organization domain on culture and leadership. Nevertheless, there are still some gaps that need to be filled. Organization researchers often study the correlations between organizational culture, leadership styles, talent management and organizational performance in separate studies (Abiodun & Olu-abiodun, 2017; Bakotic, 2017; Leithy, 2017; Nguyen & Watanabe, 2017; Zharkeshova, Junusbekova & Abilmazhinov, 2017; Al Khajeh, 2018; Al-Malki & Wang, 2018; Kumar, 2018; Oberföll, 2018; Supraptiningsih et al., 2018; Wong et al., 2018). Nevertheless, there is scarce evidence of high performance culture study taking integrated approach. Furthermore, there is lack of empirical evidence showing the direct relationship between leadership styles and integrated high performance culture dimensions.

In addition, even though Lewin's Change Theory and Full Range Leadership Theory emphasize the effects of transformational and transactional leadership styles, transformational leadership style has been studied most of the time (Onyango, 2015; Fauzi et al., 2016; Girma, 2016; Pongpearchan, 2016; Ritonga, 2016; Vasilaki, Tarba, Ahammad & Glaister, 2016; Esmi et al., 2017; Lor & Hassan, 2017; Xenikou, 2017; Alfanda & Suhartanti, 2018; Lee & Cho, 2018; Wong et al., 2018). Nevertheless, there have been research taking a broader perspective on combined paradigms of leadership styles to form a more inclusive model (Megat Tajuddin et al., 2015; Tahir, 2015; Dajani & Mohamad, 2016; Jager, 2016; Al-Malki & Wang, 2018; Dias & Borges, 2018).

On the other hand, talent management has been considered as contributing factor to competitive advantage which is fundamental to creating high performance organizations as it decides the quality of leadership and effectiveness of people management (Alsakarneh & Shen, 2015; Rabbi et al., 2015; Acar & Yener, 2016; Rahmisyari, 2016; Rastgoo, 2016; Kireru et al., 2017; Mohammed, Baig & Gururajan, 2018; Supraptiningsih et al., 2018). Nevertheless, there is lack of study examining its moderating effect on the relationship between leadership styles and high performance, despite its effects on leadership styles and employee competencies leading to organizational goals attainment (Kim, Lee & Rhee, 2015; Onyango, 2015; Maamari & Alameh, 2016; Ghasabeh & Provitera, 2017; Supraptiningsih et al., 2018).

1.3.4 221Practical Gap

The biggest challenge facing Malaysian Sports Industry is the lack of research and development in Sports (Yusof & Mohd Shah, 2008). Due to lack of study in assessing the current state of affairs, there exists a gap to define the extent to which leaders of the sports organizations practising transformational and transactional leadership styles and high performance culture and talent management are in place. Hence, there is no idea about the differences between the ideal state and actual state of affairs. Therefore, evidence-based research with practical applications is needed to define best practices for developing high performance culture. It is important that management and administrative levels of sport have both contextual understanding and operational knowledge about high performance culture and factors contributing to such environment (Sullivan, 2017). All the stakeholders involved require empirical and actionable behavioral-driven evidence for building high performance culture.

In view of the literature gaps, this study intends to investigate the relationship between leadership styles and high performance culture and the role of talent management as moderator from both leaders and followers in the Sarawak Sports Organizations and satisfying all eight research needs as follows:

1. High performance culture and Environment Success Factors models based on Holistic Ecological Approach were discussed from the perspective of athletic domain, none has discussed from organizational domain.
2. Lack of empirical studies on high performance culture in the context of sports from the perspective of organization (non-athletic domain).

3. Most of the sports psychology studies employed qualitative method in finding the factors contributing to environment success.
4. Little adoption of integrated high performance culture assessment tool.
5. Transactional leadership style has received little attention even though 'labelled' as complimenting leadership styles to transformational leadership by numerous scholars.
6. Most of the organization studies were conducted using quantitative approach, mixed methods should be used to gather in depth information.
7. Combination of subordinates' and leaders' perceptions should be considered in the leadership and cultural studies.
8. There is a lack of research of such nature from the context of Malaysian sports organizations (public and non-profit organizations in the area of sports development).

1.4 Objectives of the Research

1.4.1 General Objectives

The general objective of this research was to examine the relationship between transformational and transactional leadership styles and high performance culture. Furthermore, this study also analysed the moderating role of talent management between the relationship of leadership styles and high performance culture. For the depth of the study this was also explored that how and why these relationships exist.

1.4.2 Specific Objectives

The specific quantitative research objectives derived from the main objectives are as follows:

1. To determine the relationships between transformational leadership style and high performance culture (Direction)
2. To describe the relationships between transformational leadership style and high performance culture (Delivery System)
3. To identify the relationships between transformational leadership style and high performance culture (Stakeholder satisfaction)
4. To examine the relationships between transactional leadership style and high performance culture (Direction)
5. To find out the relationships between transactional leadership style and high performance culture (Delivery System)
6. To test the relationships between transactional leadership style and high performance culture (Stakeholder satisfaction)
7. To identify the moderating effect of talent management between the relationship of Transformational leadership styles and high performance culture
8. To determine the moderating effect of talent management between the relationship of Transactional leadership styles and high performance culture
9. To explore the view of Sarawak sports organizations leaders regarding preferable leadership Styles, high performance culture and talent management.
10. To identify issues and success factors in the implementation of High Performance Culture in sports organization.

1.5 Research Questions

Research questions addresses the qualitative nature of the study and used to analyse and examine the data gathered from the semi structured interviews from the leaders at Sports organizations in Sarawak. This research will address the following research questions:

- RQ1:** How do the leaders of the sports organizations view about preferable leadership styles, high performance culture and talent management?
- RQ2:** What are the success factors and challenges faced in shaping high performance culture?

1.6 Research Hypotheses

The research gaps above depict the theorized relationships between transformational and transactional leadership styles, high performance culture and talent management. Thorough literature was done in order to find the theoretical evidence supporting the proposed hypotheses between the variables studied and the developments of hypotheses were discussed in Chapter 2. Thus, the list of hypotheses proposed in this study are as follows:

- H1:** There is positive relationship between transformational leadership style and high performance culture (Direction)
- H2:** There is positive relationship between transformational leadership and high performance culture (Delivery system)

- H3:** There is positive relationship between transformational leadership style and high performance culture (Stakeholder satisfaction)
- H4:** There is positive relationship between transactional leadership style and high performance culture (Direction)
- H5:** There is positive relationship between transactional leadership style and high performance culture (Delivery system)
- H6:** There is positive relationship between transactional leadership style and high performance culture (Stakeholder satisfaction)
- H7:** There is moderating effect of talent management between the relationship of Transformational leadership styles and high performance culture
- H8:** There is moderating effect of talent management between the relationship of Transactional leadership styles and high performance culture

1.7 Scope of Study and Conceptual Framework

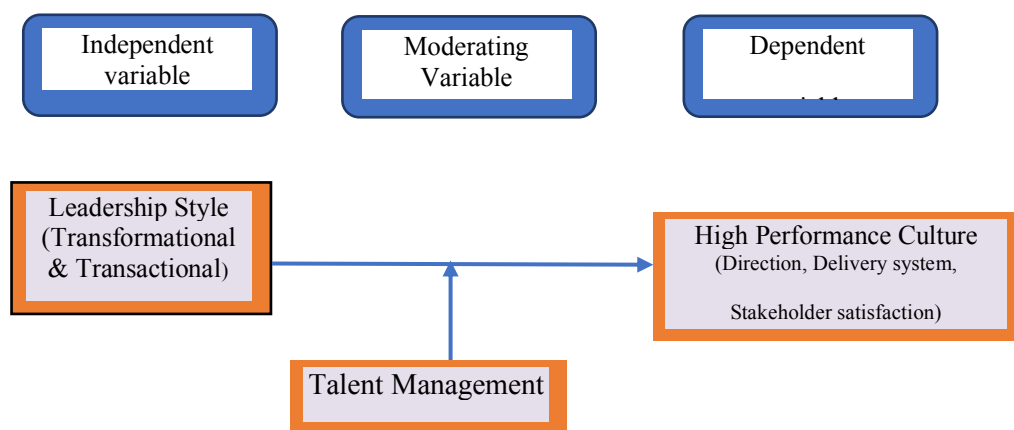


Figure 1.1: The Conceptual Model of the Study Showing How the Main Variable are Theorized to Relate to Each Other

Source: Bass and Avolio (2004); Chaudhry et al. (2015); Mathebula (2016)

The study aimed to examine the correlations between leadership styles and high performance culture. Transformational leadership style as antecedent of high performance culture is clearly inferred by past study done by Mathebula (2016), however, transactional leadership style was not included, hence, included in this study. The inclusion of transactional leadership style was based on Lewin's change theory and full range leadership theory supported by past studies (Ali et al., 2015; Megat Tajuddin et al., 2015; Tahir, 2015; Dajani & Mohamad, 2016; Favour, 2016; Girma, 2016; Jager, 2016; Al-Malki & Wang, 2018; Dias & Borges, 2018).

This study additionally consolidates the high performance culture models and focuses on talent management as one of the most identified variables influencing leadership styles and high performance culture based on system theory reflected in some of the past studies on human capital (Chaudhry et al., 2015; OECD, 2017), whereby managing leadership talents at all levels is emphasized in this study. This has rendered auxiliary support to treat talent management as moderating variable in conceptualising this new context.

Content scope of this study will focus on the effects of leadership styles on high performance culture of sports organizations in Sarawak moderated by talent management. High performance culture will be measured using the integrated high performance culture assessment tool of Van Herdean and Roodt (2007) which include dimensions such as Direction, Delivery system and Stakeholders satisfaction; transformational and transactional leadership styles will be measured using Multifactor Leadership Questionnaire of Bass and Avolio (2000); talent management will be using Onyango's (2015) seven practices namely recruitment, selection, staff training, career management system, induction, staff development and succession planning.

There is a five-point Likert-type questionnaire, oriented in the same direction. Questionnaire consisted of four sections. First section asked questions related to demographics which included gender, position, age and tenure. Second section was about independent variable which was leadership styles. Third section was about dependent variable, which was high performance culture. Last section was based on questions related to talent management which was the moderating variable. On the other hand, qualitative study employed semi structure interviews concurrently with top leaders to explore deeper understanding of the scenario of all the three variables.

The study population will be drawn from sports organizations in Sarawak, largest state in Malaysia. It was once to be the 3 times champion consecutively in SUKMA from 1992 to 1996. No known study has been conducted previously in the field.

1.8 Definition of Terms

1.8.1 High Performance Culture

1.8.1.1 Conceptual Definition

High performance culture is defined as the positive environment created by the top leaders for the people to act in certain ways towards achievement of goals that has a series of key components that leaders and employees should work on together towards organizational success (Crowell & Davis, 2017; Rosin, 2017).

1.8.1.2 Operational Definition

In this study, high performance culture is measured by using three dimensions namely Direction, Delivery system and Stakeholder satisfaction.

1.8.2 Transformational Leadership Styles

1.8.2.1 Conceptual Definition

Transformational leadership style is referred to the behaviours and actions exhibited by leaders will have direct positive significant impact on organizational culture leading to positive employee behaviors (Ahmadi, Rezaei & Gorizan, 2015; Fauzi, 2016; Ritonga, 2016; Esmi et al., 2017).

1.8.2.1 Operational Definition

In this research transformational leadership style are measured with five features that can be identified namely Idealized influence (attributes), Idealized influence (behavior), Inspirational motivation, Intellectual stimulation and Individualized consideration. Basically, it is referred to leaders' values creation which inspires and provides purposefulness for their subordinates, abilities to project clear future big picture, effective delivery of mission, abilities to induce subordinates' sense of logic and analysis, innovation and creativity in problem solving.

1.8.3 Transactional Leadership Styles

1.8.3.1 Conceptual Definition

Transactional leadership style is referred to the behaviors and actions of leaders in which compliments transformational leadership style in creating high performance culture

through exchanging rewards which will enhance positive employee behaviors (Sultana, Darun & Liu, 2015; Sang, 2017).

1.8.3.2 Operational Definition

Transactional Leadership style has three features namely Contingent reward, Management-by-exception active and Management-by-exception passive. In this study, it is about leaders' behavior in clarifying roles and expected performance of their subordinates, providing guidance and resources, rewarding them when desired goals achieved, monitoring the possible mistakes of their subordinates closely to get performance goals achieved.

1.8.4 Talent Management

1.8.4.1 Conceptual Definition

Talent management is referred to the human resource practices which should be integrated in the system of an organization as part of the strategic plans in which can enhance the leadership styles required in shaping high performance culture (Chaudhry et al., 2015; Onyango, 2015; OECD, 2017; Ghasabeh & Provitera, 2017; Supraptiningsih et al., 2018).

1.8.4.2 Operational Definition

In this study, talent management includes human resource practices such as recruitment, selection, staff training, career management system, induction, staff development and succession planning.

1.9 Significance of the Study

This study is significant from the theoretical and practical perspectives. Theoretically, this study seeks to contribute to the dearth literature addressing the high performance concept and the impacts of leadership styles and talent management. It seeks to establish new theoretical insights by combining high performance culture models, Lewin's Change Theory, Full Range Leadership Theory and System theory to demonstrate the links between leadership styles, high performance culture and talent management practices which influence employee behavior, leading to high performing organizations.

It can be seen that, the change theory has been used to examine leadership styles and organization change (Wang & Ellingerw, 2009; Sarayreh, Khudair & Barakat, 2013; Manchester et al., 2014; Hossan, 2015; Wang, 2015; Hussain et al., 2018). Besides, leadership theory has been explored to a great extent on the relationships between leadership styles, organizational culture, employee behavior and organizational performance in various contexts (Ali et al., 2015; Megat Tajuddin et al., 2015; Dajani & Mohamad, 2016; Girma, 2016; Jager, 2016; Tladi, 2016; Esmi et al., 2017; Dias & Borges, 2018). On the other hand, system theory has been employed to explain roles of human resource and talent management on change process in some past studies (Cummings & Worley, 2009; Makworo, 2014; Chaudhry et al., 2015). However, no study so far has explored the combination of the above theories towards high performance concept in any specific context. Therefore, this can shed some light on leadership styles, high performance culture and talent management literature for future study.

Practically, the study is envisaged to contribute to the current dearth research that has looked at the combined effects of leadership styles and talent management on high

performance culture in the context of sports organization in Sarawak, as there is no evidence of studies alike conducted in this context. The findings of this study may be used by the stakeholders in adopting appropriate leadership styles to enhance the implementation of high performance culture. The findings of this study may be useful to policy makers in developing talent management policies which will encourage the development and adoption of appropriate talent management practices in order to enhance the attempts of leaders in shaping high performance culture.

1.10 Chapter Summary

This chapter highlights the theoretical framework, background of the study and details of research problem. It further outlines the research objectives, hypotheses and related qualitative research questions that explain how the theoretical, empirical, methodological and practical gaps will be addressed in this research. At the end, this chapter consists of significance of the study and definitions of all the terms that are incorporated in this study. The following chapter will discuss related literature of the underlined phenomenon and hypotheses development that provided the sound base for the current research.

CHAPTER 2

LITERATURE REVIEW AND HYPOTHESES DEVELOPMENT

2.1 Introduction

This chapter provides the review of high performance culture concept from the sports psychology and organization perspectives. It offers more insight into leadership styles and talent management as factors affecting high performance culture. Various definitions of high performance culture, leadership styles and talent management are discussed, including the related theories and models. Discussions move on to include the past empirical studies, measuring tools and hypotheses development. Last part of this chapter illustrates the theoretical framework and the underpinning theories supporting this study.

2.2 Definitions of High Performance Culture

High performance culture concept is originated from organizational culture (Van Herdeen & Roodt, 2007). The word ‘culture’ has been long mentioned and defined in different ways. The term of organizational culture was first used by Pettigrew (1979). He describes organizational culture as multifaceted set of beliefs, values and assumptions that reflect how an organization runs its operation. Tichy (1982) agreed that organizational culture holds the organization in one fine piece. Kotter and Heskett (1992) further explained that culture is a fairly established set of beliefs, behaviors and values shared by a society in general. Hofstede (1980) defines culture as collective thinking of minds which differentiate a group of people from another.

In contrast, Robbins and Sanghi (2007) mentioned that organizational culture is the common values shared by all the people from various backgrounds and levels. This is

because the invisible norms and values within the organization affect employee behavior and performance strongly (Chilla, Kibet & Douglas, 2014). Norms are described by Hodgetts and Luthans (2003) as things that can be measured such as quantity of work done and level of cooperation between an organization's management and employees. In other words, the perceived culture by employees can affect their behavior and organizational performance and it can be measured. As such, if an organization wishes to enhance its employees' and organizations' performance, norms of the organization must be taken care of properly. This is because employees performance is considered as a back bone for organizational performance (Shahzad, 2012).

On the other hand, Schein (1990) highlighted that culture is a set of different values and behaviors leading to success. This is closer to high performance culture concept. As an extension from organizational culture, the concept of high performance culture has been of much interest and different terms were used interchangeably such as Participatory Culture, Talent Powered Organizations, High Performance organizations, World-Class organizations and organizational Performance Excellence and high commitment or high involvement organizations (Van Heerden & Roodt, 2007).

Mason (2014) defined high performance culture as beliefs and behaviors of a group of people desiring to operate under an environment with success. Nelson (2013), Chukwu, Aguwamba and Kanu (2017) argued that high performance culture is the culture that performs consistently at the highest levels regardless of the types of industry and the market it is in. According to Gupta (2011), high performance culture forms a set of shared values, assumptions, understandings and norms within an organization which can be taught to new members as correct, that affects their thinking and which contribute to the commitment and

performance towards organizational performance. High performance culture can be summarized as a set of cultural dimensions which can drive success through people. In other words, high performance culture is a bottom-up push culture in which the people in the organization consistently learn, adapt and change to excel from time to time.

In contrast, Sharma (2012) and Hogg (2016) emphasize that high performance culture has some key traits which include clear direction and support from the management; existence of transparent and consistent policies and systems; involvement, accountability and adaptability to changes of all the people reside within; and customer orientation and innovation for continuous improvement. It is equally true as employee behavior is affected by the surrounding environment directly or indirectly created by the founders or leaders of the organizations. Therefore, high performance culture requires a combination of top down and bottom up forces.

On the other hand, sport psychology researcher (Cruickshank, 2013) mentioned that high performance culture exists when a group of members (decision makers and activities executors) have shared values, beliefs, expectations and practices in supporting sustained optimal performance and these members operationalize through regulated performance-optimising perceptions and behaviors within and across time in the face of variable results. Various high performance models have been discussed in the world of organization and sports psychology. It is important to pay attention to these models to understand the optimal organizational functioning or excellent in sports and factors associated with it.

2.3 High Performance Culture Models

High-performance culture has been discussed in talent development research and practice in the field of sport psychology based on Holistic Ecological Approach in which the researchers focused on the athletic talent development environment in which talented athletes develop (Henriksen, 2015).

Athletic talent development environment is a dynamic system that comprises of athlete's immediate surroundings where athletic and personal development take place; context in which these surroundings are embedded; and interrelations between these surroundings (Henriksen & Stambulova, 2017). Arnold et al. (2015) found out success is a result of the interplay between preconditions, process, individual and team development and achievements, with organizational culture serving to integrate these elements.

The HPE model was employed by Fletcher and Hanton (2003), Fletcher and Streeter (2016) and Arnold et al. (2015) in their qualitative studies and found there are a wide range of factors that influence the HPE and sport performance, in the context of athletics domains. Nevertheless, Fletcher and Hanton (2003) and Arnold et al. (2015) revealed diverse sources of organizational stress in elite sport performers which is beyond coach and athlete perceptions, but sport management at a governmental and policy level in sport organizations. The sporting success is affected by integrated approach adopted by the sports organizations including policy development, foundation and participation, talent identification and development system, athletic and post career support, training facilities, coaching provision and coach development, national and international competition and scientific research (Arnold et al., 2015). This has created awareness that organizational intervention should be of interest to multiple stakeholders in sports besides the sport psychology practitioners and

athletes. Therefore, high performance models in the context of organization environment to which trans disciplinary teams in sport science and medicine, sport administrators and coaches who assist in the shaping of culture reside should be examined (Sullivan, 2017).

Kotter and Heskett (1992) have identified organizational culture, organizational structure (formal structure, systems, processes and policies), leadership of the organization and external environment (customers, suppliers, partners competitors/comparable organizations, public and legislative organizations) as factors affecting how people act in organizations. The framework has been extended by Scott Morton (2003) by adding elements such as strategy, organizational design and technology to organizational structure factor. De Waal (2004) argued that combination of all the factors which induce performance-driver behavior of the organizational members, in turn, make the organizations a high performance organization. De Waal's (2007) High Performance Organization Characteristics have merged the contemporary factors contributing to high performance organizations as per depicted in Figure 2.1.

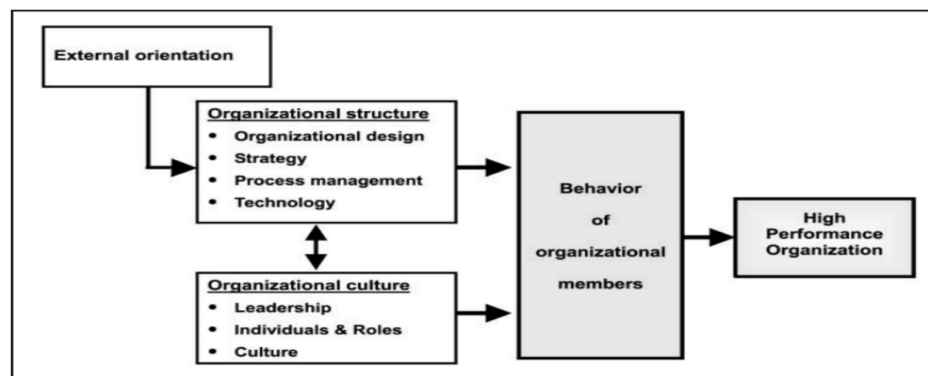


Figure 2.1: High Performance Organization Characteristics

Source: De Waal (2007)

High performance culture is understood as culture that has been put in place which enables the organizations to achieve their goals. According to De Waal (2007), High performing organizations achieve better financial results than those of its peer group over a longer period of time by adapting well to changes and reacting quickly, by managing for the long term, by setting up an integrated and aligned management structure, by continuously improving its core capabilities and by truly treating the employees as its main asset. Whereas Kosim et al. (2016) emphasize that the difference between ordinary organizational culture and high performance culture is the level of employees engagement.

In a high performance culture, the employees believe that their engagement contributes to the improvement of the organizational performance (De Waal, 2004; Robson, 2005). In other words, an organization could be considered as high performance organization if their employees exhibit high level of performance-driven behavior. It is believed high performance culture impacts organizational performance through employee engagement. The high performance culture can change the organization's current structure and inspire employees to consider a new vision which has new opportunities for individual and organizational needs (Kosim et al., 2016). Hence, those organizations wanting to have high performance culture in place must face process of change.

In contrast to De Waal's (2007) framework, Van Herdeen and Roodt (2007) have 'integrated' the organizational structure, organizational culture and environmental factor into three major dimensions of high performance culture namely i) Direction, ii) Delivery system and iii) Stakeholder satisfaction, as shown in Figure 2.2.

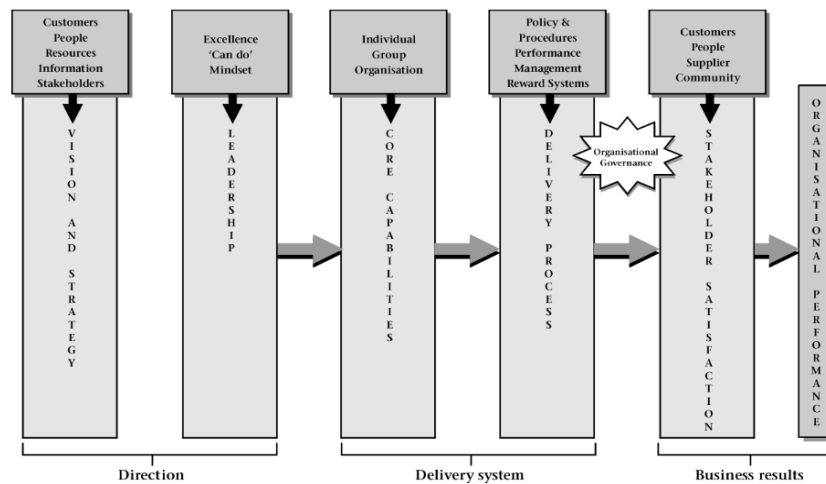


Figure 2.2: Factors of High Performance Culture Organization

Source: Van Heerden and Roodt (2007)

i) Direction

This is the main determinant of high performance culture as it establishes vision and mission required and provides platform for the leaders to design strategic plans and set goals for the people to achieve in order to gain sustainability of the organizations (Ehtesham, Muhammad & Muhammad, 2011; Mahalinga Shiva & Suar, 2012; Aripin, Salim, Setiawan, & Djumahir, 2013; Sundi, 2013; Chilla et al., 2014; Keskes, 2014; Naidoo & Martins, 2014; Rainey, 2014; Riordan, 2015; Tabatabaee et al., 2016; Vesso & Alas, 2016; Chukwu et al., 2017; Narayana, 2017; Nguyen & Watanabe, 2017; Amin, Akram, Shahzad & Amir, 2018; Lee, Chong & Ramayah, 2018).

ii) Delivery System

There are two sub dimensions of Delivery system, namely Core capability and Delivery process. Core capabilities of a high performance culture are referred to the capabilities at three levels, in which the leaders can induce significant influences (Wang, Oh, Courtright & Colbert, 2011).

At the organizational level, it is about the ability to provide the necessary organizational climate, for instance, trustworthiness, diversity values and positive working environment (Cowen & Osborne, 2002; Chilla et al., 2014; Penava & Sehic, 2014; Motilewa, Agboola & Adeniji, 2015; Abiodun & Olu-abiodun, 2017; Hussain et al., 2018). Atmosphere of pride and an environment of common purpose and trust are considered the contributors to the capacity and commitment development at the organizational level (Leithwood, Jantzi & Steinbach, 1999; Pounder, 2008; Moody, 2012; Chilla et al., 2014; Favero, Meier & O'Toole, 2016; Rahmisyari, 2016; Ritonga, 2016; Vesso & Alas, 2016; Chukwu et al., 2017).

At group level, the employees within the high performance culture are motivated by their leaders to go extra mile for the sake of team and organization through the abilities of leaders to link their tasks outcomes with organizational accomplishment (Bass, 1985; Narayana, 2017; Taherimashhadi & Ribas, 2018). The teams will be more effective when they are supported with enhanced communication and information system (Yang, Huang & Wu, 2011; Ukawa et al., 2014; Jati et al., 2015; Lee et al., 2018; Nguyen & Watanabe, 2017). Team building is enhanced when everyone in the teams are treated fairly (Malik et al, 2012, Chilla et al., 2014; Motilewa et al., 2015; Abiodun & Olu-abiodun, 2017). When they are bonded, they will be more motivated and committed to collective goals achievement (Zhang, Cao & Tjosvold, 2011; You, 2014; Asmawi & Chew, 2016; Kosim et al., 2016; Tabatabaee et al., 2016). Other supports such as democratic and social support behaviors demonstrated by the leaders will enhance team success and team cohesion too (Ramzaninezhad & Keshtan, 2009; Arifin, Troena, Djumahir, & Rahayu, 2014; Motilewa et al., 2015; Vesso & Alas, 2016). Certainly, not to forget about knowing the needs of the team members is also critical. If the form of good relationship can be established among the members of an organization,

team communication, collaboration and cohesiveness can be enhanced (Ojala, 2013; Yang, Wu & Huang, 2013; Belias & Koustelios, 2014; Asmawi & Chew, 2016; Jager, 2016; Tabatabaee et al., 2016; Madueke & Emerole, 2017; Nguyen & Watanabe, 2017).

At individual level, employees' abilities and needs are identified and the learning opportunities are provided to stimulate their intellectual development (Asumeng & Osae-larbi, 2015; Everline, 2015; Dajani & Mohamad, 2016; Omar, 2017; Ukawa et al., 2014; Motilewa et al., 2015). Employee development has to be focused on both job performance competence and also intrapersonal standard of competence (Elliot, 2005; Tsai, 2011; Jager, 2016; Tabatabaee et al., 2016; Taherimashhadi & Ribas, 2018). The employees are empowered by their leaders as such manage to instill accountability (Pounder, 2008; Tsai, 2011; Ukawa et al., 2014; You, 2014; Motilewa et al., 2015; Pongpearchan, 2016; Tabatabaee et al., 2016; Abiodun & Olu-abiodun, 2017; Narayana, 2017) and build commitment to the organization's objectives (Bello, 2012; Rainey, 2014; Omar, 2017). Employee creativity and innovation can be enhanced by the leaders through their understanding, encouragement and supports (Pompe, 2014; Asumeng & Osae-larbi, 2015; Everline, 2015; Dajani & Mohamad, 2016; Sang, 2017). When the employees know about their roles, identify the ways, get what they need, this will lead to expected outcomes (Lo, Ramayah & Min, 2009; Choudhary, Akhtar & Zaheer, 2013; Nguyen & Watanabe, 2017; Lee et al., 2018; Taherimashhadi & Ribas, 2018).

When it comes to Delivery process, Van Heerden and Roodt (2007) emphasized that the organization should manage the work processes effectively through policies and procedures, precise performance measurement tools and reward systems. It is essential for an organization to make the work processes clear, so that it can show whether effective

management of work processes, concrete performance measurement system exists and whether employees are recognized and rewarded for their good performance. As explained by various scholars (Tumiran, 2015; Yunikewaty, 2015; Asmawi & Chew, 2016; Favero et al., 2016; Tabatabaee et al., 2016; Vesso & Alas, 2016; Abiodun & Olu-abiodun, 2017; Taherimashhadi & Ribas, 2018), leaders should use coaching and mentoring in providing constructive feedback for the employees to improve their performance and the reward system is fair and square. In this way, employee productivity can be enhanced when they are treated equally and the reward system gives them what they really want.

iii) Stakeholder Satisfaction

High performing organizations were successful because they recognized the values that the stakeholders are the center of attention in whatever business (Omar, 2017). Satisfaction of stakeholders (internal and external) is an important indicator of organizational success as they provide the sources of income and energy. Therefore, customers' views should not be neglected in the work processes within the organization and the concerns should be extended to even suppliers whereby equal opportunities should be opened to even job seekers.

Employees are believed to feel satisfied and committed if they feel the sense of self-worth and self-concepts and realize what they do indeed contribute to the success of the organizations (Kopperud, Martinsen & Humborstad, 2014; Jager, 2016; Tabatabaee et al., 2016; Taherimashhadi & Ribas, 2018). Employees may find their jobs interesting when organizational learning is promoted (Noruzy, Dalfard, Azhdari, Nazari-Shirkouhi & Rezazade, 2012; Asumeng & Osae-larbi, 2015; Everline, 2015; Dajani & Mohamad, 2016).

It is important for the organization and leaders to instill culture of caring and ethical values in order to educate the employees to have social responsibility mindset (Mastrangelo, Eddy & Lorenzet, 2014; Esmi et al., 2017; Narayana, 2017; Wong et al., 2018). It is also critical to promote work-life balance and take care of well-being and needs of the employees (Gharibvand, 2012; Mahalinga Shiva & Suar, 2012; Naidoo & Martins, 2014; Efron, 2016; Leithy, 2017).

Most importantly, if the organization is able to establish good relationships with the employees and the leaders are able to model positive interpersonal behaviors such as promoting teamwork (Motilewa et al., 2015; Asmawi & Chew, 2016; Bakotić, 2016; Kosim et al., 2016; Tabatabaee et al., 2016; Vesso & Alas, 2016; Narayana, 2017; Taherimashhadi & Ribas, 2018). The employees will be more happily working under such environment (Mokgolo, Mokgolo & Modiba, 2012; Narayana, 2017; Taherimashhadi & Ribas, 2018). Certainly, the relationships might be affected by the credibility of the organizations in delivering what the employees need (Tsai, 2011; Fisher, David & Phillips, 2014; Abiodun & Olu-abiodun, 2017; Madueke & Emerole, 2017; Nguyen & Watanabe, 2017; Toufaili, 2017).

In short, happy employees make happy customers (Emery & Barker, 2007; Wong et al., 2018) and they are more productive (Gharibvand, 2012; Naidoo & Martins, 2014; Leithy, 2017). Based on the literatures (Ukawa et al., 2015; Tabatabaee et al., 2016; Bakotic, 2017; Leith, 2017; Nguyen & Watanabe, 2017; Kumar, 2018; Oberföll, 2018), organizational culture influences the behavior of the employees, either positive or negative. They will be ‘trained’ to adopt the concepts and actions which have been implemented or practices at the workplace. Good examples given will produce good duplicated results and vice versa. As

such, it lays the foundation for commitment and performance of the employees in which will affect the performance of the organization. Hence, high performance culture needs to be instilled in order to influence the behavior of the employees for the betterment, which serves as one of the main factors for positive organizational outcomes.

By merging the frameworks of De Waal (2007) and Van Heerden and Roodt (2007), the researcher is able to interpret the concept of high performance culture as a driving force for the success of an organization through the people within the sports organizations. In this study, the researcher summarizes the concept and shows it in the Figure 2.3.

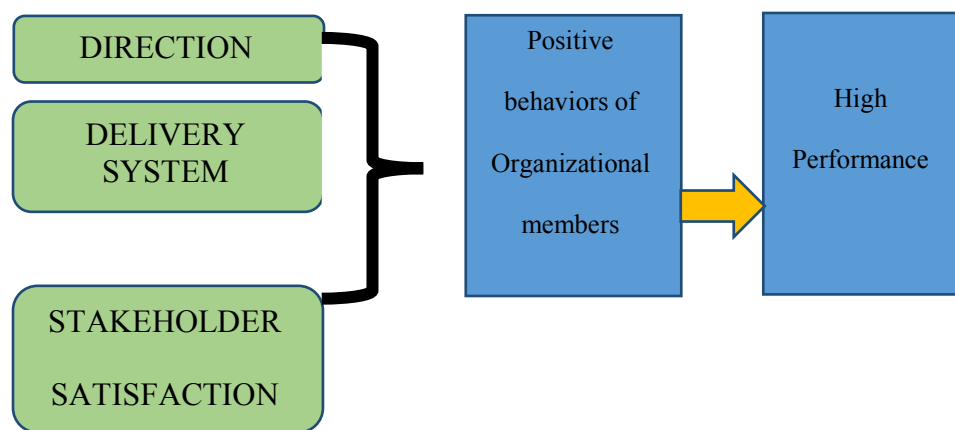


Figure 2.3: Merged High Performance Framework

Source: Researcher's self-illustration

2.4 Past Studies on High Performance Culture

The link between organizational culture and organizational performance seems to exist across industries and nations with similar trends but with different culture dimensions in separate studies.

2.4.1 Relationships between Organizational Culture and Organizational Performance

Kosim et al. (2016) reported in their study on Malaysian banking sector that high performance culture was positively correlated to the achievement of organizations. Chilla et al. (2014) confirmed that performance of tourism industry in Kenya can be explained by control systems, stories and myths, organizational structures, power structures, symbols, rituals and routines.

Similarly, Acar and Acar (2014) found that organizational culture in Kenyan hospitals which considers stability, order and control behaviors dominantly are comparatively in advantageous position with the organizations which are in flexibility, discretion and dynamism. Meanwhile, Motilewa et al. (2015) agreed that organizational culture which contains core values such as spirituality, possibility mentality, capacity building, integrity, responsibility, diligence and sacrifice provides the platform to achieve the desired organizational goal and change. Besides, study done in Nigerian banking industry by Chukwu et al. (2017) indicated that, if the sets of rules and regulations of an organization are often sidestepped, for example, even though the organization establishes a recruitment and selection procedures but its directors and executives influence employment matter outside these procedures, this will have devastating effect on the organization.

Besides, Zharkeshova et al. (2017) also revealed that the culture which emphasizes on bureaucracy and code of ethic leads to patriotism and professionalism in the context of government setting in Kazakhstan. This shows that cultural contexts such as core values, system, procedures, rules and regulations of an organization determines performance of some of the organizations and similar cultural contexts can work well across different

industries. However, there remains a question whether the dominant culture is preferred by the employees.

Daud et al. (2015) showed that dominant culture of high performing schools in Kedah, Malaysia emphasizes stability and control, however, flexibility and freedom are preferred by the teachers. It was documented in study of Haggalla and Jayatilake (2017) which indicated that the market culture was the most dominant type of organizational culture in the Sri Lankan IT sector, but management of employees has the greatest effect on turnover intention. Similarly, findings of Ehtesham et al. (2011) showed that in addition to mission, adaptability has significant positive values in correlation for organizational success in Pakistan education industry. Besides, Ab Samad and Sukor (2014) documented that cultural traits such as knowledge management and organizational learning are predictors of high performing schools in Malaysia. As mentioned earlier, perception and preferences of employees should be valued as it will affect their behavior leading to their performance. This indicates that cultural strategies should be more human centric.

Over the time, more cultural dimensions have been tested in relation to organizational performance. Ozer (2012) concluded that Russian, Turkish and Romanian banking industries associates mission, involvement, internal-external communication and customer needs with qualified employee commitment, job satisfaction, innovation, product/service quality, customer satisfaction, sales growth, market share growth, return on sales, return on assets and overall profitability. Besides, Taherimashhadi and Ribas (2018) elaborated that lean manufacturing in Spain emphasizes on sense of belonging to the organization, courage to accept changes, performance orientation, time perspective orientation to achieve organizational success.

In line with these studies, Wan Yusoff (2011), Kosim et al. (2016) and Lee et al. (2018) found out in the context of Malaysian financial, banking and construction industries that open management system, team work, caring for others, quality for life, team work, inter-functional cooperation, openness and flexibility are associated with organizational performance. Whereas, Ng, Singh and Jayasingam (2012) found that creating change and organizational learning were significant contributors to innovation which increase performance in both private and public sectors in Malaysia. It can be said that all these cultural dimensions identified contribute to strong culture which can be benchmarked.

A strong culture is an organizational culture with a consensus on the deeply and widely shared beliefs that drive the organizations towards high performance (You, 2014). This is because all employees share common goals and strong cultures with no oppression of bureaucracy generate high motivation in an organization. In general, strong culture with various dimensions that leads to organizational success has been the focus, however, weak culture which exists can never be neglected. It was recorded by Zharkeshova et al. (2017) that weak culture such as conflicts among staff, inefficient human resource management, lack of management expertise, experience and knowledge, or adverse behavior of informal leaders, corruption and poor ethics can be destructive if not being tackled.

There is no doubt that weak culture can be the culprit hindering an organization from performing well. Weak culture in government sectors such as deterrent elements in work style (process-oriented, not result-oriented; subjectivity in recruitment and staff promotion; tendency to avoid responsibility; excessive bureaucracy) and destructive management style (recruitment and public service staff promotion based on the principle of personal loyalty,

friendship and family ties) can hinder an organization from succeeding in any endeavor (Chukwu et al., 2017). Hence, the strong culture must always supersede the weak culture.

While discussing about strong and weak culture and arguing on the relationships between different cultural dimensions and performance of an organization, the direction and nature of this link are still not unquestioned and the relationship between the two variables may be influenced by mediating variables. Based on De Waal's (2007) framework, organization culture influences employee behaviors which will have an impact on organizational performance. Hence, relationships among these three variables were reviewed.

2.4.2 Relationships between Organizational Culture, Employee Behavior and Organizational Performance

The organization consists of leaders and employees, the attitude and behavior of its individual members affecting outcomes. It is necessary to explore the way the culture influences the behavior of the individuals and in turn how these behaviors influence the organizational outcomes. Organizational culture can be moderator for the relationship between the employee behavior and organizational performance (Cui & Hu, 2012).

According to Leithy (2017), culture doesn't have direct relationship with organizational performance. His study showed that clan culture practiced in Egyptian multinational companies in which a family like type of working environment that emphasizes consensus and commonality of goals and values induces positive work-related attitudes (job satisfaction, job involvement, organization commitment) and work related behaviors (turnover intention, job performance and voluntary absenteeism). Kumar (2018) agreed that organizational culture impacts organizational performance mediated by variables

affecting employee behaviors, however, he argued that adaptive culture is able to respond to the changes in the environment in which people are willing to take risk, trust each other, work as a team work to identify opportunities and problems, be proactive. As mentioned earlier, things get done through people and employee performance is the backbone of the performance of the organization, it is important to identify and implement the cultural dimensions which will influence the attitudes and behaviors of the employees positively.

Naidoo and Martins (2014) revealed that leadership, management processes and goals and objectives make the strongest statistically unique contribution in predicting the dimensions of work engagement in South African ICT company. Talking about management's role in an organization, Rahmisyari (2016) highlighted in their studies conducted in Indonesian electricity business firms that culture of mutual trust, integrity, caring and learning is the determinant of employee performance. Nguyen and Watanabe (2017) explained in their study on Vietnamese construction companies that contractor commitment and cooperative orientation enhance labor productivity, whereas, goal alignment and trust ensure learning performance, thus, contribute to improved overall performance and satisfaction. Same trend goes on in a more rigid context, whereby Ukawa et al. (2015) concluded that collaboration, information sharing, morale, professional growth, common values, resource allocation prioritization, responsibility and authority and improvement orientation induce employees' adherence to guidelines at Japanese hospitals. Besides, Aripin et al. (2013) indicated in their study conducted in Indonesian police sectors that organizational culture has significant positive effect on job satisfaction. It can be seen that all these cultural dimensions significantly affect employee behavior driving for organizational success and should be nurtured as high performance culture.

On the other hand, Oberföll (2018) argued that human resources policies increase employee satisfaction. The research finding in German multinational companies operating in Mexico indicated that there is a significant relationship between organizational culture variables and turnover, job satisfaction and sales. Inevitably, human resources policies governing the working environment and employees well-being, promoting fair and transparent policies is a must. Finding of Salehipour and Ah (2018) showed that, organization culture and high performance work system dimensions such as performance management system, training and improvement and individual role decide employee performance. Jager (2016) indicated that employees who agreed with regular performance assessments; had measurable and achievable goals set; received frequent constructive feedback on their performance; and felt that they were rewarded equitably for their efforts; were also more likely to demonstrate greater levels of engagement. It can be said that transparent and fair human resource system has to be in place for monitoring employee performance.

The importance of human resource management was also highlighted in studies done in Croatian companies by Bakotic (2017) whereby nature of work, opportunities for advancement, possibility of further education, co-workers, leadership, direct supervisor, salary, position in the company, working conditions, permanent employment, working hour affect job satisfaction. When an employee is satisfied with what they expected, they will be motivated, committed to what they are expected of in terms of productivity and performance which impact the performance of the organization as a whole. Tabatabaee et al. (2016) explained that openness, communication pattern, reward and encouragement, identity and participation, managerial support, coordination, cooperation and organizational unity,

responsibility and risk-taking, personal creativity promote employees belonging, leading to employees' satisfaction which enhances employees' spirit, motivation and devotion.

In short, understanding and adapting to strong culture will keep the individuals residing in the organization on track to high performance. Narayana (2017) has detailed out the findings of the study as follows:

- a) Organizational culture should be affective, continuance and normative, learning and innovative to challenge competitive threats & new opportunities. It must project clear sense of purpose and commitment towards organization mission and objectives. There must be internal integration and coordination between operation in the organization, with proper coordination of assignment and resource allocation and utilization. The culture must be able to unite employees of different demographics, in order to promote better understanding, better coordination & less conflict. Leaders must be able to provide sense of guidance, direction and expectations that keep employees on task and make them understand about their role and responsibilities.
- b) Organizational culture helps to promote job satisfaction, job involvement and occupational commitment. Mutual trust, autonomy, good communication keeps employees motivated and loyal to the management of the organization. Satisfied employees with positive attitude are eager to contribute to perform at their best to earn recognition and appreciation which in turn increases the quality of their work and enhances their performance which lead to the organizational success.

Despite various cultural studies conducted linking organizational culture, employee behavior and organizational performance, research examining and exploring the integrated 'high performance' culture dimensions as a whole empirically is extremely scarce. The

empirical studies discussed above have provided the evidence to support the proposed merged high performance frameworks of De Waal (2007) and Van Herdeen and Roodt (2007), however, there exists a gap on how to instill high performance culture and who should be responsible.

Prior to any initiatives to create high performance culture, the organizations must know how far they are from the status of high performance culture. If the employees do not feel the context, the expected positive behavior won't be seen. Hence, based on the merged models of De Waal (2007) and Van Herdeen and Roodt (2007), the expected organizational outcomes such as organizational performance can't be promised if the high performance culture dimensions are not perceived by the employees. Implementing high performance culture is considered a planned change. Due to this, it is very important to understand the change process. Lewin's change theory has been adopted in this study in view of its suitability.

2.5 Lewin's Change Theory

When there arises a need to make changes to the prevailing culture towards high performance, there requires a need to assess the prevailing scenario. According to Lewin's Change Theory, there are three simple steps leading to change such as unfreeze, change and refreeze (Cummings et al., 2016). Unfreeze allows the behavior, systems and process changes to happen. Present forces that maintain current behavior are reduced through assessment of the current situation. The key for leadership during this phase is to establish clear and transparent communication, provide vision for future and personal development and encourage teamwork during the process to move readily people through the unfreezing stage.

During the change stage, the organization accepts the planned change and is moving towards new way of doing things. Relationships between leaders and employees is important at this stage. Having analysed the present situation, new things are now put in place to achieve the desired improvements. This is the most time and energy consuming and costly yet most realistic stage as long as results are obtained. Refreezing refers to manage for consistency so that the changes are to be internalized by employees and sustained. The leaders play vital role by reinforcing the new behavior with support and rewards.

Even though this theory has been criticized as too simple to follow and the scholar (Mitchell, 2013) suggested Lippitt theory which is more detailed with seven phases such as Diagnose the problem, Assess motivation and capacity for change, Assess change agent's motivation and resources, Select progressive change objective, Choose appropriate role of the change agent, Maintain change, Terminate the helping relationship, however, it is good to be simple than complicated. Kurt Lewin's theory is easy to understand human behavior as it relates to change and patterns of resistance to change (Sutherland, 2013). It mentions about open and honest communication, sense of security and trust, empowerment, support from upper level management, financial investment, inclusion of all stakeholders, sense of ownership and ongoing support for overcoming resistance to change. It is consistent with the journey to instill high performance culture concept which encompasses three main dimensions that is proposed to be paralleled with the three steps of change process.

Kotter's eight steps change model which covers establish a sense of urgency (for change); Create the guiding coalition; Establish a vision and strategy; Enlist a volunteer army; Empower (or enable) broad-based action; Create short-term wins; Sustain acceleration; Anchor new approaches in culture aligns incredibly well with Lewin's change

theory (Smith, 2018). This means Lewin's change theory has laid the most solid foundation for change process.

Lewin's change theory was used by Henriksen (2015) to explain the culture-change intervention in cultivating a high-performance team culture in order to reach the international elite level in sports. Similarly, Hussain et al. (2018) adopted this theory in their study explaining the change process, leadership styles (transformational and transactional) and employee involvement during the staged change process. It was also adopted by Wang (2015) to showcase the organizational change (organizational culture and environment) from the perspective of transformational and transactional needed due to internal and external issues.

Wang (2015) used the same theory to show how organizational development interventions from the perspectives of strategic and human resource such as leadership, empowerment, reward systems, knowledge management and managing workplace diversity affect implementation of culture of continuous organizational learning. Manchester et al. (2014) used it to illustrate the introduction of best practices to the health care system. It was concluded by Hossan (2015) that Lewin's change theory can be used to guide the implementation of private-sector style management practice to the public domain. These have provided the supporting ground for the theory to be adopted in current study.

This theory is also in line with High-Performance Organizations Diagnostic/Change Model developed based on the causal model of Rensis Likert, Marvin Weisbord's six-box model and McKinsey Company's Seven S model (Pickering & Brokaw, 2012). It addresses questions such as *(1) What is high performance for us? (2) How would we know if we were high performing? (3) According to whom are we high performing? (4) Why do we need to*

be high performing? (5) Is what we are doing the right “what”? (6) How good are we at delivering our products and services? and (7) How are we going to treat each other, our partners, customers and other stakeholders?

In short, when the needs to create high performance culture are identified, the culture must be assessed against the benchmarked dimensions, by the most valuable assets of the organizations, that's the employees. Many cultural tools have been developed and used across different contexts. This leads to the discussion on the tool adapted by this study to measure the scenario of high performance.

2.6 Assessment and Measuring Tool of High Performance Culture

There is criticism saying that the focus on the measure of the organization culture is not as critical as on the relationship between the organizational culture and organizational performance because the measure is just a tool (Cui & Hu, 2012). However, it cannot be denied that without the tool, one won't be able to measure the organizational culture, what more to say examining relationships between two variables. Certainly, adaptability of tools is very much depending on the intended purposes. Even though organizations do possess distinct cultural profiles, cultural variation is greater across industries than within them. That's why cultural models and assessment tools do evolve to fit industry.

Hofstede's framework which includes dimensions such as power distance high/low; individualism/collectivism; masculinity/feminists; uncertainty avoidance high/low; long/short term orientation; pragmatism/normatism; indulgence/restraint was adapted countries such as Africa, Turkey, Russia, Romania for assessing prevailing culture alone for the purposes of culture comparison in past studies (Hofstede, Neuijen, Ohayv & Sanders, 1990; Aluko, 2003; Rose et al., 2008; Wan Yusoff, 2011; Mohammad Awadh & Mohammed

Saad, 2013; Osibanjo & Adeniji, 2013; Mihaela, 2014). Same tool was ever used in the study conducted in Malaysian financial industries linking prevailing culture to key performance indicators such as Return of Assets (ROA) and Earning per Share in the study of Wan Yusoff (2011). Certainly, the results yielded inconsistent findings due to cultural differences and that could not establish any standing points for high performance culture dimensions.

On the other hand, Competing Value Framework Model (CVF) has identified dimensions such as Clan (Cooperative), Adhocracy (Creative), Market (Competitive) and Hierarchy (Control). Organizational Culture Assessment Instrument (OCAI) based upon this framework has been adapted widely in USA, Africa, Turkey, Malaysia, Egypt and Sri Lanka in the past studies (Daud et al., 2015; Dajani & Mohamad, 2016; Guillaume & Austin, 2016; Haggalla & Jayatilake, 2017; Leithy, 2017). The tools seem to examine the values, beliefs and unspoken assumptions that guide attitudes and behaviors of employees of the prevailing culture (Acar & Acar, 2014). It does not take into consideration the measure on organizational climate which should be part of the culture itself.

Apart from this, it was documented by Naidoo and Martins (2014) that organizational culture and climate are not strongly differentiated, but are complementary constructs. Organizational climate is defined as enduring organizational environment experienced by the employees at certain time, in which influences their behavior. In other words, the difference between organizational culture and organizational climate is, organizational culture has deep roots in organizations and uses employees' values, beliefs and assumptions as its basis to explain how they behave, whereas, organizational climate reflects perceptions of organizational structures and how they feel to be a member of an organization (Eustace & Martins, 2014). The dimensions include personal career growth and development, sense

of belonging, job fit, job satisfaction, employee wellness, recognition, remuneration and rewards, challenging and interesting work and general feeling transformation and diversity (Eustace & Martins, 2014). Hence, this study adopted the view highlighted by Van Herdeen and Roodts (2007) that high performance culture dimensions should include organizational climate or working environment.

In view of this, it can be seen that Denison's organizational culture model (Denison, 1990; Denison & Mishra, 1995) has included elements of working environment. It focuses on cultural traits of involvement (empowerment, teamwork, human capability development, commitment), consistency (stability, internal integration, common mindset, conformity), adaptability (customer driven, risk taking, innovative) and mission (clear sense of purpose and direction). Denison's Organizational Culture Survey instrument has been adapted in studies linking organizational culture, employee behavior and organizational outcomes across various industries in Pakistan, Russia, Turkey, Romania, Iran, Nepal and India (Everline, 2015; Fauzi et al., 2016; Esmi et al., 2017; Madueke & Emerole, 2017; Nguyen & Watanabe, 2017). Similarly, study of Nguyen and Watanabe (2017) have identified five factors framework of organizational culture for the construction industry which are akin to Denison's model, namely goal alignment and reliance; cooperative orientation; contractor commitment; worker orientation; and empowerment orientation.

Other similar cultural tools such as organizational culture profile (OCP) developed by Chatman and Jehn (1994) and O'Reilly, Chatman and Caldwell (1991) with seven dimensions (innovative, stable, respecting of people, outcome oriented, detail oriented, team oriented and aggressive) was used as the primary research instrument in study conducted by Lee and Yu (2004) in Asia. Besides, South African Culture Instrument (SACI) with seven

dimensions (Goals and objectives, External and internal environment, Leadership, Management processes, Employee needs and objectives, Means to achieve objectives and Strategy and change management) was locally developed for the South African context adapted in study of Naidoo and Martins (2014).

On the other hand, Organizational Culture Assessment Questionnaire (OCAQ) developed by Sashkin (2001) with factors such as managing change, achieving goals, coordinating teamwork and cultural strength was used in Korean sports industry study (You, 2014).

In view of different tools with different cultural dimensions have been used in different studies and contexts, it is meaningless to debate the merits of using which tool, as the collective findings offer valuable insight into the adoption of high performance culture dimensions in this study. It was commented by Van Heerden and Roodt (2007) there is lack of the existence of a consolidated model on high performance culture. As it is likely that any single dimension may not measure an idea precisely, as in the case of high performance culture, multiple dimensions have to be assessed to understand truly the scenario of high performance culture.

Despite the comments made by Aluko (2003) that organizational culture research can hardly be done in a single study, it is believed that high performance culture can still be measured and discussed from an integrated perspective. Based on Van Heerdeen and Roodt's (2007) integrated high performance culture model and Lewin's change theory, this study adapted the three main dimensions (Direction, Delivery system and Stakeholder satisfaction) with modifications in order to pair with the three stages of change process.

Van Heerden and Roodt (2007) identified mission, vision and strategy as ‘blueprint’ of organizational success. A culture which fails to have direction embedded cannot be considered as high performance culture as it is heading nowhere. According to Lewin’s change theory, the organizations will divert from its current position or status quo to a new direction during unfreezing stage and employee involvement is crucial (Hussain et al., 2018). Hence, sense of purpose, direction & expectations towards organization mission must be communicated clearly to the employees in order to keep employees on track about their roles and responsibilities. This is similar to the dimensions of OCAQ used in sports industry.

Previous studies (Tabatabaee et al., 2016; Vesso & Alas, 2016; Chukwu et al., 2017; Narayana, 2017; Nguyen & Watanabe, 2017; Lee et al., 2018) also associated mission, strategic direction, goals and objectives alignment, openness and flexibility, transparency, communication and courage to accept changes with strong culture. Inevitably, direction is believed to be one of the main elements of high performance culture. If the employees are clueless about the direction of the organizations, be it long or short term direction, especially in the change of direction, they won’t be able to align their goals and objectives with organizational goals and take the accountability for the overall performance of the organization. Hence, Direction should be one of the main dimensions of high performance culture.

According to Van Heerden and Roodt’s model, Delivery system is considered a ‘manual’ detailing the ‘recipe’ in terms of environment, capabilities and also ‘standing orders’ in terms of policies and procedures and guiding processes needed to produce high performance as mentioned earlier. It fits well in second stage of Lewin’s change theory. In order to stimulate employee involvement during change process, people’s perceptions

towards the surrounding environment including the systems and processes affecting them must be taken care of in order to overcome resistance to change. According to Penava and Sehic (2014), employees' attitudes towards change are participation, communication and trust in management.

Similarly, Hussain et al. (2018) stated that empowerment, information sharing, knowledge and skill building and rewards are main elements affecting employees' involvement in change process. The findings of Idris, See and Coughlan's (2018) work asserts that employee empowerment has the capacity to build employees' self-efficacy which improves their productivity and innovation leading to job satisfaction. Li, Liu, Han and Zhang (2016) explained that empowerment induces change-oriented behaviors among employees since it improves their sense of self-competence. Hence, organizations that wish to create high performance culture should include these elements in their Delivery system.

At organizational level, the organizations must be able to create an environment in which the employees can sense the transparency, integrity, fairness and justice (Chilla et al., 2014; Motilewa et al., 2015; Abiodun & Olu-abiodun, 2017). Previous studies (Chilla et al., 2014; Rahmisyari, 2016; Ritonga, 2016; Vesso & Alas, 2016; Chukwu et al., 2017) indicated that it is difficult to change culture due to resistant to change because people find it hard to embrace new things, unless trust among people and between leaders and followers exists.

However, there are studies (Tsai, 2011; Ukawa et al., 2014; You, 2014; Motilewa et al., 2015; Pongpearchan, 2016; Tabatabaee et al., 2016; Abiodun & Olu-abiodun, 2017; Narayana, 2017) indicating that employees must be empowered in authority and responsibility in order to enhance the sense of belonging and loyalty. In other words, despite the positions in organizational hierarchy of leadership (Acar & Acar, 2014; Jati et al., 2015),

people at all levels must have the feeling of empowerment or execution of power while delivering their responsibilities. As a trusted individual in an organization, he or she would not think twice in going all out for the sake of the organization. An organization without employee empowerment and openness cultures may hinder employees from offering feedback or suggestions to management, despite the fact that such feedback improves performance (Nguyen & Watanabe, 2017; Lee et al., 2018; Taherimashhadi & Ribas, 2018).

On the other hand, Narayana (2017) and Taherimashhadi and Ribas (2018) advocated that organizational culture that values team spirit helps to unite employees of different demographics, promote better understanding, better coordination & less conflict so that employees can work harmoniously and happily. Asmawi and Chew (2016) and Kosim et al. (2016) found that teamwork and high performance culture are positively and significantly correlated. Besides, Ukawa et al. (2014), Jati et al. (2015), Nguyen and Watanabe (2017) and Lee et al. (2018) showed that organizations that allows free exchange of ideas, coordination and the sharing of accountability from top down and across functions tend to achieve organizational missions.

However, adverse consequences might occur if the leaders fail to manage conflicting goals or lacking of cooperation among the functional units due to complex coordination, leading to inefficient decision-making and increased failure in making positive change (Ukawa et al., 2014; Lee et al., 2018). You (2014) and Tabatabaee et al. (2016) showed that team identity and organizational unity is significantly correlated with employees' organizational belonging. Whereas, Belias and Koustelios (2014), Bakotić (2016) and Abiodun and Olu-abiodun (2017) also showed that employees' job satisfaction is influenced by team behavior and team dynamics. Equal opportunities, resources and support should be

made available to all (Abiodun & Olu-abiodun, 2017). Internal conflicts will only destroy the organizations if the leaders fail to instill atmosphere of common values, morale, spirituality, possibility mentality, diligence and sacrifice among the team members as a whole (Arifin et al., 2014; Motilewa et al., 2015; Vesso & Alas, 2016).

As teams consist of individual team members, thus, individual needs shall not be neglected. Despite the importance of empowerment in boosting sense of belonging and responsibilities, it takes capabilities for a person to deliver a good job too. However, whether or not an organization able to acquire capable workforce is very much depending on the culture of an organization. It determines how an individual join, advance within or leave the organization, the way how they are prepared for promotion, retirement truly affect the organizational outcomes (Chukwu et al., 2017).

It was documented in the study of Pongpearchan (2016) and Madueke and Emerole (2017) that high performance work system from the perspective of human resource such as selection, training, internal career opportunity, performance appraisal, empowerment, incentive pay, performance contingent compensation is positively related to job motivation and employee retention. Beh (2014) showed that Malaysian employers are now facing ever-increasing challenges in the areas of training, succession planning and sustainable organizational change. Hence, human resource matters especially in the perspective of talent management cannot be neglected, be it in developed or developing countries.

Nevertheless, when there are circumstances that people having been entrusted to handle tasks which are beyond their capabilities. In that case, the organization must be able to develop professional skills among its employees (Tsai, 2011; Ukawa et al., 2014). Study of Motilewa et al. (2015) showed that capacity building is crucial in the context of possessing

the ability to deliver a specifically given task even though they were not enabled to deliver. On the other hand, Tobing and Syaiful (2016) and Narayana (2017) showed that motivation and performance of employees is affected by communication of roles and responsibilities and employees should be made known on what is expected of them, how their performance is assessed and what forms of rewards are available.

Similarly, the findings of Tsai (2011), Jager (2016), Tabatabaee et al. (2016) and Taherimashhadi and Ribas (2018) indicated that employees who had measurable and achievable goals set, received regular feedback on their performance and felt that they were rewarded with higher pay, promotion, recognition, attention and job security equitably for their efforts, time, energy, efforts and skills were also more likely to report greater levels of engagement. Salehipour and Ah (2018) argued in their study conducted in government ministry in Iran that a performance management system must be implemented so as to induce high performance employees rather than the traditional methods of performance evaluation because the system can help to address performance deficiencies and provide appropriate and specific feedback that will help in employees' career development. When it comes to performance management, it can be viewed from the perspective of human resource perspective as it is about managing people.

Mohammad Awadh and Mohammed Saad (2013), Arifin et al. (2014) and Naidoo and Martins (2014) associated organizational / management processes with work engagement and performance. Whereas, Beh (2012) and Riordan (2015) highlighted that efficient and effective systems, processes policies and procedures are needed especially in public services. Study of Daud et al. (2015) showed that both high performance and low performance schools emphasize on rules and regulations. This means, a control system can

be of its benefits if monitored in a proper way. This can be seen in the studies of Sadeli (2012), Aripin et al. (2013) and Chilla et al. (2014) which showed that processes, policies and procedures are required to monitor what is going on. For example, methods used for reporting, employee evaluation and appraisal (Tumiran, 2015; Yunikewaty, 2015; Asmawi & Chew, 2016), rewards and punishments (Tsai, 2011; Belias & Koustelios, 2014; Asmawi & Chew, 2016; Jager, 2016; Tabatabaee et al., 2016), to enhance organizational performance.

In addition to the elements of Delivery system dimension (organizational/team/individual core capabilities, rewards system, performance management, policies and procedures), Yapp (2016) argued that time and efforts should be spent on continuous improvement of the business processes. It was concurred by Dewar and Keller (2012) that culture change program should be integrated with business improvement initiatives. It can't be denied that the organizations must keep their paces to the dynamic changes of global standing in order to ensure that there is systematic program to change the behavior towards the changes. Innovative and learning culture was also highlighted in the some of the past studies (Asumeng & Osae-larbi, 2015; Everline, 2015; Jati et al., 2015; Ali et al., 2015; Dajani & Mohamad, 2016; Tabatabaee et al., 2016; Leithy, 2017; Madueke & Emerole, 2017; Narayana, 2017; Taherimashhadi & Ribas, 2018).

Therefore, the Van Heerden and Roodt's (2007) high performance culture assessment tool was modified with Continuous improvement element incorporated into the Delivery system. Even though researchers such as Daud et al. (2015), Yunikewaty (2015), Dajani and Mohamad (2016), Haggalla and Jayatilake (2017) and Leithy (2017) associated

market culture with financial gains, however, profitability as cultural elements is not the focus of this study, as it is not the mission of the sports organizations.

High performance Culture has attributes such as high quality customer service and commitment to employee, whereby nobody will be deliberately pulled down upon which organizations stand, just for selfish interest (Chukwu et al., 2017). In short, high performance culture treats everybody involved in the loop fairly to their satisfaction including the community involved. Aluko (2003) and Barret (2010) stated that organizations that care for stakeholders such as employees, customers, investors, partners and society are close to success. This is what the final stage of Lewin's Change Theory is aiming for, internalization and consistency of strong culture which make everyone willing to adapt to the culture satisfactorily.

Study of Ozer (2012) showed that culture with internal-external communication trait has the strongest relationship with commitment of employees, employee and customer satisfaction. In this case, even though sports organizations are not profit-making entities, the customers are referred to the sports facilities or service users. Sometimes, employees themselves can become the customers of the sports organizations. Hence, deep understanding of customer needs, coordination and integration across different parts of the organization are needed. It is crucial to get the customers' inputs to enhance the decision making process towards any upgrading endeavors.

When it comes to employees, managerial support must be in place as employees are considered the assets of the organizations (Tabatabaee et al., 2016). Welfare of employee must be taken care of, leaving impact on individuals in improving their quality of life (physically and psychologically) in terms of increasing employee's morale, job satisfaction,

job commitment, productivity and job performance generally (Gharibvand, 2012; Naidoo & Martins, 2014; Leithy, 2017). Employees feel motivated if they find their jobs interesting, they are able to feel the satisfaction and personal contest wherever engaging in any voluntary community activities projecting organization identification (Wong et al., 2018). This is true that, especially in public settings in which people receive the same salary and other forms of compensation, regardless of how much the organizations are successful. According to Bakotić (2016), job satisfaction determines organizational performances more strongly than organizational performance determines job satisfaction. That means, employees' job satisfaction is main predictor of performance.

Tsai (2011) and Abiodun and Olu-abiodun (2017) showed that desirable leadership behavior in providing free access of information, opportunities, support and resources for the employees to do their work, will result in less turnover and enhanced job satisfaction. Madueke and Emerole (2017) also showed that it is critical for the leaders to build good relationship with the employees because they prefer working in an organization where there is a sense of pride and will work to their fullest potential. In most cases, people don't leave organizations, they leave their leaders, if they don't feel the respect and care (Nguyen & Watanabe, 2017). A supportive management is able to increase employees' sense of belonging through enhancement of employees' spirit, motivation and devotion, leading to improved performance and effectiveness (Pongpearchan, 2016; Tabatabaee et al., 2016; Taherimashhadi & Ribas, 2018). When people feel that they are part of the family, it will make them feel eager to contribute to the organizational success and feel the sense of achievement (Esmi et al., 2017; Narayana, 2017). There is no doubt that people prefer to work in a friendly and happy working environment.

Based on the discussion above, the concept of high performance culture with Direction, Delivery system and Stakeholder satisfaction dimensions remains as one of the most important variables and essential ingredients in building and developing a high performing organization. Hence, the tool which includes these three dimensions has been adapted in this study to assess the scenario of high performance culture in sports organizations. It can be seen that previous studies discussed above assessed culture separately using different cultural dimensions in various industries (education, bank, construction, tourism, manufacturing, IT, hospital, sports) across various regions around the world. However, there was little evidence that cultural study has been conducted using integrated high performance culture dimensions especially in sports context in any of the Asian countries, especially in Malaysia despite Van Heerden and Roodt's model has consolidated the most prominent models around high performance organizations and performance excellence. As such, the adaptability of the tool deems suitable, as the culture itself is a multifaceted phenomenon in nature (Pettigrew, 1979), which should be measured from integrated dimensions in a single study.

2.7 Leadership Styles as Predictor of High Performance Culture

While Holistic Ecological Approach and environment success factor model emphasize organizational culture as core centre in some literature (Arnold et al., 2015; Henriksen, 2015; Henriksen & Stambulova, 2017), high-performance environment (HPE) model identified by Jones et al. (2009) which consists leadership (vision, support, challenge); performance enablers (information, instruments, incentives); people (attitudes, behaviors, capacity); and, organizational culture (achievement, well-being, innovation, internal processes), leadership sits at the core of their model and is advocated to interact with performance enablers to impact on the people variables. Inevitably, organizational culture is

not the only variable affecting organizational performance. Various studies (Megat Tajuddin et al., 2015; Middleton, Harvey & Esaki, 2015; Tahir, 2015; Tumiran, 2015; Dajani & Mohamad, 2016; Ritonga, 2016; Ukaidi, 2016; Abiodun & Olu-abiodun, 2017; Al Khajeh, 2018) have associated leadership styles directly with organizational outcomes.

However, the missing link in understanding the relationship between leadership and organizational performance concludes that despite a hypothesized leadership-performance relationship, the findings are inconclusive and difficult to interpret (Fenwick & Gayle, 2008). There must be some variables in between the link of leadership and performance. In responding to this, researchers such as Tumiran (2015), Yunikewaty (2015), Zhang et al. (2015), Dalluay and Jalagat (2016), Favour (2016), Girma (2016), Jager (2016), Pongpearchan (2016), Tladi (2016), Abiodun and Olu-abiodun (2017), Al-Malki and Wang (2018), Supraptiningsih et al. (2018) and Wong et al. (2018) have explained how leadership styles impact employee behaviors leading to organizational performance.

During the change stage of Lewin's change theory, the goal of the change agent(s) is to support the driving forces to move beyond status quo and outweigh the impact of any restraining forces (Kaminski, 2011). Inevitably, the critical change agent will be the leaders and the driving forces would be the dimensions of high performance culture in this study, restraining forces will be resistance to change. In contrast to High-Performance Organizations Diagnostic/Change Model developed by Pickering and Brokaw (2012) which treats leadership, vision and values as Change Levers and strategy, structure and systems as applied Change Levers, the integrated high performance culture model in this study combine the levers as integrated high performance culture dimensions.

According to Mitchell (2013), before embarking on change, the role of leaders is multifaceted and considered the most important element in planned change, because they as team players with the same goals provide vision, inspiration, motivation and support to everyone involved. However, there are arguments with pertains to the relationships between leadership style, organizational culture and organizational performance. It was documented in the study of Cui and Hu (2012), the culture is a full mediator between the leadership style and corporate performance.

However, when it comes to the question about the relation between leadership styles and organizational culture, there is an argument about which comes first. Some studies (Everline, 2015; Tumiran, 2015; Yunikewaty, 2015; Dajani & Mohamad, 2016; Pongpearchan, 2016; Ritonga, 2016; Abiodun & Olu-abiodun, 2017) considered leadership styles and organizational culture impact employee behavior and organizational performance simultaneously. In contrary, Nikčević (2016) stated that organizational culture impacts leadership styles. This is agreed by Tobing and Syaiful (2016) that organizational culture has significant effects on work motivation and employee performance but leadership style (transformational) has no significant effects.

In view of this, other studies (Jati et al., 2015; Ali et al., 2015; Fauzi et al., 2016; Girma, 2016; Guillaume & Austin, 2016; Tabatabaee et al., 2016; Vesso & Alas, 2016; Wahba, 2016; Bawany, 2017; Esmi et al., 2017; Lor & Hassan, 2017; Rahbi, Khalid & Khan, 2017; Zharkeshova et al., 2017; Alfanda & Suhartanti, 2018; Dias & Borges, 2018; Lee & Cho, 2018; Wren, 2018) showed that leaders create culture through the way they behave. Thus, the missing links between leadership styles and organizational culture and the contracting findings contributed to one of the objectives of this study, to identify the

relationship between leadership styles and high performance culture by looking at organizational change and leadership theories.

Lewin's change theory has emphasized the enormous role of leaders in influencing followers in the right direction and the leadership style promote positive and effective behaviors among followers. A capable leader is able to make changes to the culture, or else he or she will become the victim of the prevailing culture (Mitchell, 2013). It is believed that the core values of an organization should always begin with its leadership as it is the leaders leading their followers through these values. The behavior of both leaders and followers should then become increasingly aligned and slowly unified strongly, a strong organizational culture emerges gradually (Tsai, 2011). Thus, effective leaders shape strong culture instead of being controlled by culture. There are various leadership theories being discussed over the time.

2.8 The Emergence of Leadership Theories

There have been so many leadership theories emerged over the decades as depicted in Table 2.1.

Table 2.1: Summary of Leadership Theories

Great man theory	Leaders as individuals hereditarily talented with greater characters and personalities while they were born. They are from privileged class, mainly male.
Trait theory	Leaders must acquire predetermined set of attributes and personalities and internal attributes.
Behavioral theory	Leaders can be made through formal and informal training. Actions of leaders are more important than intrinsic characteristics.

Table 2.1 continued

Contingency approach	Leaders are naturally fixed in certain situations.
Emotional intelligence theory	Emotional intelligence state of leaders has more effect on personal performance as well as that of his or her team.
Competency theory	Focus on the competencies of successful leaders rather than their traits.
Charismatic leadership theory	Leaders with extraordinary qualities to enhance affection from followers for them to accomplish their tasks especially under stressful and chaotic situations.
Visionary leadership	Capacity of a leader to project clear vision, ensure effective communication and empowerment towards common organizational goals.
Participative leadership	Leaders involve followers in decision making process.
Attribution theory	Leaders judge their followers differently based on the interpretation they perceive on certain behaviors exhibited by employees, such as work output or productivity
Situational theory	Leaders choose the best course of action based upon relationships with the followers, task details and accountabilities rendered to them, based on four quadrants namely high task/low relationship, high task/high relationship, low task/high relationship and low task/low relationship
Leader-member exchange (LMX) theory	The relationship building process between leaders and followers occurs in three phases; (1) formal basis with low-exchanges being purely contractual, (2) increased level of social exchanges relationship and (3) matured relationship resulting in higher degrees of respect, mutual trust and obligations.
Path goal theory	Relationship between leadership behavior and the follower perceptions based on individual believing that particular behavior will lead to particular outcomes.

Source: Asare (2012), Yusuf et al. (2014), Cote (2017), Ahmed (2018)

Great man theory was developed from an early research which included the study of great leaders. However, this theory has gender bias and discrimination (Yusuf et al., 2014). Besides, it is unable to identify leadership qualities for assessment or leadership training and capacity building. Whereas, trait theory was able to describe the specific set of traits of great

leaders, especially male, but fails to differentiate between the required traits from the ordinary traits and does not take analysis of behaviors into consideration (Ahmed, 2018). The standard set of leadership qualities still bias towards male leaders. Both theories assume leaders are born. As such, these theories seem to contradict with the modern leadership and management concept that leadership is a set of skills and competencies that can be taught.

In addition, the assumptions also disrespect the facts that women can be successful leaders. It cannot be denied that female leaders' performance can be as good as males given that variables affecting it are reinforced (Alfanda & Suhartanti, 2018). In contrast to the above theories, behavioral theory is based upon the belief that great leaders are made, not born. People can learn to become leaders through teaching and observation (Yusuf et al., 2014). On the other hand, emotional intelligence and competency theories are based upon moral, skill set and knowledge on top of leaders' behavior (Ahmed, 2018). These theories imply that leaders are chosen to fit in a scenario and this is believed to be similar with contingency theory in which it matches leaders with the situations. If the organizations wish to change how the situation is handled, they have to change the leader (Asare, 2012). Obviously, this is lack of flexibility as leaders should be able to learn and use different leadership styles while facing different scenario and people.

Moving towards relationships between leadership style and organizational change, charismatic and visionary leadership theories derived based on the studies of effective business leaders who introduced a change in their organizations (Ahmed, 2018). However, charismatic leaders seem to separate their own objectives from their followers and the chemical of charisma only occurs when both leaders and followers agree on common vision (Ahmed, 2018). In this case, employees tend to work for the leaders, not for the

organizations. On the other hand, attribution theory describes effective leaders as industrious, aggressive, intelligent and good communicator (Asare, 2012), nothing more than that to explain the relationships. As for participative leadership theory, the leaders retain the right to say 'yes' or 'no' to their followers when it comes to allowing inputs from them (Yusuf et al., 2014), leaders seem to reserve their rights in choosing the source of inputs.

When it comes to relationships between leaders and followers, situational leadership, path-goal leadership and LMX leadership theories are focusing on influencing and motivating the employees in an organizational environment despite whether a leader is adapting a style, behavior, or the level of interactions (exchanges). The bottom line is to help employees accomplish tasks and goal achievement and they can work for all types of tasks in all levels of the organizations (Cote, 2017). Nevertheless, there are some weaknesses identified for all these three theories. It was documented in the study of Cote (2017) that, there is insufficient published research to support the situational leadership theory and no common instrument with standard scores to examine the characteristics of the leaders' behavior. Hence, leadership styles under this theory can hardly be measured. It is believed that the competencies of the leaders in choosing among the types of exploitative/authoritative, benevolent/authoritative, consultative or participative has not been clearly questioned and answered.

On the other hand, LMX leadership theory that classifies members based on relationships may create inequities between groups. As mentioned earlier, leaders should act as team player providing common vision, inspiration, motivation and support to everyone involved in the change process, not only focus on a few of their choices. Thus, LMX leadership theory doesn't seem to fit well, especially in this study. Furthermore, ad hoc

measurement scales have been used from time to time based upon LMX leadership theory, there is no standard scales to benchmark.

When it comes to Path-goal theory, it was criticized that the evolution deems complex, many empirical studies for validity only partially support it without providing true correlation between the assumptions (Cote, 2017). Nevertheless, it provides the groundwork for understanding situations where a leader's behavior will motivate an individual's performance and job satisfaction.

Despite the shortfalls of each theory above, the development of any of these theories does contribute to the evolution of other leadership theories. Due to the dynamic changing world, transformational leadership style theory has become one of the most prominent theories over the last 30 years in organizational culture change (Chou, 2014; Ledimo, 2014; Penava & Sehic, 2014; Jati et al., 2015; Middleton et al., 2015; Tumiran, 2015; Fauzi et al., 2016; Esmi et al., 2017; Alfanda & Suhartanti, 2018).

Transformational leadership style goes beyond the usual expectations by instilling a sense of mission, stimulating learning experience and inspiring new mindset in fast changing and volatile environment (Tumiran, 2015). They play a key role in challenging the prevailing state, stimulating the organization for change, leading the transformation process and designing procedures and systems that reinforce and internalize the process, especially in public service delivery (Ledimo, 2014). This is required to transform the prevailing culture to high performance culture in an organization. Inevitably, one style fits all theory can hardly be accepted in any endeavors.

Transformational leadership style might not be effective to everyone under certain circumstances, for example, for those who don't really buy the style of their leaders in emphasizing their own or organizational goals, or higher levels of needs as in Maslow need theory which transcend beyond rewards. Lower levels of followers' needs tend to be neglected. Inevitably, different people will have different needs at different stages of their lives, however, monetary or rewards in kind form are still the prime motivator for most of the people in order to sustain the living. As a leader, he or she should be able to motivate people through different ways of motivation. Furthermore, certain people need guidance and monitoring towards goals attainment. As such, other types of leadership style should be made available to cater such needs.

The most recent evolutionary stage of leadership concerns both transformational and transactional leadership style theories in which transactional leadership style is considered to complement transformational leadership style (Ali et al., 2015; Megat Tajuddin et al., 2015; Tahir, 2015; Dajani & Mohamad, 2016; Favour, 2016; Girma, 2016; Jager, 2016; Al-Malki & Wang, 2018; Dias & Borges, 2018). Leaders, who adopt this style, not only establish clear expectations to be fulfilled by subordinates while maintaining consistent rules, procedures and norms, also consistently honoring trust and dependability in offering rewards for specific tasks completion and desired performance (Megat Tajuddin et al., 2015).

As mentioned earlier, Lewin's change theory adapted in this study says the organizations need leaders who are good communicators, team players, problem solvers and exhibit visionary, caring, innovative, accommodative styles, hence, transformational and transactional leadership styles which meet the requirements are of interest of this study.

In accordance with the HPE model and recent research in the sport domain (Jones et al., 2009), transformational behaviors of vision, support and challenge was undoubtedly at the heart of the team's success leading to attainment of higher levels of performance. On the other hand, it was advocated by Jones et al. (2009) that transactional leadership style especially Contingent reward behavior predicted extra role behaviors. It can be seen that transformational and transactional leadership styles have common effects in both athletic and non-athletic domains.

The transformational and transactional leadership theory is also referred as the full range leadership theory or the multifactor leadership theory which is among the theories that have received the greatest attention in various fields (Ali et al., 2015). Full range leadership model has become the hot topic for researchers and scholars and the model is the most researched and validated (Bodla & Nawaz, 2010). Studies of Ali et al. (2015), Dajani and Mohamad (2016), Girma (2016), Jager (2016), Tladi (2016), Esmi et al. (2017) and Dias and Borges (2018) have used the full range leadership model in their studies across the east and west. It has also been used in the context of Malaysia by Hassan and Yau (2013) and Megat Tajuddin et al. (2015). It has been used by Burg-Brown (2016) to ascertain the type of association between leadership styles (Transformational and Transactional) and organizational performance in US government agencies. Hence, this theory works well in both private and public settings

2.8.1 Transformational Leadership

The concept of transforming leadership was first introduced by Burns (1978) in his study on the behavior of political leaders and the ways they approach the power they have. Bass (1985) developed it from the point of view of its organizational implementation at the

later stage. He viewed transformational leaders from the perspective of their influence on their followers whereby both leaders and subordinates help each other to advance to a higher level of motivation and morality. Based on leadership theories, transformational leadership is a shared process involving different levels of leadership throughout the organization (Ahmadi et al., 2015). It is made up of a combination of traits, behavioral and contingent leadership theories which was importance to task and relationship-orientation (Wong et al., 2018).

Bass and Avolio's (1997) Full Range Leadership Model has identified five dimensions of transformational leadership style, namely Idealized influence (attributes), Idealized influence (behavior), Inspirational motivation, Intellectual stimulation, Individualized consideration (Jati et al., 2015; Ali et al., 2015; Megat Tajuddin et al., 2015; Middleton et al., 2015; Tahir, 2015; Dajani & Mohamad, 2016; Fauzi et al., 2016; Girma, 2016; Jager, 2016; Pongpearchan, 2016; Alfanda & Suhartanti, 2018).

Idealized influence (attributes) refers to leaders' attribution of charisma in building trust and confident. They are confident and powerful and focus on high order ideas and ethics. Idealized influence (behavior) refers to charismatic actions of the leaders that are cantered on collective mission and values. They are able to encourage subordinates to go extra mile in doing the unexpected. In other words, Idealized influence (attributes/behavior) means leaders are becoming a role model, generating pride, faith and respect, trust, admiration and loyalty from their followers and able to get their followers to perform extra-role behaviors. Inspirational motivation is considered as the main factor of transformational leadership due to the articulation and representation of a vision by the leader towards positive future, hence, their people are motivated. They motivate their people by showing future with

optimism, stressing ambitious goals and communicating to them that the goals are attainable. Intellectual stimulation refers to actions taken by leaders in triggering sense of logic and innovative thinking of their people in problem solving. Lastly, Individualized consideration is defined as leaders' behaviors that contributes to follower satisfaction by coaching and paying attention to the individual needs of their people and thus allowing them to develop self-actualization.

2.8.2 Transactional Leadership

Bass (1985) suggests that transformational and transactional leadership paradigms must be viewed as complementary to each other (Sadeli, 2012). Transactional leadership theory described by Burns (1978) posited the relationship between leaders and followers as a series of exchanges of gratification designed to maximize organizational and individual gains. These exchanges allow leaders to accomplish their performance objectives, complete required tasks, maintain the current organizational situation, motivate followers through contractual agreement, direct behavior of followers toward achievement of established goals, emphasize extrinsic rewards, avoid unnecessary risks and focus on improve organizational efficiency. Unlike transformational leadership style that focusing on common interests, leaders who exhibit transactional leadership style motivate their employees by focusing on their personal interests (Ali et al., 2015). In another word, the employees compromise or comply with the leaders in exchange for intended rewards, or to avoid punishment. Transactional leadership allows followers to fulfill their own self-interest, minimize workplace anxiety and concentrate on clear organizational objectives such as increased quality, customer service, reduced costs and increased production (Sadeghi & Pihie, 2012).

Contingent Reward, Active Management-by-Exception and Management-by-Exception passive have been identified as three dimensions under transactional leadership style in Bass and Avolio's (1997) Full Range Leadership Model (Jati et al., 2015; Ali et al., 2015; Megat Tajuddin et al., 2015; Middleton et al., 2015; Tahir, 2015; Dajani & Mohamad, 2016; Fauzi et al., 2016; Girma, 2016; Jager, 2016; Pongpearchan, 2016; Alfanda & Suhartanti, 2018).

Contingent Reward is referred to leader behaviors focus on clarifying roles and task requirements, providing people with material or psychological rewards upon delivery of the tasks. Active Management-by-Exception, refers to leaders whose focus is to ensure that standards are met. They keep track actively for deviations from rules and standards and keep on reminding their people and take correction action in order to avoid these deviations. Management-by-Exception passive refers to leaders only intervene after noncompliance has occurred or if standards have not been met.

As a result, this research implies that transformational and transactional leadership styles will have a positive influence on high performance culture. The development of hypotheses is based on previous empirical studies which are to be discuss in the next section.

2.9 Hypotheses Development - Transformational Leadership Style and High Performance Culture

Transformational leaders have influential and motivational effects on followers from the aspects of employees' attitude and behavior, organizational citizenship behavior, corporate social responsibilities, employee's well-being, employee's creativity and innovation, productivity, employee engagement, employee commitment, employee loyalty, job satisfaction, job motivation, job performance, organizational learning, knowledge

management, organizational commitment and business performance (Akoth Dola, 2015; Megat Tajuddin et al., 2015; Middleton et al., 2015; Tumiran, 2015; Dajani & Mohamad, 2016; Girma, 2016; Pongpearchan, 2016; Lor & Hassan, 2017; Sang, 2017; Al-Malki & Wang, 2018; Dias & Borges, 2018; Wong et al., 2018). It can be seen that the impact of transformational leadership on employees' behaviors and performance and organizational outcomes can never be undermined.

Kelloway (2001) indicated in their study that transformational leadership affects sports performance indirectly, through the mediating effects of intrinsic motivation. The findings revealed that perceptions of the coach's transformational leadership are positively related to the athletes' intrinsic motivation. The coaches who are supportive and promote autonomy are able to increase their self-efficacy and capacity for self-determination in producing results. On the other hand, Asare (2012) and Kazemi (2013) asserted in their studies that transformational leadership style is the most determinant of organizational performance in which they create conducive environment for employees. It can be said that transformation leaders are sensitive to the needs of different groups and individuals in the process of goals attainment and able to accommodate challenges and difficulties their employees encounter.

Besides, Ledimo (2014) highlighted that there was a significant positive relationship between transformational leadership and a constructive organizational culture within a public service organization. It was also disclosed by Middleton et al. (2015) in their study that transformational leaders are able to envision culture, see beyond barriers, create buy-in among stakeholders and promote successful change implementation.

Due to the impact that transformation leadership generates on personal, team and organizational outcomes, transformational leadership is considered necessary in organizations from different domains, such as in the perspective of high performance culture dimensions (Direction, Delivery system and Stakeholder satisfaction). This is similar with coaching culture claimed to be created by leaders as stated in the study of Vesso and Alas (2016), whereby emphasis was put on three characteristics such as: i) leaders are active team players, task and change oriented, being to create and implement a vision ii) they build trust and find solutions, share responsibilities and decision making power iii) they establish and maintain relationships.

Hence, the research of this study postulate transformational leadership has associations with these dimensions, evidenced in different context of past studies discussed below.

2.9.1 Transformational Leadership and Direction

Direction is one of the dimensions of Van Heerden & Roodt's (2007) integrated high performance culture model. It theorizes that organizational performance is driven by clearly defined vision and strategic organizational goals and the leaders are able to provide directions for the employees on what to do and what are the desired results. An organization without direction, is just like a car without steering. Furthermore, a car without driver cannot move by itself, just like an organization won't be successful without a leader. Undoubtedly, leaders who have been entrusted to lead the organizations are responsible to state the vision, mission and provide direction to their followers (Mahalinga Shiva & Suar, 2012; Northouse, 2015). Sundi (2013) stated that organization requires vision, encouragement and commitment formed by transformational leaders.

Transformational leaders seeks to transform visionary to collective vision by communicating an idealistic vision of the future where subordinates work to realize the vision into reality which is beyond the expectation (Kim et al., 2015; Middleton et al., 2015; Rawung, Wuryaningrat & Elvinit, 2015; Sultana et al., 2015; Pongpearchan, 2016; Salomonsen, Boye, Moynihan & Andersen, 2017; Sang, 2017; Toufaily, 2017; Wong et al., 2018). They are dedicated in engaging their followers towards goals attainment and commitment through value congruence based on ethical principles (Riordan, 2015; Guillaume & Austin, 2016; Amin et al., 2018).

Jati et al. (2015) elaborated in their findings that Inspirational motivation dimension of transformational leadership styles enables leaders to communicate optimism about future goals and develop strategies to achieve high expectation. This is in line with Mathebula's (2016) study which showed that Inspirational motivation was the predictor of Direction dimension of high performance culture whereby leaders are able to create awareness and acceptance of their organizations' vision and mission.

Similarly, research findings obtained by Bruch and Walter (2007) and Geijsel, Sleegers, Stoel and Krüger (2009) also referred Inspirational motivation as leadership style which creates an attractive goal of the future and the demonstration of optimism and enthusiasm. Obviously, transformational leaders are able to project future vision, bring their followers towards positive change and goals attainment. Study of Penava and Sehic (2014) indicated that the influence of Inspirational motivation, as a form of transformational behavior affecting the cognitive and behavioral components of resistance, whereby the leaders manage to motivate and inspire the people around him/her, makes them less likely to resist change along the journey.

On the other hand, Hayati, Charkhabi and Naami (2014) claimed that Idealized influence dimension of transformational enable the leaders to transfer their enthusiasm and power as a component of work engagement to their subordinates by the way of modelling the direction. Wong et al. (2018) documented in their study on banking in Sarawak, Malaysia that leaders who employed transformational leadership style can revise the prevailing goals to all relevant stakeholders and provide clear direction in planning and implementing corporate strategies. It was argued by Jati et al. (2015) that transformational leaders do project themselves as powerful and confident role model, however, not necessarily that they as individuals who are not really close to the employees are able to build trust.

Inevitably, trust issues always exist. It might take other transformational leadership style dimensions to create such impacts. Study of Middleton et al. (2015) discovered that despites the varied linkages between individual dimensions and expected outcomes, transformational leaders place emphases on the importance of an organization's mission and outcomes. Thus, this brings to the research objective (RO1) of this study and hypothesis 1.

Hypothesis 1 (H1): There is positive relationship between transformational leadership style and high performance culture (Direction).

2.9.2 Transformational Leadership and Delivery System

Delivery system is another dimension of Van Heerden & Roodt's (2007) integrated high performance culture model. It theorizes that emphasis on capabilities at all level (organization, team and individual), reward system, performance management, policies and procedures is the enabler to achievement of organizational objectives. As mentioned earlier, Continuous improvement was incorporated into the Delivery system of an organization

based on suggestions of Dewar and Keller (2012) and Yapp (2016) for sustainability of organization performance.

It was documented by Isaacs (2016), transformational leadership style is invariably connected to theories of change aimed at increased organizational performance and sustainable service delivery ideals. Research indicated that transformational leaders are able to create an atmosphere of pride and an environment of common purpose and trust and such approaches contribute to the development of capacity and commitment (Pounder, 2008; Moody, 2012; Favero et al., 2016; Lee & Cho, 2018). Jati et al. (2015) revealed that transformational leaders are able to build trustworthiness as they show respect for diverse range of people, ideas and opinions. This is consistent with study of Megat Tajuddin et al. (2015) in which Idealized influence (attributes) was identified as the contributing dimension. Transformational leaders are concerned about doing things in new ways (Fernet, Trépanier, Austin, Gagné & Forest, 2015). According to Jati et al. (2015), there is positive links between transformational leadership style with innovative culture as well. Ghasabeh and Provitera (2017) revealed that transformational leaders play a crucial role in developing the culture of trust, which in turn facilitates organizational learning and knowledge management.

On the other hand, Rawung et al. (2015) revealed in their findings that transformational leaders create an environment where the subordinates feel a strong emotional bond with the leader. While supervisors manifesting transformational leadership style, the subordinates felt motivated to go extra mile in tasks delivering because transformational leaders are able to transform and inspire subordinates to act and exceed their expectations as they transcend personal interest for the good of the organization.

These are the capabilities required at organizational level under high performance culture as it is hard to get people to make contribution if they don't sense the open and trustworthy environment. According to Kopperud et al. (2014), the employees feel engaged and rewarded through work under this kind of environment and work outcomes such as satisfaction and extra effort will be enhanced.

Bass's (1985) leadership theory stated that leaders are able to motivate the employees to go extra mile for the sake of team and organization through linkage of task outcomes with future organizational accomplishment. Tuuli and Rowlinson (2010) commented that transformational leaders are able to promote teamwork and assure job satisfaction. Morgeson, DeRue and Karam (2010) associated role of transformational leaders with team success. Ramzaninezhad and Keshtan (2009) concur that coach leadership styles which are embedded in transformational leaders exhibit higher level of democratic and social support behaviors which have greater effect on team success and team cohesion. Malik et al. (2012) asserted that transformational leaders enhance team building through rational distribution of rights and responsibilities among all team members and awarding them fairly. It was argued by Yang et al. (2011) that effective communication and information system implemented by leaders are essential for team effectiveness. Employees who feel that they are well communicated as part of the 'group family' tend to be more motivated and committed to cooperative team goals attainment (Zhang et al., 2011).

Liu and Phillips (2011) added that transformational leadership is positively associated with team identity and team innovativeness, which in turn are positively associated with sharing information and knowledge. It was agreed by Ruhi (2014) and Yusuf et al. (2014) that transformational leaders are associated with innovation and technology

adoption. This is consistent with study of Rawung et al. (2015) which showed that individual consideration and Inspirational motivation dimensions positively impact knowledge sharing activities. Similarly, Lee and Cho (2018) also found that the Individualized consideration leadership made the strongest unique contribution to forming consensus, developmental and rational culture types despite the perception of employees towards this dimension was low. In contrast, Lee, Cheng, Yeung and Lai (2011) argued that only one out of the five dimensions that is Intellectual stimulation dimension has affected positively team performance in terms of team cohesion, team competence and job satisfaction.

Despite the different descriptions of findings on how transformational leaders boost teamwork, the bottom line is leaders must be able to make people support each other throughout the organizations by creating such environment.

Besides, leadership theory (House 1977; Bass 1985; Waldman & Bass, 1991) states that transformational leaders recognize followers' individual needs and abilities and able to stimulate their intellectual development. Raes et al. (2013), Sundi (2013) and Akoth Dola (2015) showed that transformational leaders encourage and support their followers in achieving set goals by clarifying the path, teaching, directing and correcting them towards the fulfillment of goals and reward them when goals are achieved. Ojala (2013) argued that transformational leaders are committed in establishing good relationship with employees rather than focusing on giving rewards because they believe monetary incentives have limits as motivational tools.

Study of Lor and Hassan (2017) indicated that transformational leaders have a significant influence on achievement of goals by fostering trust and building relationship with subordinates. Pongpearchan (2016) associated transformational leadership style with

employee engagement in terms of encouragement to master the challenges, connecting with people effectively, achieving high quality work, improved problem-solving skills and innovation. Similarly, Kovjanic, Schuh and Jonas (2013) concur in their findings that transformational leaders influence positively employee performance in terms of work engagement, quality, quantity and persistence. Other studies (Bello, 2012; Rainey, 2014; Raymer, 2014; Omar, 2017) showed that they build commitment to the organization's objectives via empowering their followers. Belias and Koustelios (2014) and Idris et al. (2018) highlighted that the empowerment is positively correlated with high job satisfaction and job commitment.

Regardless of whether transformational leaders are able to show the ways, or build relationship, or give free hands, it would be more rational to state that leaders must be able to create an environment for inducing the accountabilities and commitment from their employees instead of using personal influence. Findings of Esmi et al. (2017) indicated that transformational leaders who are able to instill culture of involvement manage to create sense of possession and responsibility among the employees, so that they become more committed and constantly empower themselves and improve their abilities at all organizational levels. Similarly, Ledimo (2014) indicated a significant positive association between transformational leadership and constructive organizational culture in a public service organization. The findings showed that transformational leaders can use their ability to create a constructive organizational (achievement, coordination across departments and better relationships amongst employees) as their contribution to organizational and employees' individual goals attainment.

On the other hand, Al-Malki and Wang (2018) showed that transformational leadership style prevents role ambiguity through coaching culture, which endures their employees from roles confusion. This is consistent with the studies of Chou (2014) and An, Meier, Bøllingtoft & Andersen (2016) which showed that transformational leadership style is positively associated with employees' self-efficacy, self-worth and self-concepts. The findings indicated that the leaders support coaching environment in order to strengthen employees' self-efficacy, a capability to mobilize motivation, cognitive resources and the courses of action needed to perform a given task. This is in line with study done by Hamstra, Van Yperen, Wisse and Sassenberg (2013) which indicated that transformational leadership predicted followers' mastery or achievement goals which are conceptualized as individuals' aims to learn, develop and master job-relevant skills, instead of learning something just for performing a task. Inevitably, in order for the employees to get things done, their knowledge and skills must be firstly equipped.

When it comes to performance management and reward system, leadership theory (Bass, 1990; Robbins & Judge, 2007) and literature (Richardson, 2011; Omar, 2017) stated that transformational leaders are dedicated coach and mentor as they provide learning opportunities for improving themselves and employees. Bezuidenhout and Schultz (2013) identified that transformational leadership dimensions were highly associated with employee engagement because of their ability to pay individual attention to subordinates and concern about employee development.

Even though these showed that transformational leaders have positive impacts on employee performance, arguments have been put forth for the management of employee

engagement and performance instead of directly managing performance (Jager, 2016). There should be ways how leaders leverage the system in performance and rewards management.

In view of this, Favero et al. (2016) indicated that transformational leaders provide constructive feedback to employees in exchange for better performance. Particularly, study of Jager (2016) showed that transformational leadership style has a positive relationship with employees' experiences of performance management, which implies that transformational leaders are able to provide conditions such as achievable and quantifiable goals, effective review and feedback system, as well as alignment of rewards with goals attainment.

When it comes to policies and procedures, Burnes and Todnem (2012) stated that transformational leaders are less concerned about achieving stability and predictability, rules and regulations and working procedures laid down by the organization. On the other hand, Bello (2012) mentioned that they are more concerned with organization's visions, strategies, policies and procedures towards achievement of the organization's mission. Apparently, it seems hard to relate transformational leadership style with rigid settings as they are portrayed as change agent. However, the study of Jati et al. (2015) revealed that transformational leaders work well under bureaucratic settings as they believe that there should be a more formalized and structured ways in governing people what to do. It can be said that the leaders might have utilized transactional leadership style which is linked with monitoring and controlling as stated by Bass's leadership theory.

Nevertheless, Lee and Cho (2018) showed that Idealized influence dimension of transformational leadership style makes the unique contribution to forming features of control, efficiency and stability in which the leaders provides specific goals, ideals and direction to follow through by the employees. Meanwhile, Esmi et al. (2017) found out that

Individualized consideration dimension of transformational leadership style enables leaders to build relationship and secure trust from employees in order for them to accept and follow the organizational rules and regulations. Hence, it is believed that the effects of transformational leaders and organizational policies and procedures cannot be undermined.

Therefore, the empirical studies discussed above provide the foundation to fulfilling research objective (RO2) of this study and testing hypothesis 2 as follow:

Hypothesis 2 (H2): There is positive relationship between transformational leadership and high performance culture (Delivery System)

2.9.3 Transformational Leadership and Stakeholder Satisfaction

Stakeholder satisfaction was the last dimension of Van Heerden and Roodt's (2007) integrated high performance culture model discussed in current study. It depicts non-financial indicators of high performance culture such as customers, suppliers', community's and employees' satisfaction.

Early research found that transformational leadership was positively correlated with employee satisfaction and organizational commitment (Hater & Bass, 1988; Howell & Avolio, 1993). Rothmann and Coetzer (2002) emphasize that employee job satisfaction is very important for employee performance to improve, as organizations need employees' full commitment at all levels. Mokgolo et al. (2012), Mujkić, Rahimić, Šehić and Jusićet (2014), Tumiran (2015) and Vogel and Masal (2015) revealed that transformational leadership was the predictor to leadership acceptance, job performance, job satisfaction, extra effort and public service motivation.

As transformational leadership style has five dimensions, Hassan and Yau (2013) claimed that all the five dimensions of transformational leadership are positively correlated with employee satisfaction. In contrary, study of Sarros and Santora (2001) concluded that only Idealized influence, Individualized consideration and Intellectual stimulation are positively correlated with job satisfaction, staff turnover and professional achievement. Whereas, Mathebula (2016) identified Inspirational motivation the most predictor of Stakeholder satisfaction in high performance culture. Besides, study of Esmi et al. (2017) indicated a strong relationship between Inspirational motivation, individual consideration and organizational citizenship behavior (OCB). This implies that Inspirational motivation dimension of transformational leadership style enables leaders to encourage the employees to be optimistic about future goals by stimulating and increasing their workers' motivation, leading to increase OCB and their sense of interest and attachment to the organization. Meanwhile, Individualized consideration dimension enables leaders to provide close, intimate, supportive and developed relationships with their employees in order to motivate them to fulfill tasks beyond their formal roles to benefit the organization.

Mahalinga Shiva and Suar (2012) reported that transformational leaders are not only concerned about organizational vision and employee performance, also their well-being and needs. Mastrangelo et al. (2014) agree that employees do not only expect professional leadership in providing direction, instituting processes and coordinating actions, they require leaders to demonstrate expertise and caring, act ethically and share success with them. Efron (2016) stated that transformational leaders promote work-life balance. It can be seen that employee satisfaction does not come from job enjoyment, also their relationships with the leaders, sense of pride and welfare.

On the other hand, Omar (2017) stated that transformational leaders strike consistently to ensure best quality for internal and external customers. Customer satisfaction can never be neglected especially for organizations involved in public and community service. Emery and Barker (2007) commented, happy employees are the major determinant of customer satisfaction especially within service industry. This is consistent with the statement made by Saari and Judge (2004) and Pounder (2008) that “happy employees are productive employees”.

Talking about employees being happy, arguments remain whether the employees work harder when they feel happy, or feel happy because of their commitment (Riaz, Akram & Ijaz, 2011). This seems to be a reciprocal process as people need stimulants for happiness and the happiness would make them more positive in doing things, or dealing with external stakeholders, be it customers, suppliers or community. It was reported by Mahalinga Shiva and Suar (2012) that transformational leaders can foster a climate that can fulfill the needs of the stakeholders, solve their problems, promote job satisfaction that can lead to greater effectiveness within organization, in turn, can further effective and efficient service delivery. Mokgolo et al. (2012) asserted that transformational leaders are able to establish an emotional bond in the leader and subordinate relationship whereby they motivate employees, model positive interpersonal behaviors that reduce possible conflict and improve productivity at workplace, leading to high leadership acceptance.

Jati et al. (2015) indicated that transformational leaders are able to provide supportive culture as they are actively interested and caring for their employees and having direct contact and two-way communication with them. Similarly, Asrar-ul-Haq and Kuchinke (2016) found that transformational leadership positively influences extra effort,

effectiveness and satisfaction. It was elaborated by Middleton et al. (2015) that Individualized consideration dimension of transformational leadership style exhibits supportive actions to their employees' needs and shows concern for their well-being, work-life balance and physical and emotional safety. Obviously, this is beyond the boundary set for job achievement which can be appreciated by the employees and it is required during the culture change process. Penava and Sehic (2014) explained that there is influence of Individualized consideration on cognitive resistance. In other words, leaders who act as change agents who pay more attention to the needs of individual employees are able to impact employees' perceptions of change as something that is needed and justified, therefore, reducing negative cognitive interpretations of the change.

The propositions above formed the basis for research objective (RO3) and hypothesis 3 of this study.

Hypothesis 3 (H3): There is positive relationship between transformational leadership and high performance culture (Stakeholder satisfaction)

2.10 Hypotheses Development - Transactional Leadership Style and High Performance Culture

Tahir (2015) and Velu, Manxhari, Demiri and Jahaj (2017) stated that transformational leadership style is more effective compared to transactional leadership style in relation to employee performance. Ali et al. (2015) stated that transactional leadership style won't work in the public setting due to the nature of the environment. Similarly, studies of Rahbi et al. (2017), Lor and Hassan (2017), Velu et al. (2017) and Al Khajeh (2018) indicated that transactional leadership style has negative effect on employee performance. However, it was argued by Ansari, Ahmad and Aafaqi (2004), Acar and Acar (2014) and

Ali et al. (2015) that transactional leadership style has more effect. Eventually, there are studies (Sadeli, 2012; Yusuf et al., 2014; Megat Tajuddin et al., 2015) showing that both transformational and transactional leadership styles are positively correlated with employee engagement and organizational performance.

Besides, literature considered transactional leadership style as a complimenting leadership to transformational leadership and should also be practiced to ensure organization effectiveness (Bass & Avolio, 2004; Judge & Piccolo, 2004; Asare, 2012; Pham, 2013; Sundi, 2013; Yang et al., 2013; Belias & Koustelios 2014; Hamstra et al., 2014; Nanjundeswaraswamy & Swamy, 2014; Pompe, 2014; You, 2014; Yusuf et al., 2014; Zhang et al., 2015; Dajani & Mohamad, 2016; Jager, 2016; Sang, 2017; Xenikou, 2017; Al-Malki & Wang, 2018; Dias & Borges, 2018). Hence, there must be some linkages between transactional leadership style and high performance culture dimensions.

2.10.1 Transactional Leadership Style and Direction

According to Belias and Koustelios (2014), transformational leaders work towards change and adaptation of the culture towards big vision, whereas, transactional leaders act within the frame of the prevailing culture to ensure employee performance. Burns (1978) mentioned that transactional leaders are able to motivate followers, primarily through changes based on Contingent reward. Toufaili (2017) argued that transactional leaders are able to engage in a process of negotiation, offering subordinates rewards in exchange for the attainment of specific goals and completion of agreed-upon tasks. Similarly, Lo et al. (2009) reported that transactional leaders manage to help the followers in recognizing and achieving performance goals, get them acquainted with their roles in doing their jobs which will lead to organizational performance. It can be said that transformational leadership style is needed

to set the direction, however, transactional leadership style cannot be undermined as rewards can be motivator for getting vision and mission achieved. Furthermore, the nature of transactional leadership style enables the leaders to manage and monitor the process of goals attainment (Hamstra et al., 2014). In other words, people need to be guided and rewarded. Hence, the following hypothesis has been proposed.

Hypothesis 4 (H4): There is positive relationship between transactional leadership and high performance culture (Direction)

2.10.2 Transactional Leadership Style and Delivery System

Dajani and Mohamad (2016) revealed that transactional leaders use rewards as instruments to motivate and monitor while moving along the direction set. The findings indicated that transactional leadership style dimensions are needed to convince organizational learning is a strategic obligation and it does pay off on both individual as well as organization. In other words, if the employees believe that they will be well paid off once mission is achieved, they will not hesitate to go extra mile to get things done as that is considered part of their jobs. The question is, there must be trust between the leaders and the employees on what has been promised.

According to Bass and Avolio (2004), perceived environment of trust, commitment and respect by the employees is very much dependent on motivational methods used by transactional leaders who are more task oriented. Research done by Sundi (2013) showed that the leaders-followers relationship was also very much dependent on ability of transactional leaders in materializing their promises in term of rewards. Thus, the environment of trust instilled by transactional leaders does not have less effect compared to transformational leadership style.

Study of Oldham and Cummings (1996) conducted long ago found that there was a negative influence of transactional leadership on individual creativity, because there is more limitation and control on what people do. However, recent studies (Pompe, 2014; Sang, 2017) revealed that the relationship between both transformational and transactional with creativity and innovation throughout organizations is statistically and positively significant. This could mean that the interplay of both leadership styles has led to turn around the previous findings.

According to Bass (1985), transactional leadership focuses on individual commitment and productivity in comparison to transformational leadership which focuses on group influences and big picture. This was later, supported by study of Rahbi et al. (2017) whereby team motivation and transactional leadership style are found to be negatively correlated. However, in view of teams consist of team members, the focus that transactional leaders put on individuals cannot be overlooked. You (2014) revealed in their research that, transformational leaders create team culture, but the task behavior exhibited under transactional leadership style impacts individual members. This is consistent with the study of Yang et al. (2013) and Dias and Borges (2018) which indicated that in complimentary to transformational leadership, transactional leadership promotes team communication, collaboration and cohesiveness because they are aware of the needs of the team members and emphasize contingent rewards to make sure their requests are answered for meeting performance objectives. As long as everybody is taken care of equally and fairly, there should not be any problem getting them to support each other in their endeavours towards the success of the organizations.

Tahir (2015) and Velu et al. (2017) asserted that transformational leadership style is more effective on employee performance as the leaders exhibiting this style are able to transcend self-interest of their employees into high order needs. In contrast, Ali et al. (2015) showed that transactional leadership has greatest influence on quality work culture than transformational leadership. It was agreed by Al-Malki and Wang (2018) that transactional leaders pay attention to the duties and responsibilities of each employee in order to stay away from the cases of role conflict which is believed to increase the job performance. This is in complimentary to transformational leadership style which focuses on impact of coaching culture on role ambiguity. This has shown again the complimenting effect of transactional leadership style. Competence of the employees in playing their roles can never be neglected. The difference between transformational and transactional leadership styles is, transactional leaders focus on intrapersonal standard of competence as they are more concerned with how well the employees perform their jobs instead of interpersonal standard of competence emphasized by transformational leaders (Sundi, 2013).

As mentioned earlier, transformational leadership style creates culture, transactional leadership style utilizes mechanism to reinforce the culture (Naderi & Jadidi, 2014). Jager (2016) asserted that transformational leaders can generate emotional commitment to organizational goals, whereas transactional leaders employ exchange relationship. Obiwuru, Okwu, Akpa and Nwankwere (2011) commented in their findings that transactional leadership style is significantly influencing organization performance as transactional leaders are able to increase employee productivity as measured by revenue, profit, growth, development and expansion of the organization. Their findings were supported by Paracha, Oamar, Mirza and Waqas (2012) that employee productivity is enhanced through rewards

system that include promotion, bonuses and punishments used by the transactional leaders in task orientated setting.

When it comes to performance management and reward system, Sultana et al. (2015) stated that leaders who exhibit transactional leadership style often use their hierarchical positions using either contingent rewards or sanctions to instruct their employees in achieving results. This could be the drawbacks as previous findings (Bish, Newton & Johnston, 2015; Lor & Hassan, 2017; Al Khajeh, 2018) have recorded that leaders who do not empower their employees will make them feel there is lack of freedom which would stop them from being innovative for better performance. In contrast, Chang (2016) showed that transformational leaders do better in employee empowerment. However, study of Naderi and Jadidi (2014) showed that transactional leadership style has greater impact on employee performance. It has been observed from the real life situation, regardless of private or public sectors, frequently, there are employees complaining about being treated unfairly, hence, leading to job dissatisfaction and low productivity. Therefore, there must be a standard mechanism managing and monitoring performance and executing the rewards and punishment.

According to Fisher et al. (2014), transactional leaders recognize what the followers want to get from their work and make sure that followers get what they want if their performance deserves it. It was documented in study of Odumeru and Ogbonna (2013) that transactional leaders are able to manage their employees' performance through close monitoring. Thus, it is believed that while empowering the employees, there must be a standard monitoring tool used for performance management and reward system and transactional leadership style has a link with it. Policies and procedures can be considered

as one of the tools, as transactional leaders are capable of making their employees to adhere to organizational rules and regulations (Belias & Koustelios, 2014). Findings of Zhang et al. (2015) also confirmed the importance of established rules and workflow emphasized by transactional leaders. In view of the above discussions, the following hypothesis has been derived.

Hypothesis 5 (H5): There is positive relationship between transactional leadership style and high performance culture (Delivery system)

2.10.3 Transactional Leadership Style and Stakeholder Satisfaction

There is little evidence showing the relationships between transactional leadership style and satisfaction of all the stakeholders (customer, suppliers, community and employees). However, as stated earlier, employees are the front liners dealing with the stakeholders, if they are satisfied with the leaders, their jobs and the organizations in terms of their well-being, they will make the other stakeholders happy as well. Therefore, the satisfaction of the employees is the driving force.

Based on leadership theory, transactional leadership style is task focused compared to transformational leadership style which is relationship focused. Study of Zhang et al. (2015) showed that task-focused leaders tend to emphasize retaining talent in key positions because it can be crucial for the stability of the organizations. This is consistent with study of Favour (2016) in which the findings show that transactional leadership style has a stronger impact on employee retention. Besides, Pham (2013) asserted that both transformational and transactional leadership styles are positively correlated to employees' extraversion personalities and loyalty. The findings of Pham (2013) reveal that it is crucial to take care of

employees' pride and assess their contribution thoroughly when it comes to managing their performance. This can be contributed by the reward system emphasized by transactional leadership style which serves as the main motivator for employees to feel proud of and stay put with their organizations.

On the other hand, it was documented by Nanjundeswaraswamy and Swamy (2014) that transformational leadership styles is more significant to establish quality environment in the Research and Development part of Telecommunication firms leading to employee satisfaction. However, Nanjundeswaraswamy and Swamy (2014) also revealed that there is positive correlation between rational culture and transactional leadership style in hospital setting. It can be said that the interplay of these two types of leadership styles depends on the needs of the employees and nature of the contexts.

Even though it is materialistic saying that 'money is king', however, it does serve as prime motivator to most of the people. Hence, the following hypothesis is proposed.

Hypothesis 6 (H6): There is positive relationship between transactional leadership style and high performance culture (Stakeholder satisfaction)

2.11 Assessment and Measuring Tool of Transformational and Transactional Leadership Styles

Burns (1978) proposed theory of transformational–transactional leadership paradigm and it was further developed by Bass and Avolio (2000). The transformational and transactional leadership theory is also referred as the full range leadership theory or the multifactor leadership theory which is among the theories that have received the greatest attention in various fields (Ali et al., 2015). Over the last two decades, the Multifactor Leadership Questionnaire (MLQ) has been developed and validated in which the results

demonstrate high factorial and convergent validity as well as internal consistency, test-retest-reliability and interrater agreement (Bass & Avolio, 2004). It is the standard instrument for assessing a full range of transformational, transactional and non-leadership scales, whereby available in other languages and used in various countries (Rowold, 2005).

Full range leadership model has become the hot topic for researchers and scholars and the model is the most researched and validated (Bodla & Nawaz, 2010). MLQ has been widely used and validated in many leadership studies (Sarros, Cooper & Santora, 2008; Bodla & Nawaz, 2010; Obiwuru et al., 2011; Hassan & Yau, 2013; Belias & Koustelios, 2014; Effelsberg, Solga & Gurt, 2014; Hamstra et al., 2014; Hayati et al., 2014; Khan et al., 2014; You, 2014; Yusuf et al., 2014; Ali et al., 2015; Dajani & Mohamad, 2016; Girma, 2016; Jager, 2016; Tladi, 2016; Esmi et al., 2017; Dias & Borges, 2018) across the east and west in various contexts and it has been assessed in the setting of Malaysia (Hassan & Yau, 2013; Megat Tajuddin et al., 2015).

This study adopted Multifactor Leadership Questionnaires (MLQ) to assess Idealized influence (attributes), Idealized influence (behavior), Inspirational motivation, Intellectual stimulation and Individualized as transformational leadership style and Contingent reward leadership, Management-by-exception active and Management-by-exception passive as transactional leadership style. In addition to transformational and transactional leadership styles, laissez-faire and three outcome criteria namely Extra effort (EEF), Effectiveness of leader's behavior (EFF) and Followers' satisfaction (SAT) with their respective leader constitute part of the questionnaires.

However, laissez-faire which refers to absence of leadership (Bodla & Nawaz, 2010) was not included in this study. According to Bass (1999), Laissez-faire leaders avoid making

decisions, abdicate responsibilities and do not seem to be able to use their authorities. The ineffectiveness of laissez faire leadership style was highlighted in some of the past studies, for instance, study done by Michel, Lyons and Cho (2011) showed that laissez faire is not positively related to positive outcomes. Besides, Dias and Borges (2018) concluded in their study that Laissez-faire which is also called non-leadership, negatively influences or does not influence team performance. Team performance is one of the required elements of high performance culture. When a group of people work together, if they are confused about their roles and responsibilities, negative outcomes would occur. It was documented in the study of Al-Malki and Wang (2018), laissez-faire leaders were considered as the main culprits of role conflict in which subordinates can have difficulties identifying their roles and responsibilities, leading to lower productivity, damaged relationship and even absenteeism.

Unlike laissez faire leaders, transformation and transactional leaders prevent role issues of role ambiguity by delivering strong and concise coaching for the employees and establishing agreement with the employees concerning the importance of individual tasks that need to be accomplished within the certain period. Jager (2016) concurs that laissez-faire leadership style correlates with role conflict, role ambiguity, co-worker conflict and workplace stress. In addition, a form of non-leadership that is in contradiction to the core essence of organizational learning capacity can hinder the change process to high performance culture (Dajani & Mohamad, 2016).

On the other hand, it was commented by Ukaidi (2016) that laissez faire style is associated with high level of mediocrity, leading to low motivational level and employees feel insecure. It was argued by Al-Malki and Wang (2018) that Laissez faire leaders seems to give complete power and freedom to their subordinates in accomplishment of tasks,

however, they are still the final decision makers. Apparently, *laissez faire* doesn't fit in the criteria as required by Lewin's Change theory in the change process. Thus, this study does not include *laissez-faire* leadership style.

This study applies Lewin's change theory to describe the implementation of high performance culture as change process and intercept full range leadership theory to fulfill the criteria highlighted by the change theory that leaders play crucial role as change agent in the change process from the perspective of organizational development. Talking about organizational development, it tends to be issues and challenges facing changing situation during the high performance culture implementation by leaders and there must be effective interventions tackling such problems.

Cummings and Worley (2009) identified readiness for change, capability to change, cultural context and capabilities of the change agent as contingencies presented in the change situation leading to strategic, technological and structural, human resource and human process issues. Apparently, capabilities of the change agent are the most concern as leadership styles exhibited by the leaders are proposed to have positive impact on high perform culture in this study. Hence, quality, skills and competencies of the leaders are the focus. According to Cummings and Worley (2009), skills and knowledge of the change agent has been the most discussed because the ability to implement organizational interventions is highly dependent on the expertise of the practitioner. Therefore, it can be said that human resources management interventions in terms of developing talent, managing people and their performance can tackle human resource issue (attracting competent people, setting goals and rewarding, career planning and development) and human process issues (leading, communicating, solving problems, making decisions, interacting).

During the high performance culture change process, there must be ways of getting the leaders to act as change agent. According to Cummings and Worley (2009), effective interventions are designed to fit the needs of the organization, are based on causal knowledge of intended outcomes and transfer competence to manage change to organization members through a system. In this study, the roles of leaders and their behaviors are the focus in creation of high performance, thus, the strategic intervention in terms of cultural change as stated by Cummings and Worley (2009) has been addressed. However, human resource management intervention which is considered the center point has been left out. Therefore, the competencies of the people who have been assigned as change agents should be highlighted over the technological interventions as things get done through people. It is documented by Rabbi et al. (2015) that, interventions in terms of technologies and innovations can gain only short span of time competitive advantage, it is the only talent management practice which gives the sustained competitive advantage by organization attraction, development, motivation, management and reward the talent. According to Onyango (2015), organizational development depends on the quality of leadership and effective management of talents as employee's talents are crucial for innovation and strategy development that determines the organizational success. Hence, talent management has been considered as intervening variable in this study.

Talking about talent management, Lawler and Worley (2006) has brought about built-to-change theory considering that talent management initiatives must be a part of the integrated strategy. It was commented by Acar and Yener (2016) that the talent individuals and their skill sets can change an organization for now and future. It was also concurred by Lawler III (2013) that human Capital and the development of organizational capabilities and core competencies are fundamental to creating high performance organizations. The

organizations that wish to succeed require more than simply talented people, but also the right organizational systems and management styles. Given this, it can be said that, apart from leadership styles, talent management should be considered as part of the integrated system moving towards high performance culture. When there is a process (high performance culture implementation) involving people (leaders and employees), there must be a system integrating the whole things. This is consistent with the system theory brought up by Ludwig von Bertalanffy.

According to Makworo (2014), systems theory views an organization as a system emphasizes coordination of human resource activities which include recruitment and selection, training and development, performance management and compensation management that stipulates the organization. In other words, system theory considers organizational issues are interrelated and need to be integrated with one another. This is in line with findings of Chaudhry et al. (2015) that concluded human resource can be declared as a system which can be treated as a source of far-reaching impact on helping behavior within organizations in order to support the organization in achieving its goals and objectives. Talent management is different from traditional human resource management as it is viewed from strategic human resource aspect and this has been a fast growing area and there is continuous debate on this concept in the field of organizational development contexts (Acar & Yener, 2016). Hence, other talent manage theories and philosophies are worth reviewing for better understanding of talent management concept.

2.12 Talent Management Theories, Philosophies and Practices

According to Mandhanya and Shah (2010), Makworo (2014), Rabbi et al. (2015), Acar and Yener (2016) and Kireru et al. (2017), talent management concepts have been

discussed in strategic human resource literature for several years in which attracting, developing and retaining talented employees are competitive advantages to create high-performance culture and improve efficiency and effectiveness of operations leading to attainment of desired goals. Similarly, Rahmisyari (2016) and Supraptiningsih et al. (2018) stated that when talent management practices (recruitment and selection, retention and development) are in place, a pool of competent and skilled people can be created through internal and external sourcing. They can be retained through a good reward system (intrinsic and extrinsic incentives) and their skills and attitude can be upgraded through talent development activities. This means the embedded talent management activities would build the ability and provide the motivation leading to significant contribution in improving the organizational performance.

According to Sutia, Sudarma, Djumahir & Rofiaty (2013), Makworo (2014) and Rahmisyari (2016), from the view of human capital theory, human capital is a representation of knowledge, competence, skill and experience of human resource which gives economic value to an organization. The contribution of the talented employees can be in the form of their developed competences, knowledge transfer and management culture change. In short, human capital theory stresses that organizations should invest in the activities related to attracting, developing and mobilizing talents in order position them in the best status from the economic angle.

However, human capital can be viewed from resource based and talent based as stated in the literature (Cappelli & Keller, 2014; Makworo, 2014; Alsakarneh & Shen, 2015; Rabbi et al., 2015; Parks, 2017). The differences between these two views are, resource based view considers human resources as valuable, rare and hard to copy resources

responsible for the success of the organizations. Whereas, talent based view gives importance to develop and enhance the competencies of the employees through a systematic process of talent acquisition, talent transfer and sharing to gain competitive advantage. The impacts of human capital from the aspects of leadership practices, learning capacity and knowledge accessibility on organizational performance of selected Malaysian government agencies have been evidenced by the study of Majid, Samad, Khamar Tazilah and Rajeh Hanaysha (2017). The focus of the study on managerial communication, supervisory skills, inclusiveness, executive skills, leadership development and succession planning systems is a good example of talent based view. Talent based view can be said has its root in system theory.

It was commented by Alsakarneh and Shen (2015) that talent management as an essential point of internal and external environment of the organization will beneficial the organizations from operational, cultural, competitive, human resource planning and change management perspectives. Similarly, in addition to the four perspectives, Mohammed et al. (2018) identified also strategic, process and developmental perspectives. It is true that if talent management treated as part of the nature of the culture and strategy for change process, having all necessary measures to upgrade them, finding right person for the right job at the right time, all employees would be accelerated for high potential driving for high performance in the organizations. Leadership styles of the leaders and potential leaders in the organization can be affected by this force because when talent management is in place, the competencies, capabilities and attitudes will be improved. That's why cultural intelligence should be an important consideration in the selection, training and professional development of leaders and in integrating cultural intelligence into the organizations (Keung & Rockinson-Szapkiw, 2013). According to Bersin (2012) and Alsakarneh and Shen (2015),

talent management retains and develops abilities, knowledge and behavior of people in order to achieve the objectives of the organizations. Hence, it can be said that talent management can enhance the leadership styles during the journey to implement high performance culture. The concept was similar to talent based view supported by system theory discussed earlier.

On the other hand, Makworo (2014) and Parks (2017) have linked talent management with agency theory which indicates that stakeholders of an organization must develop ways of monitoring and controlling the performance of their employees in order to ensure organizations' objectives are achieved. Makworo (2014) also links talent management with motivation theory such as Maslow's Hierarchy of Needs theory and Herzberg's two-factor theory. Motivation theory emphasizes the positive value of the intrinsic motivating factors such as achievement, recognition, advancement, responsibility and the work itself in order for the employees to obtain intrinsic satisfaction from work and thus improve the quality of working life. Hence, this means organizations that wish to succeed should have a systematic way to enrich the jobs in order to secure satisfaction of the employees.

Sadeli (2012) used social exchange theory to explain the links among leadership, organizational support (organizational culture) and employee engagement whereby the focus was put on relationships between leaders and subordinates and between organizations and employees in contributing to the job or organization. Social exchange theory has its root also in talent management literature. According to Asplund (2019), when people are being pinpointed as talents in an organization, the employee's felt obligation towards the organization will increase. On the other hand, Makworo (2014) brought up Kolb's Learning Theory that explains that other than the employees having special and unique talents in them, the organization has a responsibility of providing a training and development environment

which should be considered as continuous process in the organizations. It can be concluded that talents must be sourced, developed and retained through a systematic way as monitoring their performance, maintaining good relationships, or taking care of their needs alone cannot assure competencies, capabilities and attitudes required by high performance culture.

According to Rastgoo (2016), talent management should be used as one of the management strategies, lack of talent in an organization can be the biggest obstacle on organizations' growth. In order to excel in any undertakings towards achievement of goals, the people within the organizations must have the maximum knowledge, information, innovation and effect. Hence, it is important for the organizations to identify talent needs, acquire and use them in proper positions, grow them and take care of their psychological and emotional needs in order not to lose them. Talent management can be incorporated as a system in the organizational development efforts.

Despite the importance of talent management, the concept is still in the stage of growth and development and the application is still absent in many countries (Alsakarneh & Shen, 2015). In practical, some of the organizations apply talent management formally and the others apply it informally, showing a slow uptake of the practice owing to the implementation challenges (Makworo, 2014). Therefore, the organizations must treat it with caution and study all aspects in order to fully benefit from it. According to Alsakarneh and Shen (2015) if an organization is lack of interest in talented people and lack of proper talent management practices to identify, develop, measure and retain talents in order to strategic vision of the organizations, especially in the governmental sector, that would be a serious drawback that requires attention.

One of the reasons for the organizations to neglect the importance of talent management is due to the shortage of resources to support the full range of talent management practices (Cappelli & Keller, 2014). There comes the practical implication of inclusive and exclusive approaches concerning the investment of scarce resources as highlighted by Cappelli and Keller (2014), Acar and Yener (2016) and Mohammed et al. (2018). There seems to be debate whether talent management should be applied for everyone (inclusive view), or specific individuals (exclusive view).

Exclusive view has come to dominate sociology, strategy and strategic human resource management literature in which limited resources should be optimized by investing in the individuals or jobs from which the organizations expect the greatest return (Cappelli & Keller, 2014). In contrast, the modern trend supports inclusive approach whereby all employees should be considered as talents in terms of excellent performance, mental ability, technical and dynamic skills, creative thinking and leadership abilities (Acar & Yener, 2016; Mohammed et al., 2018).

Despite of the arguments, it is believed that all the perspectives gathered under these two approaches pay attention to the practice of talent management. There is no doubt that most of the organizations do not have adequate resources to invest in every single individual, hence, it would be wise to focus on competencies required to achieve the main objectives, rather than simply investing without monitoring the outcomes. In practical, it has become the practices of public sectors to ensure the fulfillment of training hours for each employee, but the outcomes have never been measured and monitored. This has caused a huge wastage of investment. Therefore, talent management practices should be implemented in a systematic way and applicable to all employees, however, special attention can be put on

those high performance and high potential groups especially those in leadership positions, or to be in leadership positions. The problem is how to classify or differentiate the types of talents.

It was document by Acar and Yener (2016) that talent is referred as a person's skills, knowledge, experience, intelligence, judgment, attitude, character and drive. Alsakarneh and Shen (2015) classified talents into four categories, namely leadership talents, supportive talents, basic talents and substantial talents. In light of the above definitions, they define the talent as a set of distinctive capabilities, experience, knowledge, skills and attitudes possessed in order to achieve the organization's goals. In view of this study examining the relationship between leadership styles and high performance culture in sports organization, leadership talents would definitely be the focus. Talented employees especially those in leadership positions in an organization are considered specialized personnel who require particular attention. Therefore, organizations need to produce the best plans in attracting, hiring, managing, developing and retaining top performing talent. Supportive talents will not be left out in this study because they are the activities implementers who shall not be left out from the system as they have close relationships with the leaders and might be the potential leaders if groomed properly. Thus, this study tends to include these two groups of people in sports organization.

However, managing talents is not simply about formulating the human resource policies and implementing human resource system, it should include all aspects in attracting and managing talents in an organization. Khatri, Gupta, Gulati & Chauhan (2010) mention that talent management is not only a process of recruiting, managing, assessing, developing and maintaining the employees but one of the most effective organizational strategies in

putting the required skilled and competent workforce in place to achieve high performance and desired organizational outcomes. Katou (2009) supports the ideas that talent management affects the organizational performance through the shaping of the right skills, attitudes and behavior among the employees. It shall not be forgotten that leaders themselves are considered employees of an organization too. The human resource or talent management policies and practices do affect them as well. In order to have the appropriate leadership styles in place, it is critical for an organization to manage the talents and put the right people in the leadership positions. Sharma and Bhatnagar (2009) explained talent management helps to recruit, manage, retain the talents and key positions can be effectively filled through succession planning. It can be said that talent management should encompass all the practices aiming to attract, develop and retain the talents. Onyango (2015) has identified a complete set of talent management practices which include the processes such as recruitment, selection, induction, staff training, staff development, career management and succession planning. This should be put in place in order to ensure the leaders and potential leaders fulfill the required knowledge, skill sets and behavior and ready to make changes for the organizations.

Kaliannan, Abraham and Kaliannan (2015) showed that effective talent management will improve overall employee job satisfaction and commitment which will have positive effect on organizational performance. It was argued by Wellins, Smith and Erker (2012) that talent management ensures the supply of effective leaders meet the demands of the organizations. No matter how, talent management should be integrated in the system of an organization as part of the strategic plans.

Chaudhry et al. (2015) proved that system theory can be applied to study organizational phenomena and the application is significantly related to organizational success. They stated that system theory is an endless approach, for instance, the new knowledge or skills as a result of the management process can become useful ongoing human inputs. This can support the proposal of the current study in which talent management treated as input, output will be the predestined leadership styles and these leadership styles as output will be treated as input to the forming of high performance culture as output.

On the other hand, OECD (2017) reported that system theory can be perfectly applied by policy makers of public sectors in order to tackle the challenges faced, especially scenario of change based on integrated interventions, stakeholder engagement and reverse process engineering. As managing leadership talents can be the challenges for the policy makers in human resource or talent management, application of system theory in talent management as part of the integrated intervention can help to enhance the leadership styles required in shaping high performance culture.

Hence, this study adopts system theory because when there is a system in place, the momentum will stay, even though the talents might leave, the system will ensure the continuous filling of talents. In this case, talent management can be utilized as the enhancer or input with a series of activities (talent management practices) in order to produce the destined outcomes (leadership styles). The leadership styles will act as an input again to the change process and the output will be the high performance culture as explained in study of Manchester et al. (2014).

2.13 Talent Management as Moderator and Hypotheses Development

Sutia et al. (2013) indicated that human capital investment has positive and significant influence on leadership and organizational performance and leadership has positive and significant influence on strategic orientation. On the other hand, Sutia et al. (2013) also revealed that leadership and strategic orientation does not affect organizational performance. This has attracted the attention for further investigation on moderating effects of human capital investment on leadership style and organizational performance. In other words, increase in human capital investment will enhance better leadership styles because leaders who have been recruited or equipped through talent management practices will have the necessary abilities to drive high performance culture. This is in line with findings by Supraptiningsih et al. (2018) which indicated that when talent management is in place, leadership style will improve and employee performance will increase. This has provided evidence to propose talent management as moderating variable in this study.

Similarly, Rahmisyari (2016) indicated that human capital, organizational learning and leadership have significant positive effects on the organizational performance. Influences among other variables provide evidence that human capital, leadership and organizational performance have significant positive impacts on competitive advantage. On the other hand, organizational learning and leadership do not have significant positive effects on competitive advantage. This has explained the effect of human capital on leadership and organizational learning leading to competitive advantage. Therefore, according to talent based view and system theory, talent management can be used as an integrated system to develop skill sets, knowledge and behavior of leaders. As such, there established another support for the proposed moderating role of talent management in this study.

In addition, Kireru et al. (2017) identified that talent development processes, talent development plans, capability analysis talent development designs and methodologies are directly linked with determinant of competitive advantage, organization capabilities, knowledge capital, superior innovation and speed. This means talent management practices enable the organizations to keep on identifying talent gaps to fill and to develop their leaders and employees in order to meet the changing demands, hence, contributing to competitive advantage. It was emphasized by Alsakarneh and Shen (2015) that talent management enhances employee engagement as it gives the employees the incentives to show their strength, abilities, talents, potentials and loyalty to their jobs and organization. This could apply to leaders and potential leaders as well as they are also considered employees of the organizations, just they are put in leadership positions.

On the other hand, Alsakarneh and Shen (2015) and Kumar (2018) indicated that there is close relationship between human resource practices (recruitment process, training) and organizational culture (belief, value and practice). This implies that recruitment process being the starting point for acquiring talents could serve as the avenue to disseminate the 'requirements' of the organizations to the job seekers. In this way, the organizations can find the right talents to fill the critical posts, for instance, leadership posts. As mentioned by Zhang et al. (2015), when chances of mismatching are reduced, employee turnover will be minimized. It would be very costly bringing in people who are not fit for the jobs. Hence, it is critical to make the first step right.

This can be seen in the study of Maamari and Alameh (2016) in which talent management was treated as moderating role between recruiting highly skilled talents and human resource policies improvement. They proved that talent management increases the

chances of recruiting the right candidates required by the organizations. Nevertheless, in case the people brought in were found not suitable for the job, the training programs including leadership development program incorporated with the organizational value, belief and practices could shape the potential talents. Makworo (2014) concluded that recruitment and selection is very crucial in finding the best people and in-house learning and development policies could enhance leaderships through coaching and mentoring. Inevitably, coaching and mentoring could enhance organizational learning culture in which people get to learn new knowledge.

Similarly, Lemay (2009) agreed that leadership development should be systematically considered during hiring or promotions to harmonize status with an adequate level of leadership practice. Tarique and Schuler (2010) and Kimani and Waithaka (2013) commented that the organizations should not ignore staff development right from the time of recruitment, the employees should be made aware of talent management policies and the induction process should be aimed to instill organizations' values and there must be clear career paths, coaching, mentoring and demanding quantifiable results from employees along the way. According to Yusuf et al. (2014), managing leaders increases the level of performance and organization efficiency. It can be said that talent management is not just about recruitment and development, it is a whole series of activities aimed to managing talents towards efficiency and effectiveness. When talent management is put in place in a comprehensive way, it will be instilled in people's mindsets and nurtured as strong culture over the time. According to Ghasabeh and Provitera (2017), when there is a group of leaders being produced, they can utilize the effective leadership styles in order to develop a collaborative culture that potentially leads to attract, develop and retain talents who provide

a significant contribution. Hence, the influence of talent management can never be neglected when it comes to leadership concern.

In short, it can be said that, based on system theory and talent based view, accelerating talent management practices within the organization will enhance the efforts in attracting and developing leadership talents. The findings of Yener, Gurbuz and Acar (2017) showed that the energetic and talented people are affecting the culture of the organizations. Thus, it is believed that when talent management is in place, more energetic and talented people will be put in the right place at the right time and implementation of high performance culture would not be just a dream.

Rabbi et al. (2015) showed that talent management (talent attraction, talent retention, talent development) is positively correlated with competitive advantage. This is because talent management when aligned and integrated with organizational strategy, the collective skills of the talent employed including the ability to manage the cultural aspect in an organization largely comprise the organization's core capabilities leading to long term organizational success. It would be fair to say, there must be a system adopted by the organizations, be it private or public, to attract, develop and maintain the talents. It is scary to lose the talents to others. Studies of Wahab (2014) and Ismail, Kunasegaran and Mohd Rasdi (2014) stated that occurrence of brain drain has become an issue in Malaysia. Hence, talent management practices cannot be undermined.

Besides, when the proper reward system (intrinsic and extrinsic) and talent development are part of talent management practices, it will motivate and support the sharing of knowledge from the talents, upgrade their skills and attitude and retain them in place resulting in high performance of the organization. Mohammed et al. (2018) concluded that

strategic perspective of talent management was identified as most relevant to achieving the organizational objectives and TM practices (attracting, developing and retaining talents) are positively associated with innovation. This is in line with build to change theory which was focusing on strategic perspective.

When it comes to career management strategy, study of Idris et al. (2018) has linked employee empowerment and job satisfaction in Malaysian public sectors. They found out that empowerment issues are being questioned by younger employees leading to high rates of employee turnover and brain drain among young urban professionals, while presenting challenges ahead for management succession and the sustainability of organizational change. It can be seen nowadays that many youngsters who freshly entered the job market are chasing after job titles and status while talking about empowerment. Talent management can be used to tackle the scenario whereby the capabilities and career paths of all leadership talents, from top down will be handled systematically. Rukunga (2018) concluded that career management strategy had the greatest effect on the performance, in which organizations need to understand and leverage talent management in order to explore employees' full potential and effectively utilize it towards building high performance. In view of its importance, the policies maker should set policies that promote and supports implementation of strategic talent management and regular audits should be conducted to ensure the organizations maintain and uphold talent management practices.

It is true that every job needs suitable person to handle including the leadership and supporting jobs. There is no doubt that talented people if being put in the right positions would excel. However, there still exists the gaps whereby people have not been put in the right positions in practical. Rastgoo (2016) found that there are significant positive

relationships among talent management, organizational development and job motivation. Talent management will ensure the talented employees with special abilities being assigned appropriate roles especially when there is an organizational development plan to change the organization in a special way leading to improvement, for instance, organizations aiming for high performance culture. As mentioned earlier, talent management tends to fill up the skills gaps. Employees including those in leadership positions would have a high performance in case of having enough ability and motivation. In other words, talent management tends to put the right people in the right place at the right time. If talented employees aren't used in organization, it will cause frustration among them which will have negative impact towards their performance (Rastgoo, 2016). When people are being identified and treated as talents, this can lead to increased willingness to go beyond one's role to contribute to the organization's success (Asplund, 2019). Hence, managing talents is crucial especially in the context of organizational development.

Similarly, Supraptiningsih et al. (2018) showed that increasing talent management will increase the effects of leadership styles, employee motivation and employee performance. This suggests that the increase in talent management will improve leadership styles. Thus, there is no doubt to accept that talent management has a moderating effect on leadership style. On the other hand, study of Lee and Salleh (2009) indicated that competencies level of employees moderates the leadership styles in creating organizational citizenship behavior. Kimani and Waithaka (2013) also advocate that talent management has positive impact on employees' competencies. As such, it can be advocated that talent management moderates the leadership styles in creating high performance culture.

It is important to note that talent management can only function if the mindsets of the management especially personnel handling human resources view talent as a crucial element of organizational development. Certainly, this requires the ability to understand what talent management means. Kim et al. (2015) claimed that talent management ability mediates relationship between transformational leaders and organizational commitment, employee job satisfaction and employee turnover. Onyango's (2015) study has linked transformational leadership style with talent management. Similarly, Onyango (2015) showed that there is significant positive relationship between transformational leadership style and talent management and suggested it presents a fertile ground for future research especially on moderating effects of talent management on leadership style and employee turnover intention. This has established another ground for this study to test the moderating role of talent management on leadership style and high performance culture. In order for a leader to acquire talent management ability, there must be a practice of talent management in place.

Findings obtained by Ullberg and Kundla (2014) in the context of Malaysia evidenced a need for more practice-oriented and coordinated talent management strategies in potential leader identification and leadership development which includes effective leadership styles such as transformational leadership style. According to them, the main leadership challenge facing Malaysia is to identify, develop and retain high performing employees, specifically high potential leaders. They found succession planning and talent development program as talent management practices which relate very much to how organizations identify and develop high potential leaders to fill key positions. In practical, succession planning won't be successful if those in leadership positions are selfish enough to work harmoniously to nurture the next generation of leaders. According to Mathenge

(2013), it is automated in the sense that all leaders at various levels should work harmoniously as a team during the mentoring or coaching process to enhance and nurture talents for better leadership necessary for succession planning. Hence, succession planning should be part of talent management practices.

Similarly, Betchoo (2014) has linked talent management with leadership development where leadership abilities are deemed important. People get trained not merely for learning purposes but for the organizations to generate talent pool for future use. Talent management practices which include attracting, recruiting, developing, motivating, promoting and retaining people, when put in place, are able to produce a pool of potential talents for organizational achievement (Ringo, Schweyer, DeMarco, Jones & Lesser, 2010; Dessler, 2011; Njoroge, 2012; Waiganjo, Elegwa & Kahir, 2012; Kinyanjui, 2013; Mathenge, 2013; Ongori, Iravo & Munene, 2013; Kibui & Kanyiri, 2014; Slezak, 2016). These groups of people who are in the leadership positions will inspire others to excel in job performance as well. This further advocates for importance of making talent management important part of the development of high potential leaders.

This is the first attempt to identify moderating effect of talent management on relationship between leadership styles and high performance culture. It is believed that talent management which decides the levels of competencies, capabilities, involvement, commitment and contribution of the people within an organization can have moderating effect on the relationship between leadership styles and high performance culture as the important element of an organization is inherently people-centric. The organizations with more emphasis on talent management practices are more likely to attract, develop and retain talents who are having talent management mindset. These people are able to nurture future

talents, exercise proper leadership styles in driving overall performance. Thus, this study seeks to establish the moderating effects of talent management on the relationship of leadership styles and high performance culture with a view to support the proposition of this study based on system theory as illustrated in Figure 2.4.

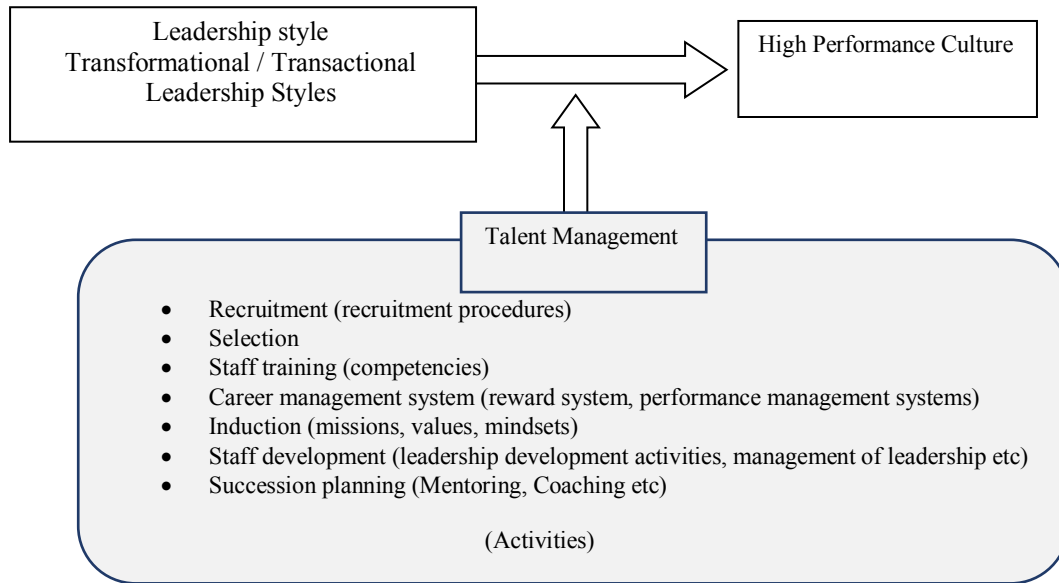


Figure 2.4: Talent Management as Moderating Role Based on System Theory

Source: Researcher's self-illustration (Chaudhry et al., 2015; Onyango, 2015; OECD, 2017).

Based on system theory, the researcher has come to consider talent management a potential moderating variable which might strengthen or weaken the relationship between leadership styles and high performance culture, leading to the formation of hypotheses 7 and 8 in responding to research objectives (RO8) and (RO9) of this study. This study combines models of De Waal (2007) and Van Herdeen and Roodt (2007) and Lewin's Change Theory, Full Range Leadership Theory and System Theory.

Hypothesis 7 (H7): There is moderating effect of talent management between the relationship of Transformational leadership styles and high performance culture

Hypothesis 8 (H8): There is moderating effect of talent management between the relationship of Transactional leadership styles and high performance culture.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses about the methods used in this study in order to answer research objectives, research questions and hypotheses. It presents an overview which includes research design, research instrumentation, population, sample size, sampling technique and procedures, data collection procedure and data analysis procedures.

3.2 Research Design

This study seeks to establish the relationships between leadership styles (transformational and transactional), high performance culture and the moderating role of talent management between those relationships; and further testing various hypotheses to identify the strength of the relationship between these variables in the study. This study was also embarking from a deductive approach that allows for moderating and control variable to be tested. Besides, it also explored the views of the leaders towards the variables and identifies the issues and challenges facing the leaders. Hence, this study adopted pragmatist approach using both descriptive and explanatory-quantitative and exploratory-qualitative research design. In other words, mixed methods approach has been adopted in this study in order to fulfill the study needs mentioned above based on literature discussed earlier.

Mixed method has recently gained popularity across several discipline areas (Mc Manus, Mulhall, Ragab & Arisha, 2017). According to Campbell (2017), quantitative research method that follow a linear research path has the potential to gather wide range of data that may explain the cause and effect relationship between variables and testing

hypothesis, especially in studying the relationship between leadership styles and culture. On the other hand, Wren (2018) stressed that qualitative approach allows the researcher to study the participants' behavior and experiences on the phenomenon being researched and to obtain a better understanding of the factors contributing to the participants' situation.

However, it was suggested by Wren (2018) that, mixed method approach may appear to be the best method that allows the researcher to subjectively and objectively interpret the data gathered from this kind of phenomenon and conclude that whether there is a link between behavior of leader and subordinates. Hence, pragmatist approach was employed in this study based on philosophical foundations from the perspectives of ontological and epistemological positions and the emerged philosophical paradigms.

3.2.1 Research Philosophy

The current study employed pragmatism by merging two different paradigms of Positivism and Interpretivism. According to Saunders, Lewis and Thornhill (2016), positivism allows researchers to use existing theory (deductive approach) to develop causal relationships and test hypotheses in data collected, thus quantitative method is the chosen method, whereas, interpretivism focuses more on human's lived experience, viewpoints, emotions, observation and analysis of interactions among social actors, as such qualitative method is preferred. The objective of this study intends to study the relationships between the variables, hence, epistemologically, this study support positivism in which the phenomena can be considered as measurable tangible object from the perspective of respondents' perception and data obtained can be reduced to empirical indicators to present the scenario. However, this study also intends to explore the experience and views of the top leaders as they are the key persons who will be impacting the outcomes in the whole system

but this research objective cannot be achieved using quantitative method, hence, qualitative method was employed to complement the findings obtained via quantitative method. According to Creswell (2014), qualitative study can be used to complement quantitative study as triangulation findings can be obtained based on different sources of methods and data, despite clear differences between quantitative and qualitative studies and criticism on using both methods in single research.

Pragmatism asserts that theories, concepts and ideas are only relevant where they support action (Galavotti, 2019). In other words, from the pragmatist perspective, mixed method is used based on the principles of truth, reality and relevance to practical consequences in specific contexts. The aim of this study is to test the relationships among variables and also understand better the scenario in order to draw practical implications, hence, mixed method helps to secure a more valid research result. According to Schoonenboom and Johnson (2017), the data collected and analysed on the same phenomenon using both approaches can be used to seek convergence and corroboration and eliminate the possible bias associated with using only single approach. The details of this differences are portrayed in Table 3.1.

Table 3.1: Summary of Philosophical Standpoints

Paradigms	Ontology (Nature of Reality)	Epistemology (what constitutes acceptable knowledge)	Typical Methods
Positivism	• External, independent, Real • One true reality (universalism) • Granular (things) • Ordered	• Scientific methods • Observable and measurable facts • Law-like generalisations • Numbers • Causal explanation and prediction as contribution	• Typically deductive • Large samples measurement, highly structured, typically quantitative methods of analysis, but a range of data can be analysed
Interpretivism	• Complex, rich • Socially constructed through culture and language. • Flux of processes, experiences, practices. • Multiple meanings, interpretations, realities	• Theories and concepts too simplistic • New understandings and worldviews as contribution • Focus on narratives, stories, perceptions and interpretations	• Typically inductive • Small samples, qualitative methods of analysis, but a range of data can be interpreted, in-depth investigations
Pragmatism	• Reality' is the practical consequences of ideas. • Complex, rich, external • Flux of processes, experiences and practices.	• Practical meaning of knowledge in specific contexts • Focus on problems, practices and relevance • Problem solving and informed future practice as contribution	• Following research problem and research question • Emphasis on practical solutions and outcomes • Range of methods: mixed, multiple, qualitative, quantitative, action research

Source: Saunders et al., (2016)

3.2.2 Mixed Methods Concurrent Triangulation Design

Mixed methods research design can also be classified according to the order of data collection implementation (Bentahar & Cameron, 2015). Basically, mixed methods design uses both quantitative and qualitative data collection working concurrently or sequentially with either quantitative or qualitative approach taking precedence over the other (Saunders, Lewis & Thornhill, 2012).

This study used concurrent design taking triangulation approach which is noted as “Quan + Qual” based on Morse’s (1991) notation system. According to Creswell (2014), in a concurrent triangulation approach, the researcher can collect both quantitative and qualitative data concurrently, mixed the data in the interpretation or discussion section and then compares the two databases to determine if there is convergence, differences, or some combination. The researcher of this study put equal weight between the quantitative and qualitative methods. Quantitative data was collected from the employees and qualitative data are collected from the leaders during the same stage. The data collected through qualitative method was transformed into quantified format in order to be compared with the data collected through quantitative method and discussed side by side in discussion section. This design helps current study to triangulate the findings, also to study the diversity of employees’ perceptions and leaders’ views in relation to the phenomena studied. The purpose of this type of investigation is to also produce comprehensive coverage findings through convergent data (Creswell, 2014; Schoonenboom & Johnson, 2017). Figure 3.1 depicts the flow of the research design approach of this study.

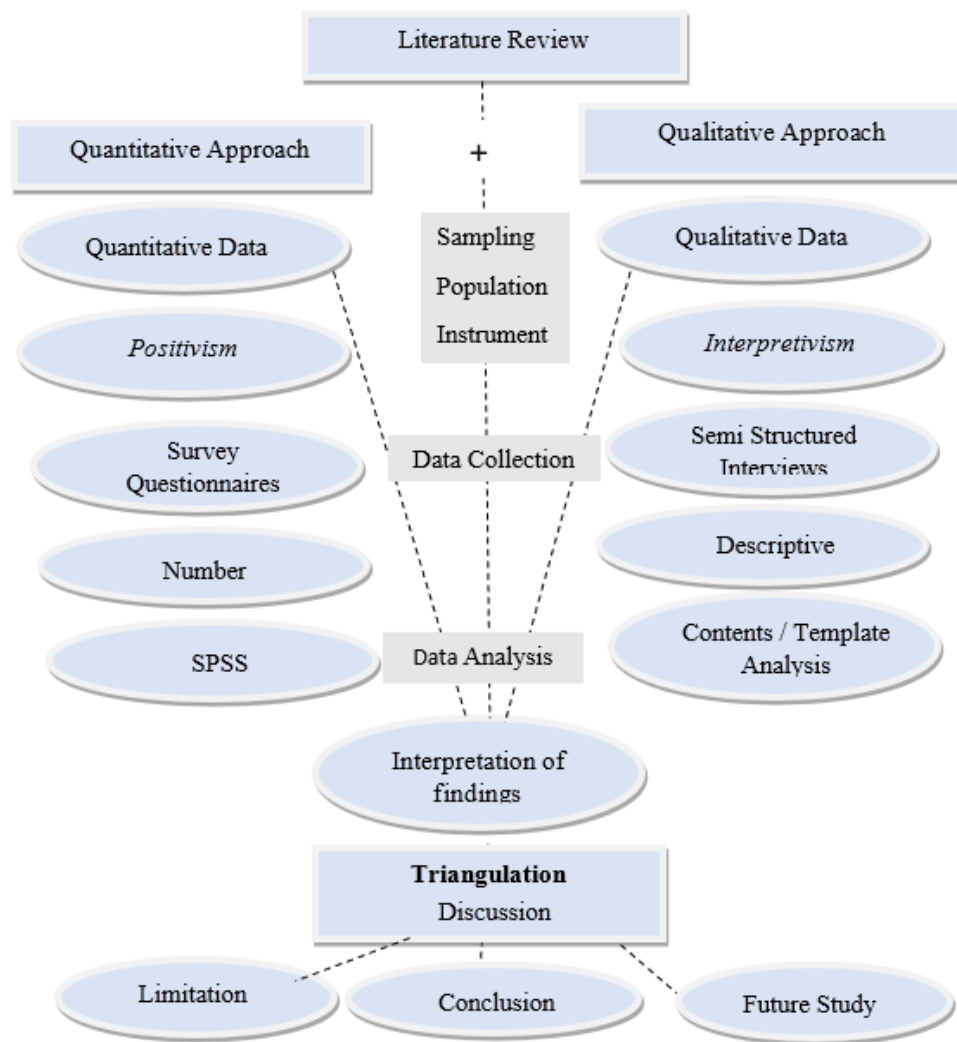


Figure 3.1: Concurrent Triangulation Mixed Method Research Design

Source: Adapted from Creswell (2014)

3.2.3 Research Strategies

According to Sekaran and Bougie (2016), cross-sectional survey is a popular and common strategy which facilitates the collection of data from a bigger population in a more economical manner. Survey questionnaires was used for quantitative method. This is the least time consuming and more practical method especially to apply on this study as the researchers collect data from the sampled population to make inference about the population as a whole, within the limited time frame given (Zheng, 2015). In this study, survey

questionnaire was used for gathering information from the employees in sports organizations in Sarawak and semi structured interviews were held concurrently with the top leaders of the sport organizations for collecting qualitative data. Combinations of data obtained using both strategies supply more data and complement each other for the researcher to work with for better understanding of the scenario.

3.3 Research Instrumentation

3.3.1 Survey Instrument

A survey instrument was used in view of its convenience, easy accessibility and low costs (Lee & Salleh, 2009). The questionnaire consists of four sections; Section A consists of demographics, Section B is the respondents' answers on the leadership styles of their leader, Section C is on high performance culture and Section D on talent management. Demographic information was collected through questions developed by the researcher including gender, age, length of service, position in the organization, education level and job status. The instruments to measure high performance culture, leadership styles and talent management were self-completion paper-based questionnaires. It comprises of the instruments as shown in Table 3.2.

Table 3.2: Questionnaire Summary

Variable	Adopted/Adapted from	Construct/Items
Leadership styles	Bass and Avolio's (2000) <i>Multifactor Leadership Questionnaire (MLQ)</i> Form 5X-Short.	8 constructs 45 items
High performance culture	Van Heerden and Roodt (2007); Dewar and Keller (2012) and Yapp (2016)	7 constructs 37 items
Talent management	Onyango (2015)	7 items

High performance culture questionnaires were adapted from high performance culture questionnaires developed by Van Heerden and Roodt (2007) with alteration based on principles highlighted by Dewar and Keller (2012) and Yapp (2016). This tool comprises most of the cultural dimensions which were tested in the past studies (Ehtesham et al., 2011; Wan Yusoff, 2011; Naidoo & Martins, 2012; Ozer, 2012; Leskaj, Lipi & Ramaj, 2013; Acar & Acar, 2014; Ahmed & Shafiq, 2014; Chilla et al., 2014; Effelsberg et al., 2014; Mihaela, 2014; You, 2014; Daud et al., 2015; Everline, 2015; Jati et al., 2015; Dajani & Mohamad, 2016; Fauzi et al., 2016; Guillaume & Austin, 2016; Esmi et al., 2017; Haggalla & Jayatilake, 2017; Leithy, 2017; Madueke & Emerole, 2017; Nguyen & Watanabe, 2017; Samuel et al., 2017) separately and validated in the context of South Africa by Mathebula (2016) in relation to leadership style. It is suitable to be adapted in measuring high performance culture and high time to have it validated in different context.

The three main high performance culture dimensions namely Direction, Delivery system and Stakeholder satisfaction were assessed via 37 items, for example, ‘how inspiring is the vision for you to accomplish’, ‘how willing are the people in your entity to go the extra mile’, ‘to what extend do you believe that you have the relevant competence to meet the challenges of your job’, ‘how often you received recognition for work that you had done well’, how well does your entity conduct fair performance reviews’, ‘to what extend are the disciplinary procedures applied fairly to all employees’, ‘to what extend your entity has integrated culture change program’ and ‘to what extend does your organization consider the customers’ needs and expectations when making decisions’.

The Multifactor Leadership Questionnaire (MLQ-5X) developed by Bass and Avolio (2000) was used to assess the transformational and transactional leadership behavior. In detail, the questionnaire contains 20 items for five transformational leadership style dimensions and 12 items for three transactional leadership style dimensions. The reliability and validity of this questionnaire have been established as the questionnaires have been widely adopted in the past studies (Sarros et al., 2008; Obiwuru et al., 2011; Hassan & Yau, 2013; Belias & Koustelios, 2014; Effelsberg et al., 2014; Hamstra et al., 2014; Hayati et al., 2014; Khan et al., 2014; You, 2014; Yusuf et al., 2014; Ali et al., 2015; Megat Tajuddin et al., 2015; Dajani & Mohamad, 2016; Girma, 2016; Jager, 2016; Mathebula, 2016; Tladi, 2016; Esmi et al., 2017; Dias & Borges, 2018), in the east and west.

The five transformational leadership style dimensions which have been identified are as follows:

- i. **Idealized influence (attributes):** The attribution of charisma to the leader.
- ii. **Idealized influence (behavior):** A collective sense of mission values, as well as acting upon these values.
- iii. **Intellectual stimulation:** Challenging the assumptions of followers' belief, their analysis of problems they face and solutions they generate.
- iv. **Individualized consideration:** Considering individual needs of followers and developing their individual strength.
- v. **Inspirational motivation:** The articulation and representation of a vision by the leader.

Among some of the sample questionnaires used to assess the dimensions above are, ‘acts in ways that build my respect’, ‘consider the moral and ethical consequences of decisions’, ‘seeks differing perspectives when solving problems’, ‘considers me as having different needs, abilities and aspirations from others’ and ‘articulates a compelling vision of the future’.

On the other hand, the three transactional leadership style dimensions which have been identified are as follows:

- i. **Contingent reward:** The leader focuses on clear defined tasks while providing followers with rewards (material or psychological) on the fulfillment of these tasks.
- ii. **Active management – by – exception:** The leader watches and searches actively for deviations from rules and standards in order to avoid these deviations; if necessary, corrective actions are taken.
- iii. **Management-by-exception passive:** Intervening only occurs after errors have been detected or if standards have not been met.

As for the sample questionnaires used to assess the dimensions above, there are, ‘discusses in specific terms who is responsible for achieving performance targets’, ‘focuses attention on irregularities, mistakes, exceptions and deviations from standard’ and ‘waits for things to go wrong before taking action’. The researcher adopted the talent management questionnaires from Onyango (2015) to measure talent management practices in selection process, recruitment process, career management systems, induction process, staff training, staff development and succession planning policy. The tool has been used in the context of Migori county. It contains most of the talent management elements included in the past studies (Lee & Salleh, 2009; Kimani & Waithaka, 2013; Sutia et al., 2013; Betchoo, 2014;

Ullberg & Kundla, 2014; Yusuf et al., 2014; Kim et al., 2015; Onyango, 2015; Maamari & Alameh, 2016; Ghasabeh & Provitera, 2017; Supraptiningsih et al., 2018) conducted in various contexts. Hence, it is considered a tool with full sets of talent management practices.

3.3.2 Reliability and Validity

Even though a number of studies have used these instruments and found both their reliability and validity values to be acceptable, the population being studied was in a different context. Hence, this study undertook measurement of reliability and validity of the instrument. Reliability is referred to the consistency of measurement of a research instrument to provide the same results if used at different times or by different researchers (Sekaran & Bougie, 2016). Cronbach's Alpha is the method of examining reliability. The calculation is based on the number of items and the average inter-item correlation. An alpha score above 0.75 is generally indicating a scale of high reliability (Pallant, 2010). Score below this indicates a scale of low reliability (Hinton, Brownlow, McMurray & Cozens, 2004). Reliability analysis was pretested using data collected from pilot test and tested after the sampled data was collected.

Validity is referred to the extent to which the data collection instrument measure what it is intended (Saunders et al., 2016). Validity tests are conducted for content, criterion and construct validity test how well the instrument is representative, captures relationships between the variables as well as measures the concepts (Sekaran & Bougie, 2016). Factor analysis was conducted after sampled data was collected on high performance culture's dimensions to assess the structure of the content as this is the first time tested in the current context. Factor analysis is a set of technique whose primary purpose is to define the underling structure data matrix (Pallant, 2010). To run factor analysis, there are some assumptions to

be met. First is the sample size must be 150 and above. Second is the factorability of the correlation matrix. To be considered suitable for factor analysis, the correlation matrix should show at least some correlation of $r = 0.3$ or greater, Bartlett's test of sphericity should be statistically significant at $p < 0.05$ and the Kaiser-Meyer-Olkin (KMO) value should be 0.6 or above. The third assumption is the linearity between the variables. The relationship between the variables must be a linear. The fourth assumption is the outliers must be removed in the initial data screening process as factorial analysis is sensitive to outliers.

3.3.3 Pilot Test

A pilot study is desirable to ensure the suitability of its use in the intended context for improvement purposes if needed (Saunders et al., 2016). A pilot test was conducted before the final questionnaire was administered to the respondents to ensure that the questionnaires are understood by the respondents. Pilot test can be conducted to a small number of respondents to determine the ease of understanding and language (Maamari & Alameh, 2016; Favour, 2016; Tabatabaee et al., 2016). It was conducted to 30 respondents randomly from the sports organizations in March 2017.

For the purpose of pilot study 30 questionnaires were distributed among the respondents and all questionnaires were returned, the response rate was 100%. Table 3.3 showed the details. In pilot study 43% male and 57% female respondents participated, represent more than half of the respondents were female. In terms of age, 37% respondents represent the age group of 26-30 which is the highest percentage among other age group. The highest academic qualification is Bachelor's degree level because it shows 53% of the academic qualification among all other group. Level of experience range from 1-5 years

which is 47% to the lowest is more than 10 years which represents only 20% of the experience level.

Table 3.3: Respondents' Demographic Details for Pilot Study

	Demographic	N	%
<i>Gender</i>	Male	13	43.3
	Female	17	56.7
<i>Age (years)</i>	20 – 25	1	3.3
	26 – 30	11	36.7
	31 – 35	6	20
	36 – 40	7	23.3
	> 40QW	5	16.7
<i>Length of service</i>	1-5	14	46.7
	6-10	10	33.3
	>10	6	20
<i>Level of education</i>	SPM	5	16.7
	Diploma	4	13.3
	Degree	16	53.3
	Master	5	16.7

The feedback received from the respondents would lead the researcher to make changes if needed. However, the respondents have no problem understanding the questionnaires.

The reliability of the questionnaires has been tested on samples of the 30 individuals, as some past studies (Jager, 2016; Maamari & Alameh, 2016; Tabatabaee et al., 2016) advocated that it can be tested on small sample. Cronbach's Alpha has been calculated for the variables of this study as presented in Table 3.4.

Table 3.4: Reliability Analysis - Pilot Test

	Leadership Styles	High Performance Culture	Talent Management
Cronbach's alpha	.955	.977	.957

Table 3.4 represents the Cronbach's alpha coefficient for the transformational leadership, transactional leadership and high performance culture, talent management. From the table, it can be seen that alpha coefficient of transformational leadership, transactional leadership, high performance culture and talent management were .955, .977, .957 respectively. Based on results of reliability analysis of four variables (two independent variables, one dependent variable and one moderating variable), it can be seen that all of the variables acceptable by rule of thumb from Cronbach's alpha. The closer the reliability coefficient gets to 1.0, the better.

3.4 Population

Population refers to the phenomenon or entire group of people the researcher intends to investigate and make inferences (Sekaran & Bougie, 2016). The targeted population of this study is sports organizations in Sarawak. The unit of analysis is the 10 selected sports organizations. The unit of inquiry were leaders and employees of the organizations. The study focus only on sports organizations stipulated in Sarawak Sports Corporation Ordinance 2019.

Sarawak, with an area of 124,450 square kilometres, comprising 37.5% of the total area of Malaysia, is the largest state in the country. Sports has been gaining its popularity in Sarawak. There are 46 separate sports represented by state-based sports associations. There

is an extensive school system which offers regular sporting activities at various levels. In Sarawak, sports comes under the portfolio of the Ministry of Tourism, Arts, Culture, Youth and Sports. The Sports Section of the Ministry takes primary responsibilities for mass sport, traditional sport, recreational sport and extreme sports. Also, to advise Government on overall sports policy and exercise oversight of the implementing agencies which includes monitoring implementation of sport development activities and progress Government issues. In view of various role players involved in the sports development, Sarawak Sports Corporation has been established in order to implement an integrated approach in Sarawak sport development. The Corporation has been entrusted by Sarawak State Government to work in collaboration with sports organizations in making the State the sports powerhouse and enhance sports tourism in Sarawak.

The sports organizations include the Sarawak State Sports Council, Sarawak School Sports Council (a unit of the Education Department), ISN Sarawak (National Sports Institute, Sarawak Branch), USPTN (High Performance Sports Unit Sarawak), Youth and Sports Department, Sarawak Sports and Welfare Council, Malaysia Higher Education Institutions and sports associations. Each including the Ministry has specific scopes or responsibilities in sports development, ranging from policy making to activities executions.

3.5 Sample Size, Sampling Technique and Procedures

In order to determine the sample size Cochran's formula has been used in this study. The sample size has been determined considering 95% confidence level ($\alpha=0.05$), as such the z value and t value in Cochran's formula has been considered to be 1.96. The d value (acceptable margin of error) is considered to be 0.2 or less, hence d value is considered to be 0.05. The values of p and q for calculation of sample's maximum size are considered to be

0.5. Stratified random sampling is applied for this study because the researcher of this study intended to representatively sample from each selected sports organizations. Sample size for each stratum has been decided based on the formula and sample selected randomly among the managerial and supporting groups. This sampling technique has been employed by various scholars (Wan Yusoff, 2011; Everline, 2015; Onyango, 2015; Tabatabaee et al., 2016; Leithy, 2017). Using Cochran's formula, the sample size of employees has been calculated as below leading to a sample size of 267.

$$N = \frac{Ntpq^2}{Nd^2 + t^2pq} = \frac{880 (0.9604)}{880 (0.0025) + (0.9604)} = 267$$

However, in order to cater for non-response rate, the sample size has been increased to 380. Table 3.5 demonstrates the population and sample size of each stratum.

Table 3.5: Breakdown of Population and Sample Size

Sports Organization	a	b	c	d	e	f	g	h	i	j	Total
Population	200	160	150	150	20	20	10	10	10	150	880
Sample	50	70	65	85	15	15	10	10	10	50	380

3.6 Semi Structured Interviews

Semi-structured interviews are frequently used technique to gather qualitative information in business and management research (Bryman, 2006). The structure and content of the semi-structured interview questions were planned ahead. An interview guide

(refer appendix 2) had been prepared and developed based on research questions, inquiry based and reviewed for appropriateness prior to the interviews. The interview guide which consists of inquiries was derived from research questions and reviewed by the research supervisor of this study. Sample inquiries asked were: “How do you define high performance culture (HPC)?”, “What roles do you play as a leader in your organization to promote HPC?” and “What are the critical areas that should be emphasized in order to ensure the talents are well managed?”. As it was a semi structured interview, interview questions were only to serve as guideline. The subsequent questions to broad questions asked varied depending on the responses from the interviewees at real time.

3.7 Data Collection Procedure

3.7.1 Survey Questionnaire – Data Collection Procedures

The permission to conduct this study was sought from the ten selected participating sports organizations. The organizations were contacted prior to the delivery of consent letters. They were given autonomy on decision to participate. A total of 380 survey questionnaires was distributed between April 2017 to August 2017 to the ten participating organizations that have their head offices in Kuching once consent has been given. Survey questionnaires were used to gather first hand data as per suggested by Ravi & Ravi (2015). Prior to administering the questionnaires, codes were created for each organization. The research assistants, all of whom were trained to collect the data helped to administer the collection of the questionnaires. Respondents included the employees from managerial and supporting groups attached to the participating organizations, regardless of their employee status, be it permanent or on contract basis. The respondents were given two weeks to complete the questionnaires.

Table 3.6: Breakdown of Sample and Respondents

Sports Organization	a	b	c	d	e	f	g	h	i	j	Total
Sample	50	70	65	85	15	15	10	10	10	50	380
Respondents	40	65	55	85	15	15	10	10	10	45	350

As stated in Table 3.6, 350 survey questionnaires were collected back, yielding a response rate of 92.1%. Response rate is referred to the ratio of the number of usable questionnaires to those sent out and it is considered an important factor in determining the quality of the study (Krishnan & Poullose, 2016).

3.7.2 Semi Structured Interviews - Data Collection Procedures

Semi-structured interviews were held with 10 Sarawak sports organizations leaders (11 male) based on their influencing roles as stipulated in Sarawak Sports Corporation Ordinance 2019. The leaders included Chairman, Deputy Chairman, President, Head of Department and Head of Section. As advocated by Wan Yusoff (2011), having competent top management will have good chances of gaining a competitive advantage on multiple stakeholder performance. The interviews were planned to be conducted concurrently with survey research, however, due to the busy schedule of the interview participants, the interviews were conducted between November 2017 and February 2018.

The interview sessions started by showing gratitude towards informants' willingness to participate in the interview, followed by briefing on the interview procedures and introduction of the interview content background. The informants were assured throughout

the interview sessions that their responses remain confidential. All interviews were conducted in complete privacy on a one-to-one basis. Nine face-to-face interviews were held in the settings agreed by the interviewees. Two leaders were not able to be interviewed face-to-face, however, agreed for the interview questions to be given to them in order for them to respond through e-mail. The inputs were automatically recorded as written texts due to their text-based nature. Each informant was being assigned a numerical value from 1 to 11 to track their quotes. The average length of interviews (excluding e-mail-based interviews) was 1 hour 40 minutes.

3.8 Data Analysis Procedures

3.8.1 Survey Questionnaire - Data Analysis Procedures

Statistical analysis was conducted once all the raw data were completely collected from the survey questionnaire respondents. The data were analysed to answer research hypotheses and fulfill research objectives RO1 to RO8. Statistical Package for Social Sciences (SPSS) version 23.0 was used in this study. It was chosen because the software package offers more than adequate types of analyses, data transformation and outputs that serve the purpose of this study. It is very popular within both academic and business circles, making it the most widely used package (Arkkelin, 2014). Four data analysis tools namely frequencies, cross-tab analysis, correlation and regression analysis were used in this study.

The data entry process followed a specific data coding plan. The data were entered using the Excel software and transferred into the SPSS for analysis purposes. Before analyzing the data collected, a number of systematic tests was run to test the adequacy of the data. KMO test (KaiserMeyer-Olkin) of sampling adequacy, which resulted in an index ranging from 0 to 1, where an index of 0.6 was considered acceptable (Tabachnick & Fidell,

2007). Besides, Bartlett's test of Sphericity was used to measure data sampling adequacy in which ($p < .05$) is necessary for an appropriate factor analysis consideration. Factor Analysis test was conducted to analyze the Eigenvalues of the scale measure components. The factors with a factor of 1.0 or above are considered valid, explaining significant portion of the variance (Pallant, 2010).

Descriptive statistics analysis for all variables were presented as frequencies, means $\pm$ standard deviation ($M \pm SD$) and percentages. For inferential statistical analysis, the data were parametric and all variables were interval, thus Pearson's product-moment correlation coefficient (Pearson's r) was used (Field, 2009), in order to examine if there is a relationship exists between leadership styles and high performance culture. Correlation analysis is a statistical method used to describe the strength and direction of the linear relationship between two variables (Pallant, 2010). The degree of correlation is concerned with measuring the strength and importance of a relationship between the variables. Pearson correlation coefficients can only take one value which ranges from - 1 to +1.

Hierarchical multiple regressions were conducted to determine the relationship between leadership styles and high performance culture moderated by talent management. Statistical significance was set at .05 ($p < .05$).

3.8.2 Semi Structured Interviews – Data Analysis Procedures

This section describes procedures on data analysis to answer research questions RQ1 and RQ2 in order to fulfill research objectives RO9 and RO10. As this study adopts "pragmatism", content analysis was used for both quantifying textual data in terms of pre-existing theoretical concepts and literatures (high performance culture and full range

leadership models and talent management practices) and for identifying underlining issues from the texts.

According to Erlingsson and Brysiewicz (2017), content analysis is widely used for qualitative study to interpret meaning from the content of text data. According to Vaismoradi, Jones, Turunen and Snelgrove (2016), this method is at the intersection of the qualitative and quantitative approaches. It can be used to explore underlining issues of interests to researchers who are undertaking organizational studies in the perspectives of policies and strategies, organizational behavior, managerial and organizational cognition, human resources and many more.

The researcher used method of analysis which is consistent with a grounded theory approach as advocated by Middleton et al. (2015). The themes and sub-themes were developed based on the theoretical model of this study in the first place. This is considered a top-down or deductive as it is driven by the specific research questions and the researcher's focus (Maguire & Delahunt, 2017). As this study is using mixed method in order to triangulate the findings obtained from both quantitative and qualitative approaches, there is a need to quantify the data for comparison purposes. There is a series of steps using content analysis as presented by Erlingsson and Brysiewicz (2017). First of all, the researcher did a thorough reading on the interview transcripts to get a sense of the whole. The transcripts were condensed by formulating codes and these codes were group into categories. These categories will be used to fit in the sub-themes developed at the earlier stage (Vaismoradi et al., 2016). The categories that would not be able to fit in the sub-themes based on theoretical concept were considered new theme derived. The data were displayed in graphic presentation format for analysis discussion.

According to Creswell (2014), qualitative data in the forms of notes or transcripts should be transformed into themes or coding before analysis and interpretation take place. In view of massive data collected meticulously from the interview sessions, the researcher followed the basic three steps rules to reduce the volume of data as follows (Onwuegbuzie & Weinbaum, 2016):

- a) **Data reduction** – Researcher needs to reorganize into categories by using coding or themes in which irrelevant data will be discarded. However, raw data shall be maintained for use later if required.
- b) **Data display** – An organized display of data, in the form of graphic formats such as tables, charts, so on and so forth is essential for researchers to make conclusion.
- c) **Conclusion drawing** – The formation of data in graphic formats should allow the researcher to draw conclusion in responding to the research objectives.

There are two forms of qualitative content analysis which are inductive and deductive content analyses (Elo & Kyngäs, 2008; Mayring, 2014). Inductive content analysis is applicable when there are insufficient, or limited previous theories or research findings about the phenomenon of interest (Hsieh & Shannon, 2005; Mayring, 2014). This does not mean that the researcher mind is entirely blank at the beginning of the research; instead analyst has some questions in mind, study objectives and/or some assumptions directing the analysis (Schreier, 2012; Harding, 2013). On the other hand, deductive content analysis approach is applied when some views, theories, previous research findings, or conceptual frameworks regarding the underline phenomenon exist (Elo & Kyngäs, 2008; Hsieh & Shannon, 2005; Mayring, 2014).

3.9 Ethical Consideration

As this research used mixed methods, it is essential to be aware of the ethical considerations that pertain to both quantitative and qualitative method designs (Caruth, 2013). According to Creswell (2012), researchers need to communicate the aim(s) of the study and obtain permission from the participating organizations and respondents in the first place, protect their anonymities and ensure confidentiality while conducting the study.

Informed consent was highlighted by Jelsma and Clows (2005) and Podany and Pharm (2017) as the ethical principle of “respect for persons”. The participants are believed to have the capacity to make rational decisions whether to take part in the study. The informed consent in the form of official letter was obtained from the participating organizations before the survey questionnaires and interviews were conducted in the field. The participants were informed that all the information gathered would be used purely for academic purpose and kept secure and treated as strictly confidential. It is important to ensure that the identities of the participants would not be revealed and the researchers must promise to protect the information given by the participants to secure their confidence (Akaranga & Makau, 2016). The anonymity of the respondents (survey) and informants (interviews) was protected at all times through the use of codes.

The cover letter attached to the survey forms stated the nature of the study, the purpose of the research and contacts of the researchers. A brief explanation on usefulness of the findings was given. This is in line with the ethical principle that is founded in kindness and acts of charity which says that it is a moral obligation for the researcher to act for the others' benefits or interests (Podany & Phram, 2017).

It is crucial for the researcher to establish a trusting relationship with informants while conducting qualitative research especially the phenomenological type (Jelsma & Clows, 2005). Researcher must be able to create atmosphere of trust and openness in order to build the confidence of the interviewees to share their “lived experience”. The researcher briefed the informants the whole purposes of the research and promised to protect the information given. Also, the researcher allowed the informants to express freely and avoided sensitive questions.

Ethical considerations in terms of anonymity were extended to data analysis and report writing. Only researcher was fully involved in the analysis process for both quantitative and qualitative data. When it came to report writing, the identification of all the participating organizations was recognized as “sports organizations” and the participants of the interviews were addressed as “informants”.

3.10 Chapter Summary

This chapter has detailed the research design, research instrumentation, population, sample size, sampling technique and procedures, data collection and analysis procedures. It encompasses the procedures pertaining to methods and tools used, also the description of research population and participants.

CHAPTER 4

QUANTITATIVE DATA ANALYSES, FINDINGS AND DISCUSSION

4.1 Introduction

This chapter discusses data analysis (descriptive, correlation and multiple regression) and results of quantitative data in respond to specific objectives (RO1 to RO8) and also hypotheses (H1 to H8) as per stated in Chapter 1. Besides, the characteristics of the respondents, data screening procedures, statistical assumption, factor analysis and reliability were reviewed.

4.2 Respondents' Characteristics

Based on 380 questionnaires distributed to 10 sports organizations, 350 paper-based data were collected, yielding a response rate of 92.11%. All the 350 were usable (N=350), yielding a usable rate of 100%. This detail is shown in Table 4.1.

There were 57.1% (200) respondents were male and 42.9% (150) were female. The highest number of the respondents were aged from 26 to 35 years old (46%), followed by 36 to 45 years old (24.9%) and 18 to 25 years old (13.7%). The remaining were aged from 46 to 55 years old (12.6%) and 56 to 65 years old (2.6%). Only one respondent was above 66 years old. Most of the respondents serve for less than 5 years (49.1%), followed by 6 to 15 years (36.86%). Some of them have served for 16 – 20 years (6%), 21 to 35 years (3.71%), 26 to 30 years (2.86%) and 31 to 35 years (1.43%). The respondents were asked to indicate whether they are from supervisory and managerial group or supporting group. The distribution was almost equal with 53.4% from supporting group and 46.6% from managerial

and professionals. Most of the respondents were degree holders (40.3%), while diploma and SPM holders were 23.7% and 25.7% respectively. Masters and PhD holders were only 9.4% and 0.9% respectively. Majority of the respondents were full time employees (73.1%), followed by contract (16.6%), part time (7.7%), seconded (1.4%) and others (1.1%).

Table 4.1: Characteristics of the Respondents

	Demographic	N	%
<i>Gender</i>	Male	200	57.1
	Female	150	42.9
<i>Age (years)</i>	18 – 25	48	13.7
	26 – 35	161	46
	36 – 45	87	24.9
	46 – 55	44	12.6
	56 – 65	9	2.6
	> 66	1	0.3
<i>Length of service</i>	< 5	172	49.1
	6 – 10	82	23.43
	11 -15	47	13.43
	16 -20	21	6
	21 – 25	13	3.71
	26 – 30	10	2.86
	31 – 35	5	1.43
<i>Position in organization</i>	Supervisory/Managerial group	163	46.6
	Supporting group	187	53.4
<i>Level of education</i>	SPM	90	25.7
	Diploma	83	23.7
	Degree	141	40.3
	Master	33	9.4
	PhD	3	0.9
<i>Job status</i>	Full time	256	73.1
	Part time	27	7.7
	Seconded	5	1.4
	Contract	58	16.6
	Others	4	1.1

4.3 Data Screening

Checking for errors was conducted by using minimum and maximum values. The range of possible scores on every variable was observed. For the categorical variables, which are gender, length of service, position in the organization, education level and job status, the scores should not be more than the number of each category. For example, score other than 1 and 2 for gender and position in the organization, 1 and 5 for education level and job status is considered as error. Any error detected was corrected before further analysis.

On the other hand, for the continuous variables, which are age and length of service, the minimum and maximum values were checked. The minimum score for age was 20 and the maximum score was 66. This range is acceptable because the respondents were adults who worked in an established organization. Thus, it has no error. For the length of service, the minimum score was 1 and maximum was 35. This continuous variable was measured in years. In relation to the age range, the scores were acceptable. Those who younger worked lesser year and those who older, has worked for longer years; up to 35 years. Thus, it shows that these two continuous variables have no error.

The dependent variables, the leadership style, high performance culture and talent management items were checked by using the minimum and maximum values. Any score other than 0 to 4 for these three variables are considered as error. If any error was found, it will be corrected before further analysis. In this case, no error was found.

Finally, summarize cases was conducted for the data screening. All demographic variables were checked. The analysis showed the data are error-free. Thus, further analysis can be performed.

4.4 Normality Test

Test of normality was conducted by examining the skewness and kurtosis scores. Table 4.2 shows the skewness and kurtosis scores of variables in this study. Skewness and kurtosis are numerical values used to give information about the distribution of data obtained from samples. The skewness and kurtosis of a normal distribution is 0. If the skewness and kurtosis for a data distribution is within the range of -1 and +1, the data distribution is considered to be normal (Hair, Black, Babin, Anderson & Tatham, 2007). As for Kurtosis, the normal range is between -3 and +3. In this study, all the variables' skewness and kurtosis scores are within the stipulated range. Therefore, the data is considered as normally distributed.

Table 4.2: Skewness and Kurtosis Scores of Variables

Variables	Skewness	Kurtosis
Transformational leadership	- 0.198	- 0.330
Idealized influence (attributes)	- 0.272	- 0.117
Idealized influence (behavior)	- 0.185	- 0.285
Inspirational motivation	- 0.238	- 0.332
Intellectual stimulation	- 0.285	- 0.345
Individualized consideration	- 0.230	- 0.260
Transactional leadership	0.044	- 0.050
Contingent reward	- 0.470	0.111
Management by exception (active)	- 0.309	0.243
Management by exception (passive)	0.007	- 0.455
High performance culture	- 0.423	0.606
Direction	-0.548	0.184
Delivery system	- 0.293	-0.718
Stakeholder satisfaction	- 0.531	0.050
Talent management	- 0.551	- 0.047

4.5 Factor Analysis

Factor analysis was conducted on Transformational Leadership, Transactional Leadership and High Performance Culture's dimensions; Direction, Delivery system and Stakeholder satisfaction. The results are in Table 4.3. The KMO value was 0.663, exceeding the recommended value of 0.6 (Kaiser, 1970, 1974; Field, 2013) and Bartlett's Test of Sphericity (Bartlett, 1954) reached statistical significance, supporting the factorability of the correlation matrix. The result shows that all of the variables exhibit large factor loading. In this study, all items have a factor loading of more than .50, suggesting that the items correlate very significantly to the factor itself with factor loading ranging from .584 to .902 as shown in Table 4.3.

Table 4.3: Unrotated Factor Analysis of Leadership Styles (Transformational and Transactional) and High Performance Culture (Direction, Delivery System and Stakeholder Satisfaction)

Variables	Factor loading	Communalities
Transformational leadership	.902	.827
Transactional leadership	.895	.744
Direction	.684	.802
Delivery system	.680	.913
Stakeholder satisfaction	.584	.793
Percentage of variance explained (%)	81.584	
Kaiser-Meyer-Olkin	.663	
Bartlett's test of sphericity approx. chi square	997.756	
Df	10	
Sig.	.000*	

4.6 Reliability Analysis

Cronbach's Alpha is the method of examining reliability. The calculation is based on the number of items and the average inter-item correlation. The reliability scales for all factors are mentioned in Table 4.4. The value shows the questionnaire was reliable as the closer the value to 1, the reliable the questionnaire. The questionnaire shows a high reliability based on the alpha score ($\alpha=0.950 - 0.963$). An alpha score above 0.75 is generally indicating a scale of high reliability (Pallant, 2010). Any score below 0.75 indicates a scale of low reliability (Hinton et al., 2004).

Table 4.4: Reliability Analysis - Survey

Variable	No of item	Cronbach alpha (α)
Leadership style	45	.936
High performance culture	37	.963
Direction	4	.695
Delivery system	23	.957
<i>Delivery process</i>	11	.914
<i>Core capability</i>	10	.898
<i>Continuous improvement</i>	2	.857
Stakeholder satisfaction	10	.924
Talent management	7	.950

4.7 Descriptive Statistics – Mean Score

Descriptive statistics was run and mean score was used. By using descriptive statistics and indicators, data set can be summarized to establish the numerical value in order to determine patterns and associations (Sekaran & Bougie, 2016). The variables measured in this study were score by using Likert scale; from not at all to frequently, or strongly disagree to strongly agree (0 – 4). The scores were presented in mean and standard deviation ($M \pm SD$). The mean score results generated by descriptive statistics were used to fulfill this objective. One of the advantages of using mean score is, as a central tendency measurement, it can ease the researcher to make extrapolations from samples to populations (Hole, 2000).

4.7.1 Leadership Style

There were two types of leadership styles measured in this study (Table 4.5). Transformational leadership has five dimensions, while transactional leadership has three dimensions. As Laissez-faire has not been considered as effective leadership styles, it was not measured in this study. The highest means score in transformational leadership's dimension was Inspirational motivation (2.604 ± 0.666), followed by Intellectual stimulation (2.594 ± 0.660), Idealized influence (behavior) (2.549 ± 0.673), Individualized consideration (2.523 ± 0.595) and Idealized influence (attributes) (2.516 ± 0.673). For transactional leadership, the highest mean score was Contingent reward (2.619 ± 0.725), followed by Management by exception (active) (2.497 ± 0.660) and Management by exception (passive) (2.070 ± 0.796).

Table 4.5: Descriptive Statistics of Leadership Styles

Variable	Mean	$\pm$ Standard deviation
Transformational leadership	2.557	0.581
Idealized influence (attributes)	2.516	0.673
Idealized influence (behavior)	2.549	0.673
Inspirational motivation	2.604	0.666
Intellectual stimulation	2.594	0.660
Individualized consideration	2.523	0.654
Transactional leadership	2.395	0.595
Contingent reward	2.619	0.725
Management by exception (active)	2.497	0.660
Management by exception (passive)	2.070	0.796

Based on the mean scores indicated in Table 4.5, it was interpreted that the leaders were perceived by the employees demonstrated all transformational and transactional leadership styles factors at times. Higher scores belong to Transformational leadership style ($M=2.557$, $SD=.581$), compared to transactional leadership style ($M=2.395$, $SD=.595$). It

was concluded that the employees perceived that their leaders exhibited transformational leadership style factors more. Inspirational motivation scored the highest ($M=2.604$, $SD=.666$), whereas the lowest two belong to Idealized influence (attributes) ($M=2.516$, $SD=.673$) and Individualized consideration ($M=2.523$, $SD=.654$). Results from the study indicated that the mean score of Contingent reward under transactional leadership style was the highest ($M=2.619$, $SD=.725$) among all the factors.

4.7.2 High Performance Culture

Table 4.6 represents the descriptive statistics of high performance culture's dimensions. There were three main dimensions namely Direction, Delivery system and Stakeholder satisfaction under this variable. Under Delivery system, there were three sub dimensions namely Core capability, Delivery process and Continuous improvement. The highest mean score was Direction (2.846 ± 0.788), followed by Stakeholder satisfaction (2.794 ± 0.698), lowest score belongs to Delivery system (2.74 ± 0.517)

Table 4.6: Descriptive Statistics of High Performance Culture

	Mean	$\pm$ Standard deviation
Direction	2.846	0.788
Delivery system	2.74	0.517
(i) Core capability	2.89	0.497
(ii) Delivery process	2.596	0.808
• Reward system	2.643	0.910
• Performance management	2.546	0.850
• Policies & procedure	2.600	0.849
(iii) Continuous improvement	2.736	0.839
Stakeholder satisfaction	2.794	0.698

As per presented in Table 4.6, Direction dimension has the highest mean score (M=2.846, SD=.788), followed by Stakeholder satisfaction (M=2.794, SD=.698), whereas Delivery system dimension of high performance culture scored the lowest (M=2.74, SD= .517). One of the Delivery process components namely Performance management has the lowest score (M=2.546, SD=.850).

4.7.3 Talent Management

There were seven items which measured the talent management variable (Table 4.7). The highest mean score were ‘our organization has a recruitment process’ (2.81 ± 0.968) and ‘our organization promotes staff training’ (2.81 ± 0.981), followed by ‘our organization has a clear succession planning policy’ (2.76 ± 1.004), ‘our organization has a clear selection process’ (2.75 ± 1.013), ‘our organization promotes staff development’ (2.72 ± 1.044), ‘our organization has a clear management systems’ (2.70 ± 1.010) and ‘our organization has a clear induction process’ (2.69 ± 0.970).

Table 4.7: Descriptive Statistics of Talent Management

Variable	Mean	±Standard deviation
Our organization has a clear selection process	2.75	1.013
Our organization has a recruitment process	2.81	0.968
Our organization has a clear career management systems	2.70	1.010
Our organization has a clear induction process	2.69	0.970
Our organization promotes staff training	2.81	0.981
Our organization promotes staff development	2.72	1.044
Our organization has a clear succession planning policy	2.76	1.004

Mean scores shown in Table 4.7 indicate “our organization has a clear induction process” (M=2.69) and “our organization has a clear career management systems” (M=2.70) obtained the lowest scores. This can be interpreted that the employees perceived that less emphases have been placed in these two aspects in the perspective of talent management practices.

4.8 Correlation and Multiple Regression Analysis

In order to fulfill research objectives RO1-RO6 and research hypotheses RH1-RH6 correlation analysis was conducted. Correlation analysis is a statistical method used to describe the strength and direction of the linear relationship between two variables (Pallant, 2010). The degree of correlation is concerned with measuring the strength and importance of a relationship between the variables. To achieve this, Pearson correlation test was conducted. Pearson correlation coefficients can only take one value which ranges from -1 to +1. The perfect correlation of 1 or -1 indicates that the value of one variable can be determined exactly by knowing the value of other variables. Besides, the correlation value 0 indicates no relationship between the specified two variables. Cohen (1988) provides a guideline to explain the strength of the relationship between two variables (r) as shown in Table 4.8.

Table 4.8: Cohen’s Guideline of Correlation

r values	Strength of relationship
$r = +.10$ to $.29$ or $r = -.10$ to $-.29$	Weak
$r = +.30$ to $.49$ or $r = -.30$ to $-.49$	Medium
$r = +.50$ to 1.0 or $r = -.50$ to -1.0	Strong

4.8.1 Correlation Between Transformational Leadership Style and High Performance Culture Dimensions

The inter-correlation matrix, reflected in Table 4.9 and Table 4.10. It was found that each of transformational leadership style dimensions was positively related to high performance culture. Thus, there is a statistically significant relationship between the dimension of transformational leadership style and each dimension of high performance culture respectively. The transformational leadership style correlated significantly and positively with Direction ($r = .402$; medium effect; $p \leq .05$), Delivery system ($r = .798$; strong effect; $p \leq .05$) and Stakeholder satisfaction ($r = .485$; medium effect; $p \leq .05$).

The transformational leadership style dimension Idealized Influence (attributes) correlated significantly and positively with Direction ($r = .395$; medium effect; $p \leq .05$), Delivery system ($r = .739$; strong effect; $p \leq .05$) and Stakeholder satisfaction ($r = .471$; medium effect; $p \leq .05$). The Idealized influence (behavior) dimension correlated significantly and positively with Direction ($r = .299$; weak effect; $p \leq .05$), Delivery system ($r = .669$; strong effect; $p \leq .05$) and Stakeholder satisfaction ($r = .413$; medium effect; $p \leq .05$). The Inspirational motivation dimension correlated significantly and positively with Direction ($r = .347$; medium effect; $p \leq .05$), Delivery system ($r = .706$; strong effect; $p \leq .05$) and Stakeholder satisfaction ($r = .403$; medium effect; $p \leq .05$). The Intellectual stimulation dimension correlated significantly and positively with Direction ($r = .376$; medium effect; $p \leq .05$), Delivery system ($r = .713$; strong effect; $p \leq .05$) and Stakeholder satisfaction ($r = .409$; medium effect; $p \leq .05$). The Individualized consideration dimension correlated significantly and positively with Direction ($r = .339$; medium effect; $p \leq .05$), Delivery system ($r = .662$; strong effect; $p \leq .05$) and Stakeholder satisfaction ($r = .421$; medium effect; $p \leq .05$). Based on the above, H1, H2 and H3 are accepted.

Table 4.9: Pearson Correlation for Transformational and Transactional Leadership Styles and High Performance Dimensions

Leadership Style	N	Direction	Delivery System	Stakeholder Satisfaction
Transformational	350	.402	.798	.485
Transactional	350	.384	.773	.468

Table 4.10: Inter-correlation Matrix - Correlations between Transformational Leadership and High Performance Culture

		1	2	3	4	5	6	7	8	9	10	11	12	13
1	II (A)	1												
2	II (B)	.621*	1											
3	IM	.660*	.733*	1										
4	IS	.687*	.715*	.889*	1									
5	IC	.664*	.628*	.662*	.800*	1								
6	DC	.395*	.299*	.347*	.376*	.339*	1							
7	DS	.739*	.669*	.706*	.713*	.662*	.549*	1						
8	CC	.622*	.688*	.686*	.665*	.540*	.228*	.740*	1					
9	RS	.373*	.327*	.340*	.347*	.336*	.584*	.555*	.250*	1				
10	PM	.400*	.322*	.351*	.378*	.371*	.664*	.626*	.258*	.825*	1			
11	PP	.401*	.356*	.389*	.416*	.416*	.652*	.615*	.722*	.841*	.284*	1		
12	CI	.382*	.330*	.389*	.368*	.336*	.604*	.804*	.600*	.702*	.314*	.678*	1	
13	SS	.471*	.413*	.403*	.409*	.421*	.291*	.407*	.284*	.314*	.290*	.290*	.224*	1

Note. II (A) = Idealized influence (attributes), II (B) = Idealized influence (behavior), IM = Inspirational motivation, IS = Intellectual stimulation, IC = Individualized consideration, DC = Direction, CC = Core capability, DS = Delivery system, CI = Continuous improvement, SS = Stake satisfaction RS = Reward system, PP = Performance management, PP = Policies & procedure. *significant at .05 ($p \leq .05$).

Hypothesis 1 (H1): There is positive relationship between transformational leadership style and high performance culture (Direction)

Based on RH1 stated above, there is positive relationship between transformational leadership style and high performance culture (Direction). The findings indicated that transformational leadership style is correlated significantly and positively with Direction ($r=.402$) dimension of high performance culture. This means that leaders who have been perceived to practise transformational leadership style are able to project clear future vision and bring their subordinates towards goals attainment. As stressed by transformational leadership theory, transformational leaders seek to transform visionary to collective vision whereby their subordinates are willing to go extra mile in order to excel beyond what is expected because of value congruence (Burns, 1978; Bass & Avolio, 1993; Middleton et al., 2015; Guillaume & Austin, 2016; Pongpearchan, 2016; Salomonsen et al., 2017; Sang, 2017; Toufaili, 2017; Amin et al., 2018; Wong et al., 2018). It is critical for the leaders to provide clear direction for the employees before anything can be done and committed to overcoming the obstacles together with the employees. As Lewin's change theory stated, transformational leaders change agent, role model and team player not only provide vision, inspiration, motivation and support, they manage to overcome resistance to change (Kaminski, 2011; Mitchell, 2013). This is in line with previous studies done by Wong et al. (2018) and Middleton et al. (2015) which linked transformational leadership style with mission, clear direction in planning and implementing corporate strategies towards positive outcomes.

The findings of this study indicated that idealized influence (attributes) was found to be the most statistically significant predictor of Direction dimension ($r=.395$). This means that the employees perceived that the leaders need to be confident, powerful and focus on

high order ideas and ethics while giving them direction. The finding is consistent with the study of Hayati et al. (2014) which claimed that Idealized influence among the personalities of these leaders can secure trust from the employees, as such, they will match themselves with the leaders' expectation towards intended outcomes. However, some of the previous studies (Bruch & Walter, 2007; Geijsel et al., 2009; Mathebula, 2016) found that Inspirational motivation was the most statistically significant predictor of Direction dimension in which leaders are able to create awareness and acceptance of their organization's vision and mission through articulation of positive and attainable future goals. In this case, employees could be influenced by the time the leaders spent in encouraging, inspiring and challenging them in moving towards goals attainment. Whereas findings of the current study could mean that employees rely more on leaders' personalities, values, principles and ethics due to shorter tenure spent with the leaders. It is normal as when there is a leader appointed, the employees will be impacted by the charisma of the leader before they have opportunities to explore other aspects.

Hypothesis 2 (H2): There is positive relationship between transformational leadership and high performance culture (Delivery system)

The findings indicated that transformational leadership style is correlated significantly and positively with Delivery system ($r = .798$) dimension of high performance culture and the strength of the correlation is very strong. This means leaders who have been perceived to practice transformational leadership style are able to implement changes to the prevailing capacity and environment. There are several components under Delivery system dimension of high performance culture namely Core capability, Reward system, Performance management, Policies and procedures and Continuous improvement (Van

Herdeen & Roodt, 2007; Dewar & Keller, 2012; Yapp, 2016). The strong strength of the correlation between the transformational leadership style could mean the leaders who exhibit this leadership style have deep impact on the components of the Delivery system. Lewin's Change Theory states that transformational leaders play important roles as change agent during the change implementation stage.

The findings showed that Idealized influence (behavior) was the most statistically significant predictor for Core capability component ($r=.688$), which means that actions taken by transformational leaders were associated with trustworthy environment, team support, employee competencies and empowerment. There are three levels of core capabilities, organizational, team and individual. According to Lewin's change theory, the surrounding environment including the systems and process would stimulate employee involvement during change process (Penava & Sehic, 2014; Hussain et al., 2018). In order to get the people involved in change process and willing to learn new things, trust, empowerment and openness culture must exist at organizational level. Hence, people will have sense of belonging because they are given chance to provide constructive feedback. This is in line with findings obtained by Fernet et al. (2015), Jati et al. (2015), Rawung et al. (2015), Favero et al. (2016), Ghasabeh and Provitera (2017) and Lee and Cho (2018) which indicated that transformational leaders are able to create an atmosphere of common purpose, trust and pride and bond with their people because the leaders demonstrate respect for people from various background with different ideas and opinions, therefore, the people are willing to go extra mile for the sake of the organizations. However, the findings of this study were not consistent with the findings of Megat Tajuddin et al. (2015) in which Idealized influence (attributes) was identified as the most statistically significant predictor of Core capability. This might

be due to the fact that in the context of change implementation, action of a leader is more practical than the personalities aspect.

At team level, team work is critical in high performance culture because there would be more coordination and less conflicts and it will lead to more satisfied and productive workforce. The findings of this study are consistent with studies of Ramzaninezhad and Keshtan (2009), Morgeson et al. (2010), Tuuli and Rowlinson (2010), Lee et al. (2011), Liu and Phillips (2011), Zhang et al. (2011), Malik et al. (2012), Ruhi (2014), Yusuf et al. (2014), Rawung et al. (2015) and Lee and Cho (2018), which proved that transformational leaders are able to promote teamwork and assure job satisfaction because they are able to use coaching style embedded in them, also effective communication and information system to distribute rationally the rights and responsibilities among all team members. As employees are motivated and awarded through a transparent and fair system, they will be more committed.

At individual level, proper handling of employees' needs and abilities is able to stimulate their intellectual development. The findings of this study provided evidence to support the leadership theory which stated that transformational leaders are able to secure employee engagement through taking care of their needs. This is in line with previous studies (Bello, 2012; Hamstra et al., 2013; Ojala, 2013; Raes et al., 2013; Sundi, 2013; Belias & Koustelios, 2014; Chou, 2014; Ledimo, 2014; Rainey, 2014; Raymer, 2014; Akoth Dola, 2015; An et al., 2016; Pongpearchan, 2016; Esmi et al., 2017; Lor & Hassan, 2017; Omar, 2017; Al-Malki & Wang, 2018; Idris et al., 2018) which showed that transformational leaders are able to instill coaching culture in order to equip the people with skills and

knowledge needed. In addition, transformational leaders empower people, therefore, employees will be more committed and satisfied while doing their jobs.

The findings of this study also indicated Idealized influence (attributes) was the most statistically significant predictor for Reward system ($r=.373$) and Performance management ($r=.400$). This means that the perceived personalities of the leaders are correlated to the implementation reward and performance management system in which expected to be fair and transparent. This is in line with studies (Favero et al., 2016; Jager, 2016) in which transformational leaders are able to establish a clear condition whereby the quantifiable goals, review and feedback system, as well as alignment of rewards are put in place. However, study done by Mathebula (2016) identified Intellectual stimulation as statistically significant predictor of the Reward system dimension, which is different from the findings of this study. This could be due to the context difference. In public setting, employees normally tend to link the trustworthiness of the leaders with the execution of reward and performance management.

As for policies and procedures, Individualized consideration and Intellectual stimulation were found the most statistically significant predictor ($r=.416$). This can be interpreted as leaders' personal touch on employees' needs and feelings and leaders' abilities in showing ways to solve problems while implementing policies and procedures was important. This is consistent with findings of Penava and Sehic (2014) which explained that when leaders are considerate about the people, it will impact their perceptions of change as something that is needed and justified, therefore, reducing the resistant to change. Even though this is in contrast to findings of Burnes and Todnem (2012) in which they indicated that transformational leaders are less concerned about policies and procedures laid by the

organizations, some studies (Bello, 2012; Jati et al., 2015; Esmi et al., 2017; Lee & Cho, 2018) showed that transformational leaders are concerned about policies and procedures pertaining to attainment of organization's goals. Nevertheless, a control system is needed especially in public setting in order to ensure right things have been done. Findings of current study is consistent with Mathebula (2016) in which Intellectual stimulation was identified as the most statistically significant predictor. Transformational leaders are believed to be able to transform employees into creative thinkers towards implementation of policies and procedures. It is also consistent with the study of Esmi et al. (2017) in which individual consideration dimension of transformational leadership style was identified as the most statistically significant predictor as it enables leaders to build relationship and secure trust so that employees are willing to adhere to the policies and procedures, organizational rules and regulations. However, study of Lee and Cho (2018) showed that Idealized influence dimension was identified as statistically significant predictor. This could be due to the similar context as study of Esmi et al. (2017) and Mathebula (2016) were done in formal settings compared to study of Lee and Cho (2018) which was done in informal setting. Efficient and effective systems, work processes, policies and procedures are required especially in public settings (Riordan, 2015).

Inspirational motivation was found the most statistically significant predictor for Continuous improvement ($r=.389$) in current study. This means that leaders who have been perceived to practise this style are able to inspire and encourage employees to accept challenging goals and to look beyond their self-interest in moving towards higher standards. They are able to communicate future projection and help the employees to participate in continuous improvement initiatives through enhancing their skills and abilities. This is in line with studies (Ruhi, 2014; Yusuf et al., 2014; Rawung et al., 2015) which showed that

transformational leaders are associated with innovation and technology adoption and knowledge sharing. As transformational leaders are team player, they manage to form consensus and knowledge sharing among the employees in order to participate in continuous improvement efforts.

Hypothesis 3 (H3): There is positive relationship between transformational leadership and high performance culture (Stakeholder satisfaction)

The findings indicated that transformational leadership style is correlated significantly and positively with Stakeholder satisfaction ($r = .485$) dimension of high performance culture. This means that transformational leaders are able to secure customer satisfaction, employee satisfaction and community satisfaction during the internalization stage of Lewin's Change Theory. Transformational leaders understand the needs of the stakeholders and allow their participation. They also take care of the welfare and work life balance of the employees, leading to job satisfaction, job commitment, productivity and job performance in general. When people are happy with their organizations, they will in turn make the customers happy. The findings are in line with some of the past studies (Mahalinga Shiva & Suar, 2012; Mokgolo et al., 2012; Mastrangelo et al., 2014; Mujkić et al., 2014; Jati et al., 2015; Middleton et al., 2015; Tumiran, 2015; Vogel & Masal, 2015; Asrar-ul-Haq & Kuchinke, 2016; Efron, 2016; Mathebula, 2016; Omar, 2017) which linked transformational leadership style with extra effort, effectiveness and satisfaction.

The findings of this study indicated Idealized influence (attributes) was the most statistically significant predictor for Stakeholder satisfaction dimension ($r = .471$). It is not consistent with Mathebula's (2016) findings in which Inspirational motivation was identified

in his study as the most statistically significant predictor. This might be due to perceived impact of transformational leaders as role models due to their personalities in which their charisma instills faith and pride in their employees through open minded attributes.

4.8.2 Correlation between Transactional Leadership and High Performance Culture Dimensions

Based on the stated research hypotheses, the inter-correlation matrix, reflected in Table 4.9 and Table 4.11 was used for testing H4, H5 and H6. It was found that transactional leadership style and all its dimensions were positively related to dimensions of high performance culture. Thus there is a statistically significant relationship between each of the dimension of transactional leadership style and dimensions of high performance culture respectively. The transactional leadership style correlated significantly and positively with Direction ($r = .384$; medium effect; $p \leq .05$), Delivery system ($r = .773$; strong effect; $p \leq .05$) and Stakeholder satisfaction ($r = .468$; medium effect; $p \leq .05$).

Hypothesis 4 (H4): There is positive relationship between transactional leadership style and high performance culture (Direction)

The findings indicated that transactional leadership style is correlated significantly and positively with Direction ($r = .384$) dimension of high performance culture. Contingent reward was the most statistically significant predictor for Direction dimension ($r = .396$). This means that leaders who have been perceived to practise transactional leadership style is also able to articulate organization's mission and objectives and get people to achieve the goals through rewarding them. This is in line with the leadership theory which states that transactional leaders are able to motivate their people through Contingent reward. The findings are consistent with the studies done by Lo et al. (2009) and Toufaili (2017) in which

indicated that transactional leaders have the negotiation skills and able to offer rewards in exchange for the attainment of specific goals. Besides, they are able to acquaint the employees with their roles in getting the things done.

Hypothesis 5 (H5): There is positive relationship between transactional leadership and high performance culture (Delivery system)

The findings indicated that transactional leadership style is correlated significantly and positively with Delivery system ($r = .773$) dimension of high performance culture. Management by exception – active was the most statistically significant predictor for Core capability ($r = .618$). This means that leaders who use transactional leadership style are able to utilize their hierarchical power and authority to impose either rewards or sanctions in order to build capacity at organizational, team and individual levels. This actually happens especially under the traditional organizational hierarchy, especially in public sector setting. They closely monitor their employees to ensure task accomplishment and reward them accordingly. Therefore, subordinates are used to following their leaders' instructions. This is in line with transactional leadership theory which states that these leaders are extrinsic motivators, directive and action-oriented because they are able to set the goals and time frame and connect the employees to vision, systems and rewards in order to achieve the objectives. Along the way, they are also involved in defining scopes and roles, providing necessary resources, ensuring availability of resources required and handling conflicts and disputes and these tend to enhance the capability at each level. As stated by Lewin's Change Theory, both transformational and transactional leadership style are linked with employee involvement during the change implementation stage.

Contingent reward was the most statistically significant predictor for Reward system ($r=.372$), Performance management ($r=.392$), Policies and procedures ($r=.397$). This implies that leaders who practice Contingent reward recognize that personal gain should be treated as main motivation for workable relationship between the leaders and subordinates. This will not only induce desirable employees' performance, also adherence to stipulated policies and procedures, provided people get what they deserve at the end of the day.

The findings are consistent with studies (Sundi, 2013; Dajani & Mohamad, 2016) which showed that the effect of transactional leadership style will not be less than transformational leadership style in establishing relationships with the employees if the trust can be established especially when they deliver their promises in terms of rewards. Studies by Pompe (2014) and Sang (2017) also revealed that transactional leaders are able to create creativity and innovation among the employees as reward is the driving force. Despite the study done by Rahbi et al. (2017) showing negative correlation between team motivation and transactional leadership style, various studies (Yang et al., 2013; You, 2014; Dias & Borges, 2018) revealed that transactional leadership style enhances team communication, collaboration and cohesiveness because they take care of the needs of individual team members in order to get them do what are expected.

The finding is also consistent with the studies (Obiwuru et al., 2011; Paracha et al., 2012; Fisher et al., 2014; Naderi & Jadidi, 2014; Ali et al., 2015; Tahir, 2015; Velu et al., 2017; Al-Malki & Wang, 2018) which asserted that transactional leadership style is effective on employee performance management because the leaders pay attention to the duties and responsibilities of each employee and intrapersonal standard of competence as they are more concerned with how well each employee deliver the job. Even though it is not consistent

with the study of Chang (2016) which showed that transformational leaders do better in employee empowerment driving for better performance, some studies (Odumeru & Ogbonna, 2013; Belias & Koustelios, 2014; Zhang et al., 2015) indicated that transactional leaders are able to manage their employees' performance through performance management, reward system and policies and procedures. Obviously, the concept of Contingent reward has showed some effects on 'buy in' during the change implementation.

Hypothesis 6 (H6): There is positive relationship between transactional leadership and high performance culture (Stakeholder satisfaction)

The findings indicated that transactional leadership style is correlated significantly and positively with Stakeholder satisfaction ($r = .468$) dimension of high performance culture. Contingent reward was the most statistically significant predictor for Delivery system dimension ($r = .471$). This implies that leaders who have been perceived practicing Contingent reward can create positive impacts on satisfaction of customers, employees and community as a whole. As transactional leadership style is task based, the leaders will make sure everyone get paid off for the job well done. Therefore, the employees will be motivated and committed to what they are expected to do. This is in accordance with transactional leadership theory. The findings are consistent with studies (Pham, 2013; Zhang et al., 2015; Favour, 2016) which linked transactional leadership style with talent retention and employee loyalty. This is because leaders who practiced transactional leadership style take care of employees' pride and recognize their contribution, thus, they feel good to work with their organizations.

It can be seen from the findings that, the strength of the correlations was strong between transformational leadership styles; transactional leadership style and Delivery system dimension of high performance culture, however, the strength of the correlations was moderate between both leadership styles and Direction and Stakeholder satisfaction dimensions. This implies that there might be other type of perceived leadership styles required in shaping high performance culture, especially in Direction and Stakeholder satisfaction dimensions. This could be due to the drawbacks of transformational leadership style.

The transactional leadership style dimension Contingent reward correlated significantly and positively with Direction ($r = .396$; medium effect; $p \leq .05$), Delivery system ($r = .668$; strong effect; $p \leq .05$) and Stakeholder satisfaction ($r = .523$; strong effect; $p \leq .05$). The Management by exception (active) dimension correlated significantly and positively with Direction ($r = .317$; medium effect; $p \leq .05$), Delivery system ($r = .643$; strong effect; $p \leq .05$) and Stakeholder satisfaction ($r = .440$; medium effect; $p \leq .05$). The Management by exception (passive) dimension correlated significantly and positively with Direction ($r = .238$; weak effect; $p \leq .05$), Delivery system ($r = .592$; strong effect; $p \leq .05$) and Stakeholder satisfaction ($r = .209$; weak effect; $p \leq .05$). Based on the above, H4, H5 and H6 are accepted.

Table 4.11: Inter-correlation Matrix - Correlations between Transactional Leadership and High Performance Culture

		1	2	3	4	5	6	7	8	9	10	11
1	CR	1										
2	MBEA	.884*	1									
3	MBEP	.320*	.355*	1								
4	DC	.396*	.317*	.238*	1							
5	DS	.668*	.643*	.592*	.549*	1						
6	CC	.586*	.618*	.612*	.228*	.740*	1					
7	RS	.372*	.298*	.267*	.584*	.555*	.250*	1				
8	PM	.392*	.321*	.327*	.664*	.626*	.258*	.825*	1			
9	PP	.397*	.346*	.281*	.652*	.615*	.249*	.722*	.841*	1		
10	CI	.355*	.311*	.314*	.604*	.804*	.289*	.600*	.702*	.678*	1	
11	SS	.523*	.440*	.209*	.291*	.407*	.313*	.284*	.314*	.290*	.224*	1

Note. CR = Contingent reward, MBEA = Management by exception (active), MBEP = Management by exception (passive), DC = Direction, DS = Delivery system, CC = Core capability, RS = Reward system, PP = Performance management, PP = Policies & procedure, CI = Continuous improvement, SS = Stake satisfaction. *significant at .05 ($p \leq .05$).

4.8.3 Multiple Regression Analysis

In order to fulfill research objective RO7-RO8 and research hypotheses RH7-RH8 multiple regression analyses was conducted to examine moderating role of talent management between the relationship between transformational, transactional leadership and high performance culture. In this case, hierarchical regression analysis was employed. There were some assumptions to perform regression analysis which have to be met; outliers free, normally distributed linearity and independence of residuals. These assumptions were checked by inspecting the Histogram normality curve. Normality was checked through histograms and their normal curves. All the variables in the data were all normally distributed as they showed a similar pattern to a bell curve and then this indicated the scores were drawn from a normally distributed population (Figure 4.1).

Therefore, the scores were normally distributed. In this analysis, there were no outliers detected. Table 4.12 represents the residual statistics of the analysis. Outliers were also checked by inspecting the Mahalanobis distance. Using Tabachnick and Fidell's (2007) guidelines, a 3-independent variables data critical value is 16.27. As shown in Table 4.12, Mahalanobis distance produced was 14.221, which was in the critical value. Cook's Distance was further examined to ensure if that this data can be analyzed using regression. The maximum value for Cook's Distance was 0.057, suggesting no problem as value larger than 1 are a potential problem (Tabachncik & Fidell, 2007). Therefore, the assumptions were not violated. Regression analysis was allowed to be executed.

Multiple regressions are a regression model based on one dependent variable and two or more independent variables which are linearly correlated (Lay & Khoo, 2009). In this analysis, high performance culture was the dependent variable and transformational and transactional leadership styles were the independent variables moderated by talent management.

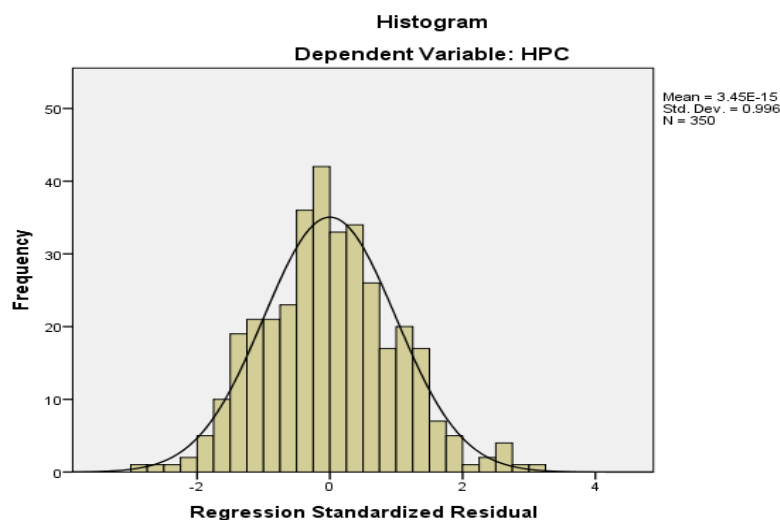


Figure 4.1: Histogram and Normality Curved of the High Performance Culture

There are many methods that are generally used in multiple regressions including standard regression, hierarchical or sequential and stepwise regression (Pallant, 2010). In the present study, a hierarchical regression method was used to investigate the impact of the transformational and transactional leadership styles to high performance culture moderated by talent management.

Table 4.12: Residuals Statistics for High Performance Culture

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	1.0959	3.6084	2.7000	.49142	350
Std. Predicted Value	-3.264	1.848	.000	1.000	350
Standard Error of Predicted Value	.017	.066	.028	.008	350
Adjusted Predicted Value	1.0985	3.6068	2.7000	.49104	350
Residual	-.86914	1.16984	.00000	.31665	350
Std. Residual	-2.737	3.684	.000	.997	350
Stud. Residual	-2.760	3.698	.000	1.001	350
Deleted Residual	-.88384	1.17916	-.00003	.31933	350
Stud. Deleted Residual	-2.787	3.768	.000	1.005	350
Mahal. Distance	.005	14.221	1.994	1.951	350
Cook's Distance	.000	.057	.003	.006	350
Centered Leverage Value	.000	.041	.006	.006	350

a. Dependent Variable: HPC

Table 4.13 is the Model Summary of leadership styles (independent variable) and talent management (moderator) and high performance culture (dependent variable). The R² value in the Model 1 shows the amount of variance in the dependent variable (high performance culture) that can be explained by the independent variable (leadership styles). The R value (0.622) indicates the multiple coefficients between the leadership styles and high performance culture. As the moderator (talent management) entered in the analysis, the R value (0.853) increased. Leadership styles explains 38.7% of the variance in high performance culture (Model 1). However, when talent management was entered as moderator, this independent variable explains 72.8% of the variance in high performance culture (Model 2).

Table 4.13: Model Summary of Correlation between Leadership Style, Talent Management (Moderator) and High Performance Culture (Dependent Variable)

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate	F change
1	.622 ^a	.387	.386	.458	220.093
2	.853 ^b	.728	.726	.306	433.341

a. Predictors: (constant), leadership style,

b. Predictors: (constant), leadership style, talent management

c. Dependent variable: high performance culture

The result in Table 4.14 shows the relative contribution of the leadership styles to the variance in the high performance culture. Leadership styles contribute significantly to high performance ($\beta = .622$, $t = 14.836$, $p < .05$). This indicates that the higher the leadership styles applied, the greater the high performance culture in the organization. When talent management moderated in the analysis (Model 2), it contributes significantly to high performance culture ($\beta = .648$, $t = 20.817$, $p < .05$). Leadership style ($\beta = .340$, $t = 10.912$) was also significant ($p < .05$). The talent management and leadership styles had significant positive weight indicating that those with higher scores on these scales had greater high performance culture. Based on the R^2 change, the additional explanatory power of the leadership styles due to talent management is 34.1% ($0.728 - 0.387 \times 100$), F change (2, 347) = 433,341, ($p < .05$) indicating existence of talent management as moderator. In model 2 when talent management enters, the beta was significant and it moderates the leadership styles to high performance culture.

Table 4.14: Relatives Contribution of Leadership Style, Talent Management (Moderator) and High Performance Culture (Dependent Variable)

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta (β)		
1 (Constant)	1.074	.112		9.567	.001*
Leadership style	.657	.044	.622	14.836	.001*
2 (Constant)	.623	.078		7.978	.001*
Leadership style	.358	.033	.340	10.912	.001*
Talent management	.433	.021	.648	20.817	.001*

*significant level is at .05 ($p < .05$).

Hierarchical multiple regression analysis was performed on the data to examine the moderating role of talent management on the relationship between transformational and transactional leadership style and high performance culture. High performance culture was regressed on the antecedent sets. Firstly, transformational leadership style, followed by transactional leadership style and lastly interaction moderation (transformational leadership style x talent management; transactional leadership style x talent management). At each step of hierarchical regression analysis, the magnitude of (r^2) change was used to determine the variance explained by each set of antecedents.

Furthermore, beta values are used to determine the effect of each variable on high performance culture. According to the regression analysis's result, transformational and transactional leadership style significantly influenced high performance culture. Besides, talent management also significantly influenced high performance culture. In other words, the more transformational and transactional leadership style or talent management was, the higher performance would be. In addition, from the regression analysis result, the product of transformational or transactional leadership style and talent management significantly influenced high performance culture. Therefore, hypotheses (there is a moderating effect of

talent management between transformational or transactional and TM) were supported. The discussions of the findings according to the proposed hypotheses are stated below:

Hypothesis 7 (H7): There is moderating effect of talent management between the relationship of Transformational leadership styles and high performance culture

Hypothesis 8 (H8): There is moderating effect of talent management between the relationship of Transactional leadership styles and high performance culture\

The regression analysis result revealed that the product of transformational or transactional leadership style and talent management significantly influenced high performance culture, therefore supporting the moderating effect of talent management between transformational or transactional and talent management.

This implies that when talent management is integrated in the system, desirable leadership styles (transformational and transactional) can be enhanced at the workplace through the complete set of talent management practices and this will enhance the change process implementation towards high performance culture. It means that talent management helps to attract, develop and retain leadership talents who can be shaped to exhibit the desirable leadership styles in order to instill high performance culture which will have positive impact on employee behavior leading to high organizational performance.

This is in line with system theory which emphasizes on the importance of continuous intervention system in place, whereby talent management as part of the integrated system is able to put the right people in the right place and get things moving. When the talent management is put in place, leadership talents can be produced from time to time and their behavior can be shaped to form the leadership styles required for shaping high performance

culture. This is consistent with the study of Supraptiningsih et al. (2018) which revealed that when talent management is implemented, leadership styles, employee motivation and employee performance improved. Rahmisyari (2016) also asserts that, leadership alone will not have the competitive advantage, but the organizations that invest in human capital would have competitive advantage from the talent view perspective because the leadership talents can be developed in terms of their skill sets, knowledge and behavior.

It is in line with the studies (Alsakarneh & Shen, 2015; Kireru et al., 2017) which indicated that the capabilities gaps can be identified and filled through the talent management practices whereby people's strength, abilities, talents, potentials, can be enhanced. Talent management will not only affect leadership styles, competencies level of employees can be affected also when. The impact will be more obvious when the leaders apply specific leadership styles on competent employees because it requires competencies for the employees to understand the 'language' used by the leaders. In other words, there must be some skills and knowledge to 'read' the 'language' used by the leaders. Staff training, staff development and career management can equip the employees with the skills and knowledge required. As Kimani and Waithaka (2013) advocated that, talent management has positive impact on employees' competencies. If the competencies of the employees can be enhanced, there would be more impact of the leadership styles on the behavior of employees. This is reinforced by Lee and Salleh (2009) who advocated that employees' competencies moderate leadership styles and its relationship with organizational citizenship behavior.

The logic of the findings is also in line with Maamari and Alameh (2016) whose emphasizes that talent management increases the chances of recruiting highly skilled talents which will have greater impact on human resource policies governing the human resource

practices. As indicated by Nanjundeswaraswamy and Swamy (2014) and Kumar (2018), human resource practices are correlated to organizational culture. When proper human resource policies and practices are incorporated into the culture, the culture itself will serve as a bait to attract the talents, because culture functions as a mirror of the organizations. Potential talents will have confidence towards an organization with proper talent management practices. As mentioned by Makworo (2014), Rastgoo (2016), Yener et al. (2017) and Mohammed et al. (2018), human resource and talent management practices if implemented properly, chances of finding the best people will be high. Not only recruitment and selection, the in-house learning and development policies, rewards system and career management as components of talent management practices, could enhance organizational learning, knowledge sharing and leadership as well.

Yusuf et al. (2014) supported that managing leaders increases the level of performance and organization efficiency. This is because leaders are the driving tools in an organization. Their mindset and behavior will have the impact on the culture, especially when there is a group of leaders of the same mindset and behavior being produced. This is consistent with studies of Waiganjo et al. (2012), Kinyanjui (2013), Ongori et al. (2013), Betchoo (2014) and Ghasabeh and Provitera (2017), in which they showed that effective leadership styles are able to develop a collaborative culture that can further attract, develop and retain more potential leaders. The leadership styles can be passed on through coaching, mentoring and even succession planning. This again shows the effect of system theory in which the processes will be recycled on a continuous basis.

The findings of this study provide evidence that talent management moderates transformational and transactional leadership styles and the relationships with high

performance culture. It implies that leaders can be equipped with talent management abilities while they are experiencing it. This will enable them to manage the talents in the organizations in shaping the high performance culture. This is in line with have been found by researchers such as Kim et al. (2015) and Onyango (2015) who proved that there is significant positive relationship between transformational leadership style and talent management and talent management abilities moderated transformational leadership style and its relationship with the organizational factors such as organizational commitment, employee job satisfaction and employee turnover.

4.9 Summary of Quantitative Analysis Results

The summary of the correlation and multiple regression analysis results are illustrated in the Table 4.15 in accordance to the respective research objectives and hypotheses.

Table 4.15: Summary of Quantitative Analysis Results

Research Objectives	Research Hypotheses	Correlation / Multiple Regression Results	Multiple Analysis	Conclusions
Research Objective 1: To determine the relationships between transformational leadership style and high performance culture (Direction)	Hypothesis 1 (H1): There is positive relationship between transformational leadership style and high performance culture (Direction)	Correlated significantly positively	and	H1 accepted, data supported the research model
Research Objective 2: To describe the relationships between transformational leadership style and high performance culture (Delivery system)	Hypothesis 2 (H2): There is positive relationship between transformational leadership and high performance culture (Delivery system)	Correlated significantly positively	and	H2 accepted, data supported the research model

Table 4.15 continued

Research Objective 3: To identify the relationships between transformational leadership style and high performance culture (Stakeholder satisfaction)	Hypothesis 3 (H3): There is positive relationship between transformational leadership and high performance culture (Stakeholder satisfaction)	Correlated significantly positively	and	H3 accepted, data supported the research model
Research Objective 4: To examine the relationships between transactional leadership style and high performance culture (Direction)	Hypothesis 4 (H4): There is positive relationship between transactional leadership style and high performance culture (Direction)	Correlated significantly positively	and	H4 accepted, data supported the research model
Hypothesis 5 (H5): There is positive relationship between transactional leadership and high performance culture (Delivery system)	Hypothesis 5 (H5): There is positive relationship between transactional leadership and high performance culture (Delivery system)	Correlated significantly positively	and	H5 accepted, data supported the research model
Research Objective 6: To test the relationships between transactional leadership style and high performance culture (Stakeholder satisfaction)	Hypothesis 6 (H6): There is positive relationship between transactional leadership and high performance culture (Stakeholder satisfaction)	Correlated significantly positively	and	H6 accepted, data supported the research model
Research Objective 7: To determine the moderating effect of talent management between relationship of Transformational leadership styles and high performance culture	Hypothesis 7 (H7): There is moderating effect of talent management between the relationship of transformation leadership styles and high performance culture	Correlated significantly positively	and	H7 accepted, data supported the research model
Research Objective 8: To investigate the moderating effect of talent management between relationship of Transactional leadership styles and high performance culture	Hypothesis 8 (H8): There is moderating effect of talent management between the relationship of transactional leadership styles and high performance culture	Correlated significantly positively	and	H8 accepted, data supported the research model

4.10 Chapter Summary

The findings of this study indicated that there are positive and significant correlations between transformational, transactional leadership styles and high performance culture dimensions. Talent management has been proven to be moderating variable for the correlations between transformational and transactional leadership styles and high performance culture. The discussions and conclusions are presented in this chapter.

CHAPTER 5

INTERVIEW ANALYSIS AND DISCUSSION

5.1 Introduction

This chapter presents the findings of qualitative analysis of the interview sessions in order to answer the research questions (RQ1) and (RQ2) to fulfill research objectives (RO9) and (RO10) as stated in Chapter 1. This chapter will cover the demographic characteristics of the informants, followed by the interview analysis finding and discussions of the results.

A combination of inductive and deductive analysis procedures was adopted in this study due to its appropriateness to analyse the data (Fletcher & Streeter, 2016). Initially, the analysis was inductively driven. First of all, the research engrossed in the transcripts and began to sift out and cluster any extracts with pertains to the proposed high performance culture model of this study. The clustered quotes were then collated into lower-order themes which represents collective experience of the interview participants (Erlingsson & Brysiewicz, 2017; Maguire & Delahunt, 2017). The frequency analysis was conducted to show how often each of the theme was mentioned by the participants (Vaismoradi et al., 2016). The analysis procedures became increasingly deductive as the lower-order themes were categorized into higher-order themes. Deductive approach took place at this point because the data could predominantly and logically be aligned with the dimensions of the study model. However, inductive analysis was maintained to allow for inclusion to the model for future study directions.

The results derived from the data analysis procedure represent the interview participants' collated responses. The interview data yielded 215 distinct raw quotations which were abstracted into 112 lower-order themes. These themes were categorized into 19 higher-order themes from the study model and the 4 dimensions: transformational leadership style, transactional leadership style, high performance culture and talent management. All the illustrative quotes are presented to indicate the participants' perceptions of these four dimensions.

5.2 Informant Demographics

The interviews were conducted with 11 informants and details of the demographics of the informants are as shown in Table 5.1.

Table 5.1: Demographics of Interview Respondents (nformants)

N=11		
Age	41-45	2
	46-50	2
	51-55	2
	56 and above	5
Length of Service	1-10	4
	11-20	3
	21-30	4
Qualification	Degree	4
	Master	4
	PHD	2
	Others	1
Sector	Public	11
Gender	Male	11

5.3 Results of Interviews and Discussion

This section reveals responses to research questions RQ1 and RQ2.

RQ1: How do the leaders of the sports organizations view about high performance culture, effective leadership styles and implementation of talent management?

RQ2: What are the success factors and challenges faced in shaping high performance culture?

The results derived from the interview sessions are shown in Figure 5.1-Figure 5.3 respectively.

5.3.1 Leaders' Views about Leadership Styles

The discussion of Bass and Avolio's (2000) Full Range Leadership Styles has been adopted as guideline of the discussions. According to their model, there are five sub-scales of transformational, three sub-scales of transactional and one laissez-faire non-leadership scale. However, laissez-faire was not included in this study. The informants were asked about broad questions related to general leadership approaches exhibited by them in shaping the high performance culture. Researcher did not design the questions to get responses towards all the dimensions of all the three types of leadership styles as the researcher did not want to frame the directions of the feedbacks from the informants. The researcher intends to gain as genuine as possible the actual approaches applied by the leaders in the field and the results can be discussed according to the sub-scales. The feedbacks of the informants were classified and discussed accordingly as follows:

i) Idealized Influence (Attributes)

Bass and Avolio (2000) describes leaders who adopt 'Idealized influence (attributes)' are identified by followers as confident and powerful figures. Followers feel proud being associated with the leaders and respect how the leaders act. The leaders who apply this dimension are not self-centred; they act for the interest of group. Feedbacks from eight informants were classified under this dimension. Some informants (Informant 1, 2 & 4) mentioned that leaders must be confident in what they know and do and lead by examples to gain respect:

"...The leaders must walk the talk. The employees won't bother if the leaders don't do the actions... The leaders must know the dos and don'ts and how to tackle senior employees... The leaders must be knowledgeable and not talking nonsense..." [Informant 1]

".....The leader must know the historical background and ensure continuity of the victory and make no drastic changes....." [Informant 2]

".... A leader must have right mindset, cannot be dependent, has to be fair and square and open to choices....." [Informant 4]

Some informant (Informant 9 & 11) talked about leaders being concerned about interests of others in what they do:

"..... The leader must show by good examples... The leader must show by good examples and have perseverance in implementing the right things. All must be customers focused..." [Informant 9]

Three informants (Informant 3, 6 & 8) shared that leaders must acquire interpersonal and people relationship management skills:

“Besides, networking shall be one of the task that a leader should do.... Other than that, a leader should know how to do the managing and coordinating jobs.....” [Informant 3]

“Must be tactful, to make sure things get done....The leader must be an effective decision maker, in giving ‘yes’ or ‘no’ answer. Knowledge in own field is a must.....” [Informant 6]

“The leaders must have good PR, having good relationships with higher authorities and lower levels. He/she shouldn’t have thin ears....” [Informant 8]

Informant six and eight talked about being decisive and persistent, thus, not to be easily influenced by others.

ii) Idealized Influence (Behavior)

Idealized influence (attributes) talks about leaders being able to instill pride in their people, Idealized influence (behavior) are referred to leaders behaving in ethical manners. They express their values and beliefs and specify the importance of having a strong sense of purpose and collective sense of mission. Most of the informants gave short statements when they talked about behavioral approaches. Three of them (Informant 1, 2 and 7) talked about getting everyone involved towards common missions:

“The leaders must engage everyone in carrying the workloads. Delegation of tasks must be properly done.....”[Informant 1]

“The leader must be the team player and make collective decision” [Informant 2]

“We work together and collaborate with other agencies towards common objectives even though we have different roles....” [Informant 7]

Informant Ten also talked about involving everyone including leaders themselves in getting things done:

“I see that it is necessary to lead with everyone in the same boat regardless of the tasks as long as we are heading in the same direction... a leader must also go down to the ‘roots’ and if needed to get their hands dirty by own means, not considering whether you are the CEO or a cleaner. These are the dynamics that will drive the people with a growth mindset and everyone should walk the talk....” [Informant 10]

Whereas Informants 4, 8 and 9 mentioned about values of the leaders:

“..... The leader must be caring and emphasize on discipline at the same time.....” [Informant 4]

“Discipline and trustworthiness, not selfish, passionate.... The success and excellences should be driven based on people’s will ...” [Informant 8]

“Discipline is the fundamental element.....” [Informant 9]

“.....be accountable if we make a mistake...” [Informant 10]

iii) Inspirational Motivation

Leaders who demonstrate Inspirational motivation style project future directions and spell out expectations clearly. They talk optimistically about the future projections and goals set and able to bring their people towards the attainment of goals. Five informants (Informant 1, 3, 5, 6 & 9) shared how leaders should be involved in bringing their subordinates towards achievement of goals:

“.....Leaders must share vision and mission clearly, not only sitting on the posts....”

[Informant 1]

“A leader must be able to bring the goals to the globalized level by benchmarking the international standards....” [Informant 3]

“My role is to bring everybody together in my ship, share vision and facilitate them....”

[Informant 5]

“....Leaders must always take the first move. No matter what, the roles must be played within the framework and strategies set.....” [Informant 6]

“.....able to motivate and influence people to follow.....” [Informant 9]

iv) Intellectual Stimulation

Leaders who utilize Intellectual stimulation are critical thinkers, able to look at things from different angles and promote creativity and innovation. They analyse, interpret, demonstrate and suggest ways in problem solving. In line with that, Informant six shared how he handled difficult situation and tackled difficult people, whereas Informant Eight talked about knowledge sharing and skills demonstration:

“.... We have to keep people informed using proper translated words, so that they don't feel threatened. It has just got to be persistent, keep on telling and convincing people using different approaches... Other roles will be like to coordinate, give instruction and liaise with various groups of people to run the program....” [Informant 6]

“.....The leader must be able to share knowledge and skills for the subordinates to utilize....” [Informant 8]

On the other hand, Informant four and seven talked about transformation and innovation:

“...Mindset is everything, have to change the approach, not to follow the traditional ways....” [Informant 4]

“.....I promote the core business of the organization. Also, to study new methods (trial and error) and educate people the latest technologies....” [Informant 7]

v) Individualized Consideration

Leaders who use ‘Individualized consideration’ approach value individual needs and spend time develop their people. Five informants expressed human touch at the level of individuals:

“.....Job satisfaction must be created and people should feel happy doing what they are doing....” [Informant 1]

“..... The leader must be caring and emphasize on discipline at the same time.....”[Informant 4]

“....Being respectful of the seniors shall be part of the characteristics of a leader as well.....” [Informant 6]

“....It is also necessary to train, to guide, coach and develop potential employees that would motivate them to go the extra mile to the organization.... Lastly, we need to be HUMAN by understanding the needs of our employees, build rapport and trust ...”[Informant 10]

“.....strong leadership promising the people of a better career future for employees....” [Informant 11]

vi) Contingent Reward

Contingent reward approach is considered less favourable, however, employed by some leaders. They set specific target for specific person and reward the person when target is achieved. Only one example is shown as follow:

“.... It is necessary to rewards employees for the performance which are measurable and quantifiable.....” [Informant 10]

vii) Management-by-exception Active

Management-by-exception active approach is practiced by leaders who always remind followers of their errors, problems and mistakes. The leaders manage their people by focusing on irregularities, exceptions, failures, complaints and deviations from standards before the problems become more critical. Two informants shared that this style will be used to close monitor the performance:

“There are two ways to get people to work. One is to force them, or else to work together with them to gain respect...” [informant 6]

“...As a leader, you have to create the right system and processes that constantly reminds the need to perform at high level. The system and processes should bring about intrinsic motivation to perform better.....” [Informant 11]

viii) Management-by-exception Passive

Management-by-exception Passive is practiced by leaders who are only responsive after something went wrong. No example can be drawn from the interviews.

ix) Laissez- Faire

Laissez-Faire leaders escape from issues and responsibilities. They are not responsive facing questions and avoid making decisions. Bass classified this as non-leadership. Only one informant mentioned that laissez-faire will be exercised when necessary:

“....sometimes there is a need to use laissez-faire” [Informant 5]

The informants spoke highly about management skills and knowledge in driving the organizations towards high performance culture. This is to prevent the blinds are leading the blinds situation. They explained that people look up to their leaders for their guidance especially in strategic matters, hence, top leaders should acquire the hands on organizational management skills and knowledge to communicate clearly direction and expectation. On top of that, leaders being decisive and persistent was thought to be significant, so that they won't be influenced easily by other factors. It was highlighted that might require intact knowledge and skill for them to be firm in making decision. Besides, the informants also emphasized that top leaders should walk the talk, lead by example, most importantly, be open and fair at all times. These sub-themes have been categorized into Idealized influence (attributes) theme which was the most frequently cited theme within transformational leadership style dimension.

Moving from the attribute aspect, self disciplinary of the leaders was thought to be significant in terms of behavior because top leaders themselves must behave while leading others in doing the right things. It was pointed out that good leaders do not hesitate to hold themselves accountable for the outcomes, so as to project their trustworthiness. They should be passionate and commit to success through teamwork, collaboration and engagement of their people. These sub-themes have been categorized into Idealized influence (behavior) theme which was the second most frequently cited theme within transformational leadership style dimension.

The informants also spoke about top leaders being able to share mission, vision, goals and strategies. Communication and decision making were further personal skills perceived to influence and motivate their people towards goals attainment. These have been categorized into Inspirational motivation theme within transformational leadership style dimension.

In terms of experience, the informants mentioned that experiences accumulated by the top leaders could help to tackle difficult situation and people. It was further commented that leaders must be able to share knowledge and demonstrate necessary skills. Closely linked to impartiality in skills was the personal skill of professionalism. The informants suggested that prioritization and delegation skills could help them to deliver their own role and perform effectively. Most importantly, the informants mentioned about the importance of transformation and innovation in finding solutions to a situation. These have been categorized into Intellectual simulation theme within transformational leadership style dimension.

The least frequently cited theme was the Individualized consideration theme within transformational leadership style dimension. In accordance with this theme, it was perceived that willingness of the top leaders to support other individuals would influence performance. It was emphasized that, when dealing with individuals, leaders should be caring and respectful for their people. They explained that mentoring or coaching behavior can be expected by the people especially during the change process. It was perceived that top leaders' ability to secure job satisfaction of their people would impact on their performance.

The informants spoke about close monitoring by imposing reinforcement while getting people to work. These have been categorized into Management-by-exception Active theme within transactional leadership style dimension. Contingent reward was the least cited theme in which the informants seldom talked about rewarding their people.

Figure 5.1 shows the frequency analysis on how often each sub-theme and themes were mentioned by the informants.

Frequency	Lower-order Theme	Frequency	Higher-order Theme	Dimension
1	Walk the talk	13	<i>Idealized influence (attributes)</i>	Transformational leadership style (Burns, 1978; Bass, 1985; Bass & Avolio, 1997; Ahmadi et al.,
3	Knowledge			
1	Mindset- fair, open			
1	Lead by example			
4	Management /PR Skills			
1	Communication			
2	Decisive & persistent			
1	Employee engagement	10	<i>Idealized influence (behavior)</i>	
1	Team player			
1	Collaboration			
1	Commitment			
3	Discipline			
1	Trustworthiness			
1	Passion			
1	Accountability			
2	Vision and mission	5	<i>Inspirational motivation</i>	
1	Goals			
1	Strategies			
1	Communication & decision making	4	<i>Intellectual simulation</i>	
1	Handling difficult situation and people			
1	Knowledge sharing and skills demonstration			
2	Transformation and innovation	4	<i>Individualized consideration</i>	
1	Job satisfaction			
1	Caring			
1	Respectful			
1	Coaching/Mentoring	1	<i>Contingent reward</i>	
1	Rewards			
1	System & processes	3	<i>Management-by-exception Active</i>	
2	Constant reminder			

Transactional leadership style
(Burns, 1978; Bass, 1985; Bass & Avolio, 1997; Ahmadi et al.,

Transactional leadership style
(Burns, 1978; Bass, 1985; Bass & Avolio, 1997; Ali et al., 2015;

Figure 5.1: Frequency Analysis for Lower-Order and Higher-Order Themes within Transformational and Transactional Leadership Style

5.3.2 Leaders' Views about High Performance Culture

i) Direction

This is one of the High Performance Culture characteristics highlighted by Van Heerden and Roodt (2007). This domain is characterised by organizations having clear vision and acquire confidence to accomplish it through planning, goals setting and innovative strategies. Leaders within the high performing organizations are able to use people strategies and inspire the entire team to achieve the vision. Table 5.2 shows that almost all the leaders (10 informants) interviewed were concerned about direction and goals setting in their organizations. Most of them talked about having inspiring vision by benchmarking the highest standard in the industry, then setting organizational goals and objectives and communicating the messages to the employees in order to change their mindset towards goals attainment through innovation. It can be seen that central attention highlighted by these leaders were around the organizational level. Some of the direct quotes from the leaders are as follows:

“.....it is about goals setting... short and long term goals...the goals will be reviewed every 10 years....the activities planned range from interstate to national level...we have organizational goals in organizing and hosting national events.....” [Informant 2]

“.....we should benchmark the highest standard in the industry in the perspective of types of tournament etc in order to increase performance as a goal....” [Informant 9]

“....it is important to instill world class mentality and benchmark international standards.....we must use the systematic mechanism and document the planned activities compared to traditional methods.....it's important to let people know what we expect.....” [Informant 7]

Setting direction and goals is one thing; having to successfully drive the people towards goals attainment requires efforts from the leaders. Some leaders interviewed mentioned about ‘shared goals’, ‘individual roles’, ‘motivation’ and commitment as a leader:

“.....leader plays a very important role...how he plans, how he leads, how he convey the vision to the whole organization matter....mindset of the people is critical. The culture is created by the leader.....we plan for all year long programs...at divisional, state wide, nationwide and international levels..... all parties must come together to achieve the shared target that’s how....excel and became champion..... people around the organization must be made known clearly the vision and mission.....” [Informant 1]

“.....must have proper hierarchical development plans and roles, delegation of tasks and differentiations between technical and administrative roles.....” [Informant 3]

“....high performance culture must have defined objectives and passion...mindset of people has to change.....planning is important we don’t have to invent but work smart, to improve things people failed.....this is essential for long term goals.....we should identify key requirements and far sighted objectives....a simple SWOT analysis can help to identify the strengths and weaknesses....we must be able to do the break through....motivation is important...after all, managing with the right resources is the key element....” [Informant 6]

“.....the upper most leaders.....need to set the path, get the right personnel for the right purposes. Changing mindset is not easy, however, human beings are able to be tuned to changes if they are properly guided....” [Informant 8]

“..... It is my strong view that, if one changes the situation, one can affect the behavior and acquire the right desired behavior of employees....” [Informant 11]

The informants spoke highly about objectives and goals in sustaining high performance culture. Importantly, having world class mentality or mindset and planned activities and paths were thought to be significant in goals attainment. Besides, the informants emphasized the importance of bench-marking in setting high standards and motivation in getting people to move forward. The informants believed that high performance culture derives from mission and vision and organizational change must take place.

These sub-themes have been categorized into Direction theme which was the second most frequently cited theme within high performance culture dimension. It is critical for the sports organizations to have clear direction where they want to be. Sports organizations in Sarawak including the ministry play very important roles not only in providing financial support, facilities and expertise, they are also the policies makers. They play huge roles in the macro environment which will have direct impact on all the stakeholders involved at various domains including administrative officers, maintenance officers, sports development officers, coaches, athletes and even the suppliers or contractors who might be directly or indirectly affecting the quality of the services they provide to Sarawak sports organizations. As the pioneering organizations in sports management and development, it is essential to have shared mission and vision among all the stakeholders. Achievable goals and objectives must be clearly spelled out and agreed upon, so that everyone will be moving towards the same direction.

Having just the written vision and mission is just not enough, action plans detailing the path must be sketched out in order to have the goals achieved. It has become very common that other high performing organizations are benchmarked when setting the standards for planned activities. It is advisable for the organizations who wish to change the culture towards high performance to do cultural assessment against the benchmarked criteria at the beginning of the change process. Certainly, jobs get done through people, therefore, everyone must be convinced and engaged towards the goals attainment. Nevertheless, it should not be forgotten that mindset of the people must be changed before they can commit themselves to the planned change successfully.

ii) Delivery System

Delivery system has three components in this study. All the leaders talked mostly about Core capability. According to Van Heerdeen and Roodt (2007), it is very important for an organization to enhance trustworthiness, respecting diversity and willingness of the people to go extra mile. Besides, high performing organizations also have transparent communication systems and provide learning opportunities and competitive environment for the employees. The people within the high performing organizations respect and support each other towards the organizational goals. These people have the relevant competence to cope with workload, being empowered, take initiative and accountability in job delivery satisfactorily. All the 11 informants viewed Core capability as an important element of high performance culture. Some of the informants pointed out having competitive infrastructure and facilities was important, some treated organizational learning culture as one of the elements to build capability. Some informants highlighted the critical elements such as trust, integrity and work ethics created by leaders. This could be the fundamental elements needed

in a high performance culture which would impact the employee behaviors much. The followings are some of the statements made by these informants:

“...There are two important ingredients of people involved, integrity and trust. Element of trust is essential in rendering authorities to subordinates. Element of trust should be extended from top management to athletes.... There shouldn't be too much politicking in place. Gender equality should be in place as some of the tasks can only be handled by female. Should treat everyone in a team as important, to impart value to half-cooked team members..... Professionalism should be part of the mentality of the people involved, to share the sense of responsibilities and values...” [Informant 6]

“.... high performance culture is a direct result of an organization wanting to bring about overall excellence of an organization. It happens by choice, not by chance.... Objectivity, transparency and organizational integrity demonstrated through a strong leadership promising the people of a better career future for employees, would constitute the necessary conditions for high performance culture....” [Informant 11]

“..... The success depends on the characteristics of the organizations and also the individuals....HPC is about good leadership, passion, commitment, discipline, healthy lifestyle, motivation.....” [Informant 8]

“.....The level of HPC depends on individuals working under the environment.... It encompasses a lot of areas such as work ethics, discipline, management styles, motivation.....” [Informant 9]

Teamwork was not left out by the informants, majority of them mentioned about having all the creatures under the same roof to work together as a strategic move. They talked

about coordination, cooperation, teamwork and integrated efforts. Below are two of the statements made by two informants:

“....There must be cooperation between the leaders and the employees.....In order for the mission to be achieved, all parties.... must come together to achieve the shared target.....Coordination must be from grassroot to higher levels...” [Informant 1]

“.....building good rapport with others and networking are essential for getting resources....there must be a think tank group and open minded people in the team... We coordinate and cooperate with our affiliates.....we build smart partnership to get sponsorship....financial support and good team are important.....” [informant 4]

One interesting statement was made by one of the informants which sounds as follow:

“There are two ways to get people to work. One is to force them, or else to work together with them to gain respect...” [informant 6]

Informants also exhibited their concerns towards the needs of having capable, knowledgeable, skilful and experienced people. They talked about empowerment as well as shown below:

“When it comes to selection, the potential.....have been assessed from the aspects of maturity, psychological and mental readiness...technical expertise is a must in the technical committee management team....” [Informant 2]

“.....It is necessary to ensure the employees are taken care of in terms of support, training and resources to empower them to perform effectively in their own roles in the organization ...” [Informant 10]

Most of the informants talked about benchmarking for continuous improvement but they did not make in depth statements about reward system, policies and procedures and performance system. Only a few of them mentioned roughly about having to reward the good performers based on measurable and quantifiable performance using the right system and processes. A few talked about compliance to constitution, policies and procedures, rules and regulations and principles. However, one informant has shared his in-depth view about performance management as follow:

“....standard of performance, expected of organization for every individual. In the absence of this, no organization can have a sustainable culture of high performance.....must be executed through well-defined system and processes, nurtured through quality decision making at every level, encultured through strict enforcement of performed behavior.....It is the responsibility of leadership, management and organization to create an ecosystem embracing all level of organization that constantly reinforces the need for the highest standard of work quality and make sure that this is reflected in objective appraisal of individual and organization performance....” [Informant 11]

When it comes to high performance culture implementation, the informants talked very highly about importance of roles played by all the stakeholders, element of discipline and teamwork. It is believed that leaders and managers are the role models and everyone actually observes the behavior of their leaders and managers. Hence, leaders should be able to communicate well the expected roles played by everyone across the sports organizations.

Overlapping of roles will only cause unnecessary disputes which will jeopardize the implementation of high performance culture implementation. It is common for the element of discipline to be highlighted by the informants especially in the context of sports and government settings. It is believed that it is all about discipline that a person is able to behave and deliver in accordance to the stipulated requirements. It was noted by the informants that teamwork tends to be an element which cannot be avoided because chaos will occur if people working under the same roof cannot work harmoniously with each other towards common goals.

Besides, integrity, work ethic or work quality, motivation, coordination and expertise were thought to be equally important in an environment of high performance. It is just like element of discipline, work ethic and integrity are often emphasized in sports and government settings due to importance of code of ethics under such environment. It was highlighted by the informants that motivation can never be less in getting people to be on the move. As there are various roles played by varied stakeholders involved, the expertise of each individual is required in order for them to excel in what they are doing. Thus, the informants kept on emphasizing that having the right people doing the right job is crucial. Sports organizations reside in the macro environment which is linked with each other, it was voiced up by the informants that coordination between the organizations can never be undermined.

In addition, elements of trust, equality, politics free, professionalism, sense of responsibilities, transparency/objectivity, passion, commitment, empowerment, system and processes and performance standards were thought not less significant to the implementation of high performance culture. The informants emphasized that people tend to be more

responsible and committed if they are exposed to a conducive environment and treated fairly. It was noted that sports should be free from political influence and professionalism shall prevail in implementing the policies and procedures, performance management initiatives and reward system. Any biased actions will jeopardize the trust and confidence towards the management of the organizations. Nevertheless, it is believed that people involved in sports should be passionate about what they do and concerned about those who are under their care.

These sub-themes have been categorized into Delivery system theme which was the most frequently cited theme within high performance culture dimension. In order to succeed in the culture change implementation stage, sports organizations should take care of its core capabilities at organization, team and individual levels; policies and procedures; performance management; and rewards system in a professional way.

iii) Stakeholder Satisfaction

In accordance to High Performance Culture Model of Van Heerden and Roodt (2007), this dimension is focusing on non-financial indicators such as customer satisfaction, employee satisfaction and community satisfaction. The decisions made are based on customers' feedbacks, needs and expectations. Fair and transparent procedures are put in place in getting quality works and services rendered by vendors. Employees nurture healthy and balanced lifestyle, feel happy working and believe that they are part of the organization and never hesitate to attract others to join them. More than half of the informants were concerned about satisfaction of the internal and external customers. Two sample statements were shown as follows:

“.....High performance culture is to ensure an organization need to be customer or client centric to provide high quality service and experience for the customers.....” [Informant 10]

“...Job satisfaction must be created and people should feel happy doing what they are doing...” [Informant 1]

“HPC is about good leadership, passion, commitment, discipline, healthy lifestyle, motivation.....” [Informant 8]

In order to internalize and sustain the changes, the positive behaviors and attitude of the stakeholders must be reinforced with rewards and support. This category was the least frequently cited theme within high performance culture dimension. Nevertheless, some informants talked about customer focused, job satisfaction and work life balance. Probably, the focus of the sports organizations is on producing results; hence, stakeholders' satisfaction as a whole has been neglected. However, it cannot be denied that, if people within the sports organizations are not being treated as part of the plan, they will not stay in the plan.

Figure 5.2 illustrates frequency analysis on how often the informants stated each sub-theme and theme of high performance culture.

Frequency	Low-order theme	Frequency	High-order theme	Dimension
3	Goals/objectives	17	Direction	High Performance Culture (Van Heerden & Roodt, 2007; Dajani & Mohamad, 2016; Tabatabaee et al., 2016; Vesso & Alas, 2016; Abiodun & Olu-abiodun, 2017; Chukwu et al., 2017; Leithy, 2017; Nguyen & Watanabe, 2017; Omar, 2017; Lee et al., 2018; Hussain et al., 2018; Taherimashhadi & Ribas, 2018; Wong et al., 2018)
2	Benchmark highest standard			
4	Planned activities/path			
4	World class mentality/mindset			
1	Vision and mission			
2	Motivation			
1	Change	30	Delivery system	
2	Integrity			
1	Trust			
1	Equality			
1	Politics free			
1	Professionalism			
1	Sense of responsibilities			
3	Roles			
1	Transparency/Objectivity			
1	Passion			
1	Commitment			
3	Discipline			
2	Motivation			
2	Work ethics/work quality			
3	Teamwork			
2	Coordination			
2	Expertise			
1	Empowerment			
1	System & processes			
1	Performance standards			
1	Customer centric			
1	Job satisfaction			
1	Work life balance			
10	Leadership style/Knowledge/Skills	10	Leadership	
2	Welfare	13	Talent management	
3	Career path			
1	Staff training			
4	Employee development			
1	Succession plan			
1	Experienced manpower			
1	Effective recruitment	20	Delivery system	
1	Politics free environment			
1	World class standards			
3	Transparency/Equality/Fairness			
1	Clear roles			
1	Team spirit			
1	Learning culture			
3	Effective systems and processes			
2	Effective communication			
1	Technology and research			
2	Commitment and support			
1	Trust			
3	Mindset/Attitude			

1	lack of human capital building	7	Talent Management
3	Lack of transparent recruitment / selection processes		
3	Lack of qualified manpower		
1	lack of sporting culture	27	Delivery system
2	lack of commitment		
3	financial constraints		
2	Non professional		
2	Ignorance		
3	Traditional mindset		
1	Lack of motivation		
2	Political interference / office politics		
11	Resistance to change		

Figure 5.2: Frequency Analysis for Lower-Order and Higher-Order Themes within High Performance Culture

5.3.3 Leaders' Views about Talent Management

Employee development was thought to be significant in talent management within the sports organizations. The informants stressed that it is essential to provide support, appreciation; recognition, reward and element of welfare must not be neglected. Talents can only be retained if they are being looked after properly. In addition, it was highlighted that people will not be able to showcase their knowledge and skills if they are put at the wrong place. Added by the informants that coaching, mentor-mentee programs should be considered for capacity building for the employees. The informants also talked highly about the induction programs. They explained that in house orientation will not only enable the communication about the tasks and responsibilities of the new comers, also clarify the mission, vision and shared values of the organizations. Besides, succession plan was cited frequently by the informants in which proper planning for the next person to be groomed was found necessary. This is to ensure the continuity of the expertise in the relevant fields. It is frequently cited that successors can be identified internally by maintaining the potential lists and that should be part of the talent management initiatives. On the other hand, it is believed that successors can be recruited externally, provided there is proper headhunting to ensure that qualified candidates are brought in.

When it comes to selection of candidates to fill the vacant posts, standard evaluation and criteria such as qualification, attitude and passion were cited as important. As mentioned by the informants earlier, there should not be any political or personal influence on the delivery system of the sport organizations. If that has to occur, chances of securing person-job fit will be slim. Employee training and career management systems were equally important even though cited least frequently. As technology keeps on upgrading, competencies of the employees will be lapsed if not kept up to date. Intervention training can be conducted in order to polish the skill and knowledge of the employees from time to time. It is believed that if the employees are exposed to multitasking, they can understand more the big picture of the organizations. It was further commented, nobody would like to be left out from growing in their career path and thus, a career management system shall be implemented for enhancing the employee career growth initiatives.

Khatri et al. (2010) and Mandhanya and Shah (2010) consider talent management as effective organizational strategies in terms of human capital or talents building. It is not about ordinary human resource practices. Bersin (2012) concludes that talent management not only build strong taskforce but also leaders. Onyango (2015) has identified seven talent management practices namely succession plan, career management system, recruitment process, selection process, induction process, staff training and staff development.

i) Staff Development

Staff development should be the aim of talent management to develop the right people in order to meet the demands of current task and future challenges (Onyango, 2015). Staff development is centred around diversity, upgrading, mentoring and coaching, nurturing

leaderships, motivating, rewarding and retaining (Ringo et al., 2010; Dessler, 2011; Mathenge, 2013). Ten out of eleven informants shared their thoughts and experience. Some informants spoke from their own perspective in handling their staff development. They talked about being caring, friendly and supportive in handling talented individuals. They shared their experience as follows:

“...We are caring and family oriented. We show appreciation and give support...We always have brainstorming sessions and open coffee talks to generate ideas...” [Informant 4]

“...concerned about welfare....and have put in efforts to facilitate the career path.....in securing scholarships and job opportunity. It is crucial to improve and upgrade the qualification of the talents especially the education levels...” [Informant 3]

“The recognition is invaluable to them... we have been trying to facilitate in terms of upgrading and career path...” [Informant 2]

On the other hand, some informants shared their thoughts and comments about how talent management should be implemented. The statements made by some of the informants are shown below:

“Everybody has got their talents and potentials. We just have to observe and acknowledge them. Never criticize people but find suitable place to put them so that they can perform better...” [Informant 5]

“...Efforts, time, resources must be spent endlessly on people with passion and enthusiasm...we have to reward the talents in some kind of another. It would be good if there is a welfare system...” [Informant 6]

“...The environment must be friendly and conducive. It is advisable to create a sense of belonging among the employees, so that they feel that’s the place for their career...” [Informant 8]

“...Mentor mentee system should be put in place...” [Informant 9]

“...consistently build and develop on an environment and learning whereby top rank personnel need to do individual coaching as well organizational coaching to support development from top-down and vice-versa where learning is consistently practiced and reinforced in their culture...” [Informant 10]

“We have to develop employees based on our organizational values, vision and mission. We have to build the employees to the kind of persons that we want them to be in our organization...” [Informant 11]

However, three informants shared that they have issues pertaining to staff development as there is still lacking of human capital building efforts and recognition centred. Another two stated that commitment and financial constraints are the issues in talent management implementation as well.

ii) Succession Plan

According to Dessler (2011) and Mathenge (2013), succession planning is part of end-to-end talent management process and it is necessary to have it right from the very beginning. This includes identifying and developing potential successors across all organizational levels to fill vacancies in key positions when needed, especially at managerial levels. It is part of the staff development as well. Five informants shared their thoughts about succession planning. Majority agreed that there must be succession plan for in house talents, only one informant supported getting expert from outside to become the successor. Some statements are quoted as follows:

“.....There must be succession plan in place to ensure the professional and qualified people are brought in....” [Informant 3]

“....When it comes to succession plans, we look through the potential lists. This is essential for fulfilling long term goals....” [Informant 6]

“.....Employees should be developed by stages and there must be a succession plan in place...” [Informant 7]

“....Those who have the potential need to be prioritized in terms of their career paths in the organization....” [Informant 10]

“.....This includes special trainings to prepare employees to assume higher responsibilities (succession) beyond 5 years....” [Informant 11]

iii) Recruitment Process

According to Dessler (2011), Njoroge (2012) and Kibui and Kanyiri (2014), talent management starts from planning, resourcing, recruiting, so on and so forth. An organization needs a recruitment and selection policy to ensure that a transparent and unbiased recruitment and selection process is put in place (Slezak, 2016). This will result in the appointment of best candidate, solely based on organizational needs. Five informants mentioned about the importance of knowing what the organization really needs before filling up the vacancies as it is essential getting the right people for the right positions. The statements go like below:

“....When it comes to headhunting, networking is important. It is important to get the right people to avoid mismatching...” [Informant 8]

“...There should be a good planning right from the recruitment process. Putting right people in the right place is very important.....” [Informant 9]

However, some informants did share the issues with regards to recruitment. One informant commented that talent management policy sometimes limits the opportunity for capable people. He added there might be risks of bias by interview panel as well. Three informants commented talent management must be improved. There must be recruitment planning in the first place, studying the organizational needs and putting the right people in the right place. There must not be any sentimental issues, office politics and racism. Standard format and fair practices must be put in place.

iv) Selection Process

As mentioned above, selection is part of recruitment process in talent management. Recruitment and selection policy should require to put in place pre-determined criteria at all stages of the recruitment and selection process in order to prevent any risk of bias or discrimination (Slezak, 2016). Four informants shared their views on selection criteria, each with different opinions as per shown in their statements made quoted below:

“....Qualification of a candidate should be prioritized....” [Informant 7]

“...Candidates should be selected based on attitudes rather than solely dependent on academic performance/score. I would prefer character to academic performance or credential....” [Informant 11]

“.....During the selection stage, it is important to select the passionate candidates. Human beings have got characters and mood. When looking for people to fill the managerial posts, there must be good feedback on the background and lifestyle....” [Informant 8]

“...Need to have a standard format and strategies to evaluate all applicant fairly. Conduct interviews with set of questions according based on real life experiences. Check their background with shortlisted candidates to ensure that the right candidate is employed...” [Informant 10]

Nevertheless, five informants voiced up that they have no say when it comes to staff placement as it was either decided by authorities or under certain circumstances, some of the crew members are volunteers.

v) Induction Process

Three informants mentioned about induction and shared what should be included in the induction programs:

“....Job specs must be peculiar. There must be clear orientation during induction course.... Communication on job expectation must be established between line managers and HR manager....” [Informant 9]

“...All employees need to know their shared values in the organization whereby all tasks and responsibilities are integrated and linked in their everyday works towards the organization’s mission and vision...” [Informant 10]

“...They need to be exposed to the organization’s past, present and future expected performance. On-boarding and induction training should be made necessary at the entry points of recruitment...” [Informant 11]

vi) Staff Training

According to Ringo et al. (2010), it is essential to identify the talent gaps and there must be planned initiatives to close the gaps. Only two informants talked about training:

“Competencies of the employees is very important. Multitasking and job rotation are able to improve performance as particular areas of excellences of an employee can be identified. Courses must be conducted to increase the competencies of the employees....” [Informant 7]

“Right training and intervention need to be identified as early as possible to grow the employees...” [Informant 11]

vii) Career Management System

Only one informant made statement which was related to career management, shown as follow:

“.....Then, the organization, through proper system and processes provide space for this individual to grow in terms of ability and opportunity to move from one level to another....” [Informant 11]

Figure 5.3 shows the frequency analysis on how frequent each sub theme and theme was mentioned by the informants.

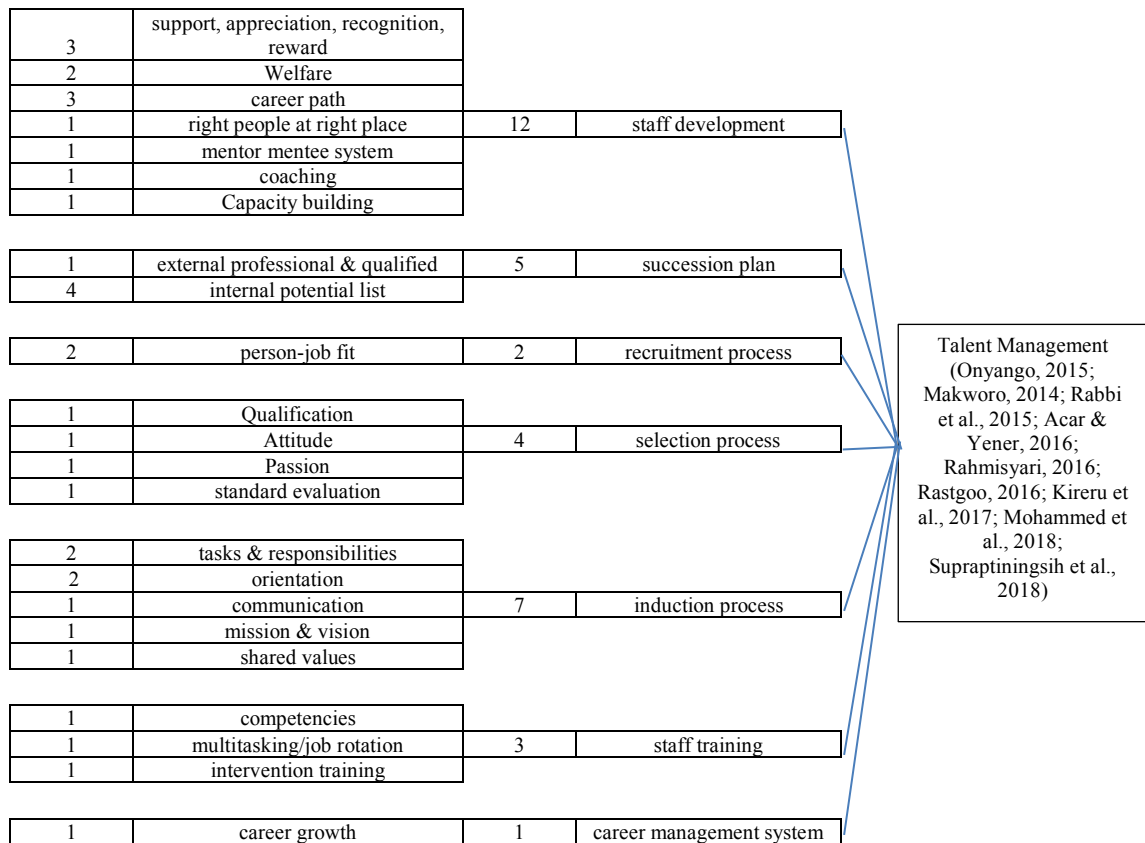


Figure 5.3: Frequency Analysis for Lower-Order and Higher-Order Themes within Talent Management

5.4 Issues and Success Factors in High Performance Culture Implementation

Changing culture and shaping high performance culture in an organization can be a challenge. Eight informants (Informant 2, 3, 4, 5, 6, 7, 8, 9) shared that many people involved in the culture change process especially those who have been living in comfort zone feel reluctant to experience the changes. The informants also mentioned during the process of culture change, some people only focus on own interests and some are concerned about job security. Seven informants (Informant 1, 2, 3, 4, 6, 8, 10) shared some people resent interference of others because afraid of losing their power. Some do not trust the new management as they feel the threat to their status that they have established. Five informants (Informant 4, 7, 8, 9, 11) mentioned that it would be difficult to make changes if the whole group of people only focus on past victory. Sometimes, the changes can hardly be made due to lack of strong organizational will to make it happen. Limited budget or financial constraints can also be the hindrances for making changes. Informants (Informant 6 and 9) emphasized that the culture itself which has been there for decades can be the biggest hindrance. Apart from the above, Informants (Informant 3, 5, 6 and 7) commented that core capabilities at individual and organization level were the culprits to the success of high performance culture implementation as well. For example, the organizations should do better in putting the right people in the right place and employees who are not qualified academically or not skilful in handling the tasks should be upgraded and retrained respectively.

Despite the challenging issues shared by the informants, 10 of them (Informant 1, 2, 4, 5, 6, 7, 8, 9, 10 and 11) commented that leadership style is the major success factor in shaping the high performance culture. They have shared their experience and thoughts about leadership styles in the aspects of leading by examples, having right mindset and knowledge

in the field, being decisive and persistent in approaches, promoting effective communication and innovation and many more which are discussed in Section 5.3.1. The informants tended to link the leadership styles with high performance culture dimensions and components. Five informants (Informant 1, 3, 6, 7 and 10) have talked about staff welfare, career path, exposure program, employee engagement, employee empowerment and clear scopes and responsibilities. Four Informants (Informant 2, 4, 7 and 11) mentioned about organization being able to nurture good working relationship with the role players. Three Informants (Informant 4, 7 and 11) talked about having learning culture, technology and research, transformation and innovation (continuous improvement) in place. Informants (Informant 3, 4 and 11) touched on objective standards, systems and processes (delivery processes). Two informants (Informant 3 and 9) talked about commitment and support from stakeholders and also fulfilling customer needs.

The most frequently cited obstacles during culture change were resistance to change. According to the informants, the toughest part is to break through people's resistance to change and being able to build trust with those who are trying to resist. Traditional mindset, lack of commitment, financial constraints, non-professional, ignorance, political interference, office politics, lack of sporting culture, lack of motivation and Lack of human concerns were thought to be blocking stone for building high performance culture. These have been categorized into Delivery system theme within high performance culture dimension. On the other hand, the informants talked highly about lack of transparent recruitment and selection processes, lack of qualified manpower and lack of human capital building which have been categorized into talent management dimension, being obstacles of high performance culture implementation.

Inevitably, Delivery system was the most frequently cited theme when the informants came to talk about success factors contributing to high performance culture. The informants spoke highly about transparency, fairness, equality, systems and processes, mindset and attitude. Besides, effective communication and commitment and support were thought to be significant success factors. They also talked about trust, learning culture, politics free environment, world class standards, technology and research, team spirit and clear roles as important success factors. Talent management theme perceived as significant success factors after the Delivery system. The most frequently cited themes were, employee development, career path and employee welfare. Effective recruitment, experienced manpower, Succession plan and employee training were perceived to be important also. Apart from Delivery system and talent management themes, the informants expressed that leadership styles, leaders' knowledge and skills were critical in establishing high performance culture. The frequency analysis in Figure 5.2 illustrates the frequency analysis on the themes of success factors and obstacles.

5.5 Chapter Summary

This chapter highlighted the qualitative data analysis and findings. Interviews from eleven informants were analyzed and provide detailed discussion about leadership styles, high performance culture and talent management. This chapter also contained the validity and trustworthiness of the qualitative data analysis and provides detailed discussion about it. At the end a summary of both quantitative and qualitative data findings were provided to understand the phenomenon in more detail.

CHAPTER 6

SUMMARY, IMPLICATIONS AND RECOMMENDATION

6.1 Introduction

The chapter presents the research summary, implications derived and contributions of this study are also presented in this chapter. The limitations of the study and recommendations for future study are stated and it ends with conclusions.

6.2 Research Summary

This research has two parts, which is a quantitative survey and qualitative interviews. In the quantitative part the main objectives of the study were to: (1) investigate the relationships between transformational, transactional and high performance culture dimensions and (2) to examine the moderating role of talent management on relationships between transformational, transactional and high performance culture.

The (*MLQ*) Form 5X-Short (Bass & Avolio, 2000) was used to measure transformational and transactional leadership styles. The High Performance Culture Questionnaires (Van Heerden & Roodt, 2007; Dewar & Keller, 2012; Yapp, 2016) was used to measure high performance culture dimensions (Direction, Delivery system, Stakeholder satisfaction). Onyango's (2015) talent management practices were used to measure talent management. Eight hypotheses were tested: 1) There is a positive relationship between transformational and transactional leadership styles and high performance culture dimensions; and 2) Talent management will have the moderating effect on the relationship between transformational, transactional leadership styles and high performance culture.

Correlation analysis indicated a statistically positive relationship between each of the dimensions of transformational and transactional leadership styles and high performance culture dimensions respectively. The findings of the study therefore support H1 to H6, which postulated a positive relationship between each of the dimensions of transformational and transactional leadership styles with high performance culture respectively. Besides, multiple regression analysis indicated talent management moderates the relationships between the leadership styles (transformational and transactional) and high performance culture, therefore supports H7 and H8. The findings were discussed and concluded as follows:

The qualitative study findings, on the other hand which intend to answer RQ1 and RQ2, showed that Delivery system theme within high performance culture dimension was the most frequently cited theme by the top leaders. Whereas, Delivery system dimension scored the lowest mean score in current quantitative study findings. This means that top leaders talked highly about Delivery system theme, however, the people within sports organizations perceived that Delivery system dimension was the least satisfied dimension, especially in terms of Rewards system, Performance management and Policies and procedures.

Delivery system was the most frequently cited theme when top leaders talked about obstacles. Issues such as people's resistance to change, attitude and mindset, financial constraints, lack of commitment, lack of motivation, political interference and office politics, lack of sporting culture and lack of motivation were thought to hinder the change process. Therefore, the top leaders acknowledged that proper mindset and attitude, transparency, equality, fairness, effective systems and processes must be in place. Besides, effective communication, commitment and support, politics free environment, world class standards,

clear roles, team spirit, learning culture, technology and research and trust must exist. In responding to this, top leaders spoke highly about leadership styles, management knowledge and skills as key success factors to put all these into place.

Apart from leadership, talent management was thought to be significant in building high performance culture also. Obstacles such as lack of effective recruitment and selection processes and lack of qualified people were frequently cited. Staff development in terms of support, appreciation, recognition, reward, career path and welfare were thought significant in managing talents towards building high performance culture by top leaders. In addition, top leaders also talked highly about the importance of induction process. However, current quantitative results showed that it was perceived by the people within sports organizations that staff development and induction process were not at satisfactory levels as mean scores obtained were low. It can be said that talent management practices were not practiced properly at the implementing levels. When it comes to career management system, it was the least frequently cited element by the top leaders and the mean score obtained from quantitative study was low too. This may imply that the emphasis of talent management practices was not strong enough by the top leaders and authorities in charge of talent management policies.

6.3 Implications of Study

The quantitative and qualitative of this study have several implications for the research literature and also the practitioners. Theoretically, this study provides qualitative evidence that high performance culture could be viewed in a holistic ecological approach by including the sport organizations from non-athletic domain and linkage between contributing factors have been established to form a high performance culture framework in order to

enrich the literature. Practically, these research findings have indicated that leadership styles are correlated to high performance culture and talent management practices moderate the relationship. It has implications for the sports organizations in terms of leadership styles that should be practiced by leaders at all levels and proper implementation of talent management practices shall be not neglected by talent management practitioners.

6.3.1 Implication for Sports Organizations

Given the existence of a relationship between transformational and transactional leadership styles and high performance culture dimensions, sports organizations' leaders at all levels should practice both leadership styles interchangeably throughout the journey of culture change process towards high performance. The organizations could have specific leadership interventions, including behavioral assessments, executive coaching programs and leadership effectiveness training. It is advisable for the top leaders not only to be spearheading the programs and initiatives, but also getting themselves involved and committed, demonstrating good examples at the same time. This is because the behavior of top leaders would affect behaviors of the people through the surrounding environment that the leaders create (Sharma, 2012; Hogg, 2016).

For leaders and people operating in sports organizations adopting a holistic view of the high performance environment encourages a more coordinated approach to developing high performance culture. It is not practical to have concept in which the practitioners are expected to work solely with an athlete and hope to have sustained success at the highest level of sport. Competencies are required to manage the wider high performance environment and this differs considerably from those commonly used to enhance individual athletes' performances (Fletcher & Streeter, 2016). Therefore, if the sports organizations

attempt to effectively intervene at macro environmental level, they will need to be able to coach leaders at all levels, facilitate high performance culture enablers (Direction, Delivery system and Stakeholder satisfaction) and engage people throughout cultural change process.

6.3.2 Implications for Human Resource Practitioners

Talking about engaging people, current qualitative study findings revealed that having effective recruitment and selection processes, qualified manpower and staff development in place is a prerequisite to gaining access to talents and initiating change. The top leaders talked highly about induction process and succession plan. Quantitative findings revealed that people within sports organization are not satisfied with rewards system, performance management, induction process, career management and staff development. There appears to be a gap between the perceptions of sports organizations people towards talent management practices as a whole and the expectations of top leaders of the current talent practices in their respective sports organizations. Collectively, these findings suggest that the talent management practices highlighted by Onyango (2015) are not all perceived by the top leaders and people operating in the sports organizations. In view of the quantitative findings which indicated talent management moderates leadership styles contributing to high performance culture, there is an urgent call to strategize current talent management practices to be relevant and effective.

In this context, talent management practices need to be re-assessed to be in line with the organizations' corporate strategy and key performance indicators relevant. Ultimately, sports organizations are urged to implement effective talent management. Top leaders or CEO or talent management committees of the sports organizations and human resource practitioners should claim the ownership of talent management practices.

Human resource and senior leadership must work together in which the senior leaders provide the direction, the resources, the budget, the communication and necessary support and human resource practitioners need to get closer to the core business of the sports organization, identify the talent gaps and offer solutions to close the them. Human resource practitioners have to work with all the divisional, unit and session heads to develop strategic plans that integrate talent plans. In short, human resource practitioners of sports organizations not only have to execute the talent management practices professionally, leadership interventions mentioned earlier must be integrated as part of talent management activities. When there is a need, human resource practitioners could engage employees from time to time in order to collect constructive feedback. Besides, human resource practitioners could conduct necessary research and the findings can be used for human resource policies modification in order to improve organizational performance.

In short, implementation of talent management must be focused by the human resource practitioners because it will improve overall employee job satisfaction and commitment which will impact positively on organizational performance (Kaliannan et al., 2015). In addition, talent management helps to identify and close leaders' demand and supply gap (Wellins et al., 2012). Therefore, human resource practitioners of the sports organizations must always have themselves equipped and updated with relevant skills and knowledge in order to execute the initiatives proposed above.

6.4 Research Contributions

It has been quite a journey exploring high performance culture within the theoretical frameworks, especially its relationships with leadership styles and talent management in a novel context of Malaysian's sports organizations. As the field of high performance culture

study has not been widely researched, the findings in the present study has provided a significant support especially the relationships between high performance culture, leadership styles (transformational and transactional) and talent management.

The researcher integrated high performance organizational culture models developed by other sports psychology and organization researchers (De Waal, 2007; Van Heerden & Roodt, 2007; Jones et al., 2009; Arnold et al., 2015; Henriksen, 2015; Henriksen & Stambulova, 2017) and established the links to the integrated framework as suggested by Sullivan (2017). It provides new insights to the existing knowledge on high performance culture. Besides, this is the first attempt in which change theory, leadership theory and system theory were borrowed in order to support and enrich the theory and model of high performance culture in organizations which share the similarities in terms of nature of business.

From the perspective of high performance culture measuring tool, the factor structure was tested in different context besides the study done by Mathebula (2016). This has fulfilled the suggestions of Van Heerden and Roodt (2007) to test the questionnaires in other organizations, using hardcopies and was extended to more levels of employees. This study also adds more context to Mathebula's (2016) study by incorporating transactional leadership style in the relationship with high performance culture.

Besides, the mixed methods approach taken by this study provides space for both employees and leaders to express their perceptions towards the same constructs. People in different positions normally perceived things based on different angles and the findings of this study provide a more comprehensive view on the topics discussed, rather than a biased judgement made based on one side inputs. This has fulfilled the methodology gaps in which

previous sport psychology research was mostly taking qualitative approach and organization research was done mostly using quantitative approach.

The findings and conclusions drawn have a practical implication for building high performance culture at sports organizations. Organizations interested in making changes to their culture can use the models and measuring tools to assess or diagnose the scenario for benchmarking and improvement purposes. Last but not least, the findings provide substantial body of knowledge that enables the sports organizations and human resource practitioners so as to understand and address the key factors of high performance culture and to inculcate leadership styles and implement effective talent management practices to reach sustainable performance. The ultimate objective of our study is to help accelerate and sustain the performance of sport development and management in Sarawak.

In summary, the study has shed light on development of high performance culture models and framework, highlighted practical implications and add to the knowledge of literature for future exploration.

6.5 Limitations of Study

Despite the findings indicating that high performance culture is associated with a given organizational model, it is not a variable free of other value judgement. The assessment of this study is dependent upon the selected assessment criteria which derived from the underlying high performance models. Hence, the study contains several limitations which are yet to be fulfilled.

This study only examined relationships among three variables (leadership styles, high performance culture and talent management) within the proposed framework. Variables

such as employee behavior and organizational performance were not included in this study to show the whole linkage empirically based on the theoretical framework. Therefore, the findings are limited to the exploration of these three variables and linkage between them empirically.

Quantitative method was used on the people within sports organizations in which they were restricted to the possible feedback contained in the survey. At the same time, some elements cited by the top leaders were not included in the measuring tools used for the people to assess the situation. Hence, there is a need to for future research to look into this aspect.

Another limitation of this study is the sampling taken from sports organizations, other sectors may supply different results due to different cultural contexts. Thus, the findings of the research are restricted to the specified context. Future research can be extended to other sectors or countries to investigate relationships between these variables in different cultural and organizational setting.

Although, within a given approach to management, the implementation of certain strategies may be more likely than others to produce high performance, there are no guarantees that this will be the case in other contexts. Performance is subject to influence from a variety of factors including not just internal elements such as organizational culture, leadership and human resource initiatives, but also external elements that are far less predictable. High performance, therefore, irrespective of the approach to management adopted, necessarily depends upon the alignment of the organizational system with the larger ecosystem within which the organizations are located.

6.6 Recommendations for Future Research

As high performance culture has not been widely studied, there are various potential directions for future research. Considerations can be put on testing the current integrated high performance culture theoretical framework, modifying the measuring tools and exploring relationships between more constructs to support or reject or extend the findings derived by this study.

Only three variables were included in this study, future studies could include employee behaviors and organizational performance to establish the entire empirical links between leadership styles, high performance culture, employee behaviors and organizational performance, so that the impact of leadership styles and high performance culture can be further validated in a specific context based on the theoretical framework. Variable such as resistant to changes can be included as mediating or moderating variable on relationship between high performance culture and employee behaviors. Current research findings revealed that resistant to change is the hindrance faced by most of the leaders. Based on change model (Asumeng & Osae-larbi, 2015), it can be the blocking stone in culture change process. In addition, professional and political free environment can be explored in future as it was cited in this study as the issues and success factors in building high performance culture. Thus, inclusion of these variables in future studies can help to validate the formation of the complete picture of the theoretical framework proposed by this study.

Besides, the development of measures to assess the leadership style and high performance culture can be a topic for future research. Case studies can be conducted onto various levels of the employees in order to explore more of high performance culture and leadership style dimensions. Current study has found work ethic which includes discipline,

integrity and work quality as one of the possible high performance culture dimensions which can be included in the assessment tool. According to Tahir (2015), employee ethical behavior ensures work is completed with integrity and honesty and employee who are ethical comply with policies and procedures while working to meet the goals of the organizations. An ethically positive and healthy work culture enhances morale among employees, thus lead to high performance. In addition, current study revealed that ethical dimension such as leaders' own discipline should be included as one of the transformational leadership style dimension. Study of Effelsberg et al. (2014) also showed that ethicality dimension was missing in transformational leadership style. In addition, leaders' knowledge and skills should be included in the leadership assessment tools Future research effort can modify MLQ to fill the gap.

6.7 Conclusion

In conclusion, this study has achieved the research objectives in exploring relationships between predictors of high performance culture and high performance culture itself. It provides a better understanding of the concept of high performance culture, leadership styles and talent management and issues in the context of sports organizations.

In addition, it also enriches the high performance culture models included the possible factor, talent management as one of the variables affecting the relationships studied in this research. Furthermore, it captured both transformational and transactional leadership styles.

The study was conducted by capturing both leaders' and employee's perceptions, in the context of sports organizations in Malaysia which has not been researched. The findings

of current study have closed the literature gaps and confirmed that: (a) leadership styles impact high performance culture (b) both transformational and transactional leadership styles predict high performance culture (c) talent management is one of the variables affecting leaders in shaping high performance culture (d) the relationships among the three variables have been validated in the context of sports organizations in Sarawak.

The empirical findings confirmed theories discussed in Chapter 1 and Chapter 2 as the foundation of the current research, specifically, the organizational development, leadership and human capital theories formed the conceptual framework of the research. The issues and problems faced have been answered through the establishment of the theoretical framework. The foundation has been established for other scholars to replicate the current research, explore ways to improve the effectiveness of leadership styles, competencies of employees, driving for high performance culture, inducing positive employee behaviors which leading to high performance organizations.

The current study has shed some light on the relationships between leadership styles and high performance culture, especially the moderating role of talent management significantly from a holistic view by providing empirical evidence and in depth understanding of the scenario, in which has not been researched and should not be neglected academically by the researchers and practically by the practitioners. The findings revealed that talent management practices could help to put the right people in the right place, build leadership abilities and capabilities of the employee as a whole. Therefore, talent management shall not be neglected.

The findings also imply that supports from the stakeholders especially from the political leaders are essential. The data findings also advance the literature on the topic of

how an employee's perception of leadership styles affects workplace performance. The findings created an outline and opening for discussion among authorities involved in human resource management and leaders on how to implement the appropriate leadership styles and talent management initiatives in order to enhance the shaping of high performance culture which will have impact on all the practitioners involved including practitioners made accountable for delivering the designated performance, for instance, the performance of Sarawakian athletes.

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APPENDICES

Appendix 1: Survey Questionnaires



Dear valued participant,

You have been selected to be a participant in this study. This questionnaire is designed to investigate your perceptions towards your leader's leadership approaches, and implementation of practices of high performance culture and talent management at your entities. Please answer all items on this answer sheet. The relationship of leadership approaches and talent management practices that influences implementation of high performance culture practices has not been widely researched especially from the followers' view and it is important to fill in the gaps that exist particularly in the context of Sports Bodies in Malaysia. The findings of this research will be useful especially followers' view should be taken into account into leadership development programme and for enhancement of talent management practices in the endeavours to shape high performance culture. Due to the said reason, your views are vital to help build a clear picture of how shaping of high performance culture influenced by leadership approaches and talent management practices from the perspective of followers.

Regards

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HOW TO COMPLETE THE QUESTIONNAIRE	CONFIDENTIALITY & PRIVACY
1. This questionnaire consists of four (4) sections. You are required to complete all the sections. It will take approximately 20-30 minutes to complete. 2. All of the questions require you to circle [O] the best option that represents your view. 3. There are no right or wrong answers. Thus, your frank and complete response is very much appreciated. 4. Should you find difficulty in deciding a response to any of the questions, choose an option that best suits the situation. 5. Please return the completed questionnaire in the envelope provided. 6. If you need any assistance on how to fill in the questionnaire or interested for the final results of this study, please contact me via the above contact number.	1. Your responses to every part in this questionnaire are strictly confidential. 2. The returned questionnaires will be kept confidential and no identities will be revealed within the final report. Code: _____ [The purpose of this code is to avoid duplication of questionnaire to the same person]

Thank you very much for your precious time and valuable inputs

Section A: Demographic Characteristics

1. Gender:
☐ Male ☐ Female
2. Age: _____
3. Length of Service in this organization: _____ years
4. Please indicate your position in the organization
☐ **Managerial and Professional Group**
☐ **Supporting Group**
5. Highest Education Level:
☐ SPM/STPM (O Level/A Level)
☐ Diploma
☐ Bachelor Degree
☐ Master
☐ PhD
6. Job Status:
☐ Full time
☐ Part time
☐ Seconded
☐ Contract
☐ Others: Please specify _____

SECTION B: LEADERSHIP APPROACHES

If you have any comments or suggestions about this questionnaire, please include them here:

Instructions: Please answer honestly and circle the option that you feel best represents the person you are describing. There are no right or wrong answers. Use the following rating scale:

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

THE PERSON I AM RATING.....

Example:

	Provides me with	0	1	2	3	4
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1.	Provides me with assistance in exchange for my efforts	0	1	2	3	4
2.	Re-examines critical assumptions to question whether they are appropriate	0	1	2	3	4
3.	Fails to interfere until problems become serious	0	1	2	3	4
4.	Focuses attention on irregularities, mistakes, exceptions, and deviations from standard	0	1	2	3	4

5.	Avoids getting involved when important issues arise	0	1	2	3	4
6.	Talks about their most important values and beliefs	0	1	2	3	4
7.	Is absents when needed	0	1	2	3	4
8.	Seeks differing perspectives when solving problems	0	1	2	3	4
9.	Instills pride in me for being associated with him/her	0	1	2	3	4
10.	Discusses in specific terms who is responsible for achieving performance targets	0	1	2	3	4
11.	Waits for things to go wrong before taking action	0	1	2	3	4
12.	Talks enthusiastically about what needs to be accomplished	0	1	2	3	4
13.	Specifies the importance of having a strong sense of purpose	0	1	2	3	4
14.	Spends time teaching and coaching	0	1	2	3	4
15.	Makes clear what one can expect to receive when performance goals are achieved	0	1	2	3	4
16.	Shows that he/she is a firm believer in "If it ain't broke, don't fix it"	0	1	2	3	4
17.	Goes beyond self-interest for the good of the group	0	1	2	3	4
18.	Treats me as an individual rather than just as a member of a group	0	1	2	3	4
19.	Demonstrates that problems must become chronic before taking action	0	1	2	3	4
20.	Acts in ways that builds my respect	0	1	2	3	4
21.	Concentrates his/her full attention on dealing with mistakes, complaints, and failures	0	1	2	3	4
22.	Considers the moral and ethical consequences of decisions	0	1	2	3	4
23.	Keeps track of all mistakes	0	1	2	3	4
24.	Displays a sense of power and confidence	0	1	2	3	4
25.	Articulates a compelling vision of the future	0	1	2	3	4
26.	Directs my attention toward failures to meet standards	0	1	2	3	4
27.	Avoids making decision	0	1	2	3	4
28.	Considers me as having different needs, abilities, and aspirations from others	0	1	2	3	4
29.	Gets me to look at problems from many different angles	0	1	2	3	4
30.	Helps me to develop my strengths	0	1	2	3	4
31.	Suggests new ways of looking at how to complete assignments	0	1	2	3	4
32.	Delays responding to urgent questions	0	1	2	3	4
33.	Emphasizes the importance of having the collective sense of mission	0	1	2	3	4
34.	Expresses satisfaction when I meet expectations	0	1	2	3	4
35.	Expresses confidence that goals will be achieved	0	1	2	3	4
36.	Is effective in meeting my job-related needs	0	1	2	3	4

37.	Uses methods of leadership that are satisfying	0	1	2	3	4
38.	Gets me to do more than I expected to do	0	1	2	3	4
39.	Is effective in representing me to higher authority	0	1	2	3	4
40.	Works with me in a satisfactory way	0	1	2	3	4
41.	Heightens my desire to succeed	0	1	2	3	4
42.	Is effective in meeting organizational requirements	0	1	2	3	4
43.	Increases my willingness to try harder	0	1	2	3	4
44.	Leads a group that is effective	0	1	2	3	4

SECTION C: HIGH PERFORMANCE CULTURE

Instructions: Please answer honestly and circle the option that you feel best represents the situation at your organization/entity. There are no right or wrong answers.

1	The vision set by your organization is clear to your understanding	<u>0. Strongly disagree</u>	<u>1.</u>	<u>2.</u>	<u>3.</u>	<u>4. Strongly agree</u>
2	The vision of your organization is inspiring for you to accomplish	<u>0. Strongly disagree</u>	<u>1.</u>	<u>2.</u>	<u>3.</u>	<u>4. Strongly agree</u>
3	The strategy of your organization is workable to accomplish the vision	<u>0. Strongly disagree</u>	<u>1.</u>	<u>2.</u>	<u>3.</u>	<u>4. Strongly agree</u>
4	Your organization is open to new idea	<u>0. Strongly disagree</u>	<u>1.</u>	<u>2.</u>	<u>3.</u>	<u>4. Strongly agree</u>
5	The culture of your organization is trustworthy	<u>0. Strongly disagree</u>	<u>1.</u>	<u>2.</u>	<u>3.</u>	<u>4. Strongly agree</u>
6	Your organization is respecting diversity (no racism or prejudice)	<u>0. Strongly disagree</u>	<u>1.</u>	<u>2.</u>	<u>3.</u>	<u>4. Strongly agree</u>
7	The people in my organization is willing to go the extra mile	<u>0. Strongly disagree</u>	<u>1.</u>	<u>2.</u>	<u>3.</u>	<u>4. Strongly agree</u>
8	Your team members support each other	<u>0. Strongly disagree</u>	<u>1.</u>	<u>2.</u>	<u>3.</u>	<u>4. Strongly agree</u>
9	You are empowered to take control of your own development within your organization	<u>0. Strongly disagree</u>	<u>1.</u>	<u>2.</u>	<u>3.</u>	<u>4. Strongly agree</u>
10	You have the relevant competence to meet the challenges of your job	<u>0. Strongly disagree</u>	<u>1.</u>	<u>2.</u>	<u>3.</u>	<u>4. Strongly agree</u>
11	You cope well with your current workload	<u>0. Strongly disagree</u>	<u>1.</u>	<u>2.</u>	<u>3.</u>	<u>4. Strongly agree</u>
12	You are satisfied with the amount of responsibility that you have been given in your job	<u>0. Strongly disagree</u>	<u>1.</u>	<u>2.</u>	<u>3.</u>	<u>4. Strongly agree</u>
13	You use your initiative at work	<u>0. Strongly disagree</u>	<u>1.</u>	<u>2.</u>	<u>3.</u>	<u>4. Strongly agree</u>
14	You are accountable for the quality of your work	<u>0. Strongly disagree</u>	<u>1.</u>	<u>2.</u>	<u>3.</u>	<u>4. Strongly agree</u>

15	All employees at the same level receive equitable benefits in your organization	<u>0. Strongly disagree</u>	<u>1.</u>	<u>2.</u>	<u>3.</u>	<u>4. Strongly agree</u>
16	Your total remuneration package (e.g. salary, bonus or/and incentives) matches the responsibilities that you have	<u>0. Strongly disagree</u>	<u>1.</u>	<u>2.</u>	<u>3.</u>	<u>4. Strongly agree</u>
17	People, in your organisation, who perform well, rewarded accordingly	<u>0. Strongly disagree</u>	<u>1.</u>	<u>2.</u>	<u>3.</u>	<u>4. Strongly agree</u>
18	You received recognition for work that you had done well	<u>0. Strongly disagree</u>	<u>1.</u>	<u>2.</u>	<u>3.</u>	<u>4. Strongly agree</u>
19	You have been told clearly the standards of your performance expected	<u>0. Strongly disagree</u>	<u>1.</u>	<u>2.</u>	<u>3.</u>	<u>4. Strongly agree</u>
20	You have been given honest positive and negative feedback related to your performance	<u>0. Strongly disagree</u>	<u>1.</u>	<u>2.</u>	<u>3.</u>	<u>4. Strongly agree</u>
21	Effective performance measurement tool is used to review your performance	<u>0. Strongly disagree</u>	<u>1.</u>	<u>2.</u>	<u>3.</u>	<u>4. Strongly agree</u>
22	Your organization conducts fair performance reviews	<u>0. Strongly disagree</u>	<u>1.</u>	<u>2.</u>	<u>3.</u>	<u>4. Strongly agree</u>
23	The policies and procedures of your organization are clearly communicated to you	<u>0. Strongly disagree</u>	<u>1.</u>	<u>2.</u>	<u>3.</u>	<u>4. Strongly agree</u>
24	You understand well your organization's ethics policy	<u>0. Strongly disagree</u>	<u>1.</u>	<u>2.</u>	<u>3.</u>	<u>4. Strongly agree</u>
25	The disciplinary procedures are applied fairly to all employees	<u>0. Strongly disagree</u>	<u>1.</u>	<u>2.</u>	<u>3.</u>	<u>4. Strongly agree</u>
26	Your organization places value on customer feedback	<u>0. Strongly disagree</u>	<u>1.</u>	<u>2.</u>	<u>3.</u>	<u>4. Strongly agree</u>
27	Your organization considers the customers' needs and expectations when making decisions	<u>0. Strongly disagree</u>	<u>1.</u>	<u>2.</u>	<u>3.</u>	<u>4. Strongly agree</u>
28	Your organization implements fair and transparent procedures in selecting and appointing its suppliers / contractors	<u>0. Strongly disagree</u>	<u>1.</u>	<u>2.</u>	<u>3.</u>	<u>4. Strongly agree</u>
29	Your organization places value on quality when it comes to selection or appointment of suppliers / contractors	<u>0. Strongly disagree</u>	<u>1.</u>	<u>2.</u>	<u>3.</u>	<u>4. Strongly agree</u>
30	Your organization encourages employees to act in a socially responsible way/manner	<u>0. Strongly disagree</u>	<u>1.</u>	<u>2.</u>	<u>3.</u>	<u>4. Strongly agree</u>
31	Your organization encourages a healthy balance between work and life issues	<u>0. Strongly disagree</u>	<u>1.</u>	<u>2.</u>	<u>3.</u>	<u>4. Strongly agree</u>
32	Your work is interesting?	<u>0. Strongly disagree</u>	<u>1.</u>	<u>2.</u>	<u>3.</u>	<u>4. Strongly agree</u>
33	Your organization has established a good relationship with employees	<u>0. Strongly disagree</u>	<u>1.</u>	<u>2.</u>	<u>3.</u>	<u>4. Strongly agree</u>

34	You believe strongly that your job contributes to the success of the organization	<u>0. Strongly disagree</u>	<u>1.</u>	<u>2.</u>	<u>3.</u>	<u>4. Strongly agree</u>
35	You would easily encourage your friends to join your organization	<u>0. Strongly disagree</u>	<u>1.</u>	<u>2.</u>	<u>3.</u>	<u>4. Strongly agree</u>
36	Your organization has spent time developing and implementing processes for excellences	<u>0. Strongly disagree</u>	<u>1.</u>	<u>2.</u>	<u>3.</u>	<u>4. Strongly agree</u>
37	Your organization has integrated culture change program	<u>0. Strongly disagree</u>	<u>1.</u>	<u>2.</u>	<u>3.</u>	<u>4. Strongly agree</u>

SECTION D: Talent Management Practices

Instructions: Each of the following statements concerns your personal experiences about the practices of talent management implemented at your entities. You will probably agree with some items and disagree with others. Indicate the extent to which you agree or disagree with the statement by circling the appropriate option.

1.	Our Organization has a clear selection process	<u>0. Strongly disagree</u>	<u>1.</u>	<u>2.</u>	<u>3.</u>	<u>4. Strongly agree</u>
2.	Our Organization has a recruitment process	<u>0. Strongly disagree</u>	<u>1.</u>	<u>2.</u>	<u>3.</u>	<u>4. Strongly agree</u>
3.	Our Organization has a clear career management systems	<u>0. Strongly disagree</u>	<u>1.</u>	<u>2.</u>	<u>3.</u>	<u>4. Strongly agree</u>
4.	Our Organization has a clear induction process	<u>0. Strongly disagree</u>	<u>1.</u>	<u>2.</u>	<u>3.</u>	<u>4. Strongly agree</u>
5.	Our Organization promotes staff training	<u>0. Strongly disagree</u>	<u>1.</u>	<u>2.</u>	<u>3.</u>	<u>4. Strongly agree</u>
6.	Our Organization promotes staff development	<u>0. Strongly disagree</u>	<u>1.</u>	<u>2.</u>	<u>3.</u>	<u>4. Strongly agree</u>
7.	Our Organization has a clear succession planning policy	<u>0. Strongly disagree</u>	1	2	3	<u>4. Strongly agree</u>

Thank you

Appendix 2: Interview Guide

Research Questions

- How do the leaders of the sports organizations view about high performance culture, effective leadership styles, and implementation of talent management?
- What are the success factors and challenges faced in shaping high performance culture?

Interview Questions

■ High Performance Culture

Culture is deemed to decide the success of an entity. High performing organizations have a culture that effectively involves and empowers people from within to improve operational performance while ensuring accountability, fairness and achievement of objectives.

- How do you define high performance culture?
- ✓ What should be the characteristics of a high performance culture?
- ✓ Would you please elaborate further the elements under each characteristics?
- ✓ Is there any other characteristics to be emphasized?
- ✓ Is the sports organization going through culture change process towards high performance?
- Can you please share your experience during each process of culture change?
- ✓ Which aspects do you think are important in making the culture change a success?
- ✓ Is there any obstacle facing the culture change process?

■ Leadership Styles

How leaders act is essential in shaping high performance culture as change agent.

- What roles do you play as a leader to promote a high performance culture in the culture change process?
- ✓ How do you communicate with your subordinates?
- ✓ Who do you involve in decision making?
- ✓ How do you monitor the performance of your subordinates?
- ✓ How do you handle the relationships with your subordinates?

■ Talent Management

Acquiring, developing and maintaining qualified, knowledgeable and skilful people to work can be difficult.

- What are the critical areas that should be emphasized in order to ensure the talents are well managed?
- Can you share your thoughts about the scenario of recruitment (selection), employee development (induction, training, career management system) and succession planning in your organization

Appendix 3: Pearson Correlation Results

		IIA	IIB	IM	IS	C	CR	MBE A	MBE P	Dir	CC	DS	CI	SS	RS	PM	PP
IIA	Pearson Correlation	1	.621**	.660**	.687**	.664**	.675**	.643**	.375**	.395**	.622**	.739**	.382**	.471**	.373**	.400**	.401**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	350	350	350	350	350	350	350	350	350	350	350	350	350	350	350	350
IIB	Pearson Correlation	.621**	1	.733**	.715**	.628**	.706**	.621**	.346**	.299**	.688**	.669**	.330**	.413**	.327**	.322**	.356**
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	350	350	350	350	350	350	350	350	350	350	350	350	350	350	350	350
IM	Pearson Correlation	.660**	.733**	1	.889**	.662**	.739**	.718**	.328**	.347**	.686**	.706**	.389**	.403**	.340**	.351**	.389**
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	350	350	350	350	350	350	350	350	350	350	350	350	350	350	350	350
IS	Pearson Correlation	.687**	.715**	.889**	1	.800**	.709**	.653**	.326**	.376**	.665**	.713**	.368**	.409**	.347**	.378**	.416**
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	350	350	350	350	350	350	350	350	350	350	350	350	350	350	350	350
IC	Pearson Correlation	.664**	.628**	.662**	.800**	1	.670**	.622**	.344**	.339**	.540**	.662**	.336**	.421**	.336**	.371**	.416**
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	350	350	350	350	350	350	350	350	350	350	350	350	350	350	350	350
CR	Pearson Corr	.675**	.706**	.739**	.709**	.670**	1	.884**	.320**	.396**	.586**	.668**	.355**	.523**	.372**	.392**	.397**
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	350	350	350	350	350	350	350	350	350	350	350	350	350	350	350	350
M BE A	Pearson Corr	.643**	.621**	.718**	.653**	.622**	.884**	1	.355**	.317**	.618**	.643**	.311**	.440**	.298**	.321**	.346**
	Sig. (2-tailed)	.000	.000	.000	.000	.000			.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	350	350	350	350	350	350	350	350	350	350	350	350	350	350	350	350
M BE P	Pearson Corr	.375**	.346**	.328**	.326**	.344**	.320**	.355**	1	.238**	.612**	.592**	.314**	.209**	.267**	.327**	.281**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000

	N	350	350	350	350	350	350	350	350	350	350	350	350	350	350	350	350
D	Pearson Corr	.395 ^{**}	.299 ^{**}	.347 ^{**}	.376 ^{**}	.339 ^{**}	.396 ^{**}	.317 ^{**}	.238 ^{**}	1	.228 ^{**}	.549 ^{**}	.604 ^{**}	.291 ^{**}	.584 ^{**}	.664 ^{**}	.652 ^{**}
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000
	N	350	350	350	350	350	350	350	350	350	350	350	350	350	350	350	350
CC	Pearson Corr	.622 ^{**}	.688 ^{**}	.686 ^{**}	.665 ^{**}	.540 ^{**}	.586 ^{**}	.618 ^{**}	.612 ^{**}	.228 ^{**}	1	.740 ^{**}	.298 ^{**}	.313 ^{**}	.250 ^{**}	.258 ^{**}	.249 ^{**}
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000
	N	350	350	350	350	350	350	350	350	350	350	350	350	350	350	350	350
DS	Pearson Corr	.739 ^{**}	.669 ^{**}	.706 ^{**}	.713 ^{**}	.662 ^{**}	.668 ^{**}	.643 ^{**}	.592 ^{**}	.549 ^{**}	.740 ^{**}	1	.804 ^{**}	.407 ^{**}	.555 ^{**}	.626 ^{**}	.615 ^{**}
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000
	N	350	350	350	350	350	350	350	350	350	350	350	350	350	350	350	350
CI	Pearson Corr	.382 ^{**}	.330 ^{**}	.389 ^{**}	.368 ^{**}	.336 ^{**}	.355 ^{**}	.311 ^{**}	.314 ^{**}	.604 ^{**}	.298 ^{**}	.804 ^{**}	1	.224 ^{**}	.600 ^{**}	.702 ^{**}	.678 ^{**}
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000
	N	350	350	350	350	350	350	350	350	350	350	350	350	350	350	350	350
SS	Pearson Corr	.471 ^{**}	.413 ^{**}	.403 ^{**}	.409 ^{**}	.421 ^{**}	.523 ^{**}	.440 ^{**}	.209 ^{**}	.291 ^{**}	.313 ^{**}	.407 ^{**}	.224 ^{**}	1	.284 ^{**}	.314 ^{**}	.290 ^{**}
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000
	N	350	350	350	350	350	350	350	350	350	350	350	350	350	350	350	350
RS	Pearson Corr	.373 ^{**}	.327 ^{**}	.340 ^{**}	.347 ^{**}	.336 ^{**}	.372 ^{**}	.298 ^{**}	.267 ^{**}	.584 ^{**}	.250 ^{**}	.555 ^{**}	.600 ^{**}	.284 ^{**}	1	.825 ^{**}	.722 ^{**}
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000
	N	350	350	350	350	350	350	350	350	350	350	350	350	350	350	350	350
P M	Pearson Corr	.400 ^{**}	.322 ^{**}	.351 ^{**}	.378 ^{**}	.371 ^{**}	.392 ^{**}	.321 ^{**}	.327 ^{**}	.664 ^{**}	.258 ^{**}	.626 ^{**}	.702 ^{**}	.314 ^{**}	.825 ^{**}	1	.841 ^{**}
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000
	N	350	350	350	350	350	350	350	350	350	350	350	350	350	350	350	350
PP	Pearson Corr	.401 ^{**}	.356 ^{**}	.389 ^{**}	.416 ^{**}	.416 ^{**}	.397 ^{**}	.346 ^{**}	.281 ^{**}	.652 ^{**}	.249 ^{**}	.615 ^{**}	.678 ^{**}	.290 ^{**}	.722 ^{**}	.841 ^{**}	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	
	N	350	350	350	350	350	350	350	350	350	350	350	350	350	350	350	350
**. Correlation is significant at the 0.01 level (2-tailed).																	

Appendix 4: Multi Regression Results

Descriptive Statistics

	Mean	Std. Deviation	N
HPC	2.7000	.58461	350
TF	2.5573	.58149	350
TSAc	2.3952	.59475	350
TalentMgt	2.7494	.87560	350

Correlations

		HPC	TF	TSAc	Talent Mgt
Pearson Correlation	HPC	1.000	.600	.573	.796
	TF	.600	1.000	.776	.410
	TSAc	.573	.776	1.000	.412
	TalentMgt	.796	.410	.412	1.000
Sig. (1-tailed)	HPC	.	.000	.000	.000
	TF	.000	.	.000	.000
	TSAc	.000	.000	.	.000
	TalentMgt	.000	.000	.000	.
N	HPC	350	350	350	350
	TF	350	350	350	350
	TSAc	350	350	350	350
	TalentMgt	350	350	350	350

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	TSAc, TF ^b	.	Enter
2	TalentMgt ^b	.	Enter

a. Dependent Variable: HPC

b. All requested variables entered.

Model Summary^c

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.624 ^a	.389	.386	.45818
2	.854 ^b	.729	.727	.30539

a. Predictors: (Constant), TSAc, TF

b. Predictors: (Constant), TSAc, TF, TalentMgt

c. Dependent Variable: HPC

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	46.432	2	23.216	110.591	.000 ^b
	Residual	72.844	347	.210		
	Total	119.276	349			
2	Regression	87.008	3	29.003	310.979	.000 ^c
	Residual	32.269	346	.093		
	Total	119.276	349			

a. Dependent Variable: HPC

b. Predictors: (Constant), TSAc, TF

c. Predictors: (Constant), TSAc, TF, TalentMgt

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.060	.113		9.366	.000
	TF	.393	.067	.391	5.876	.000
	TSAc	.265	.065	.270	4.052	.000
2	(Constant)	.608	.078		7.753	.000
	TF	.244	.045	.243	5.406	.000
	TSAc	.116	.044	.118	2.623	.009
	TalentMgt	.433	.021	.648	20.858	.000

Coefficients^a

Model		95.0% Confidence Interval for B		Correlations			Collinearity Statistics
		Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance
1	(Constant)	.837	1.282				
	TF	.262	.525	.600	.301	.247	.397
	TSAc	.136	.394	.573	.213	.170	.397
2	(Constant)	.454	.763				
	TF	.155	.333	.600	.279	.151	.388
	TSAc	.029	.203	.573	.140	.073	.387
	TalentMgt	.392	.474	.796	.746	.583	.810

Coefficients^a

Model		Collinearity Statistics	
		VIF	
1	(Constant)		
	TF		2.516
	TSAc		2.516
2	(Constant)		
	TF		2.580
	TSAc		2.583
	TalentMgt		1.235

a. Dependent Variable: HPC

Excluded Variables^a

Model	Beta In	t	Sig.	Partial Correlation	Collinearity Statistics	
					Tolerance	VIF
1 TalentMgt	.648 ^b	20.858	.000	.746	.810	1.235

Excluded Variables^a

Model		Collinearity Statistics	
		Minimum Tolerance	
1	TalentMgt		.387 ^b

a. Dependent Variable: HPC

b. Predictors in the Model: (Constant), TSAc, TF

Collinearity Diagnostics^a

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions			
				(Constant)	TF	TSAc	TalentMgt
1	1	2.956	1.000	.01	.00	.00	
	2	.032	9.547	.95	.06	.17	
	3	.012	15.843	.04	.94	.82	
2	1	3.899	1.000	.00	.00	.00	.00
	2	.057	8.306	.04	.03	.04	.99
	3	.032	10.979	.91	.05	.16	.01
	4	.012	18.197	.04	.92	.80	.00

a. Dependent Variable: HPC

Casewise Diagnostics^a

Case Number	Std. Residual	HPC	Predicted Value	Residual
296	3.078	3.05	2.1084	.94009

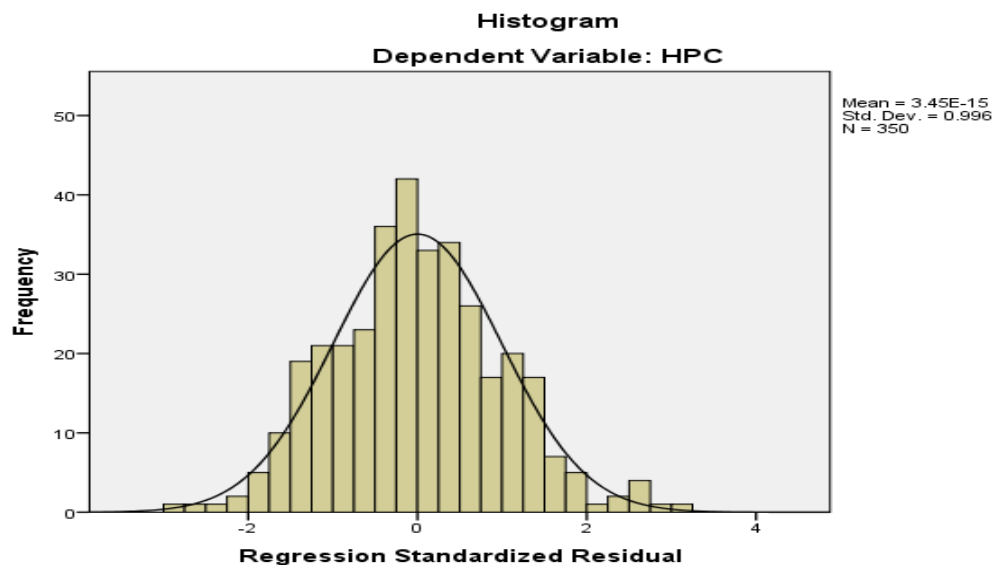
a. Dependent Variable: HPC

Residuals Statistics^a

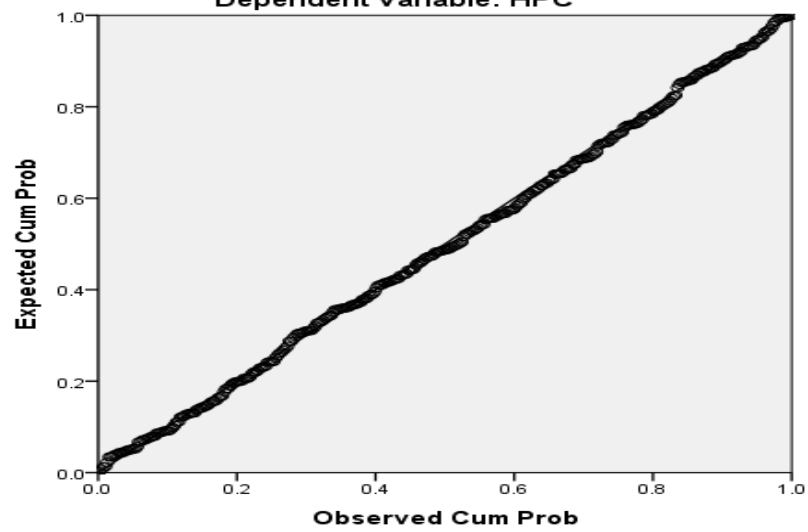
	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	1.2386	3.6680	2.7000	.49931	350
Std. Predicted Value	-2.927	1.939	.000	1.000	350
Standard Error of Predicted Value	.017	.069	.031	.009	350
Adjusted Predicted Value	1.2493	3.6649	2.6998	.49898	350
Residual	-.84947	.94009	.00000	.30407	350
Std. Residual	-2.782	3.078	.000	.996	350
Stud. Residual	-2.805	3.098	.000	1.002	350
Deleted Residual	-.86396	.95190	.00016	.30778	350
Stud. Deleted Residual	-2.834	3.137	.001	1.005	350
Mahal. Distance	.086	16.828	2.991	2.394	350
Cook's Distance	.000	.081	.003	.007	350
Centered Leverage Value	.000	.048	.009	.007	350

a. Dependent Variable: HPC

Charts

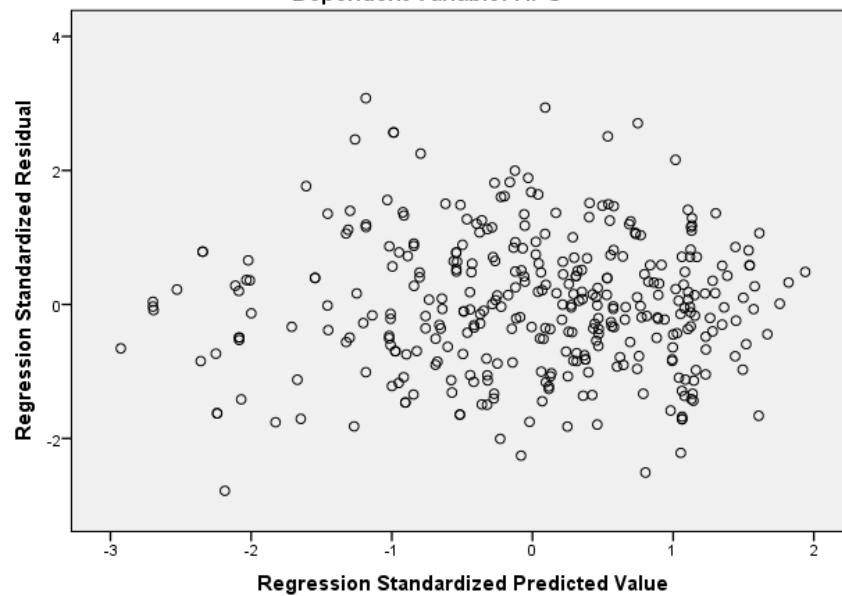


Normal P-P Plot of Regression Standardized Residual
Dependent Variable: HPC



Scatterplot

Dependent Variable: HPC



Appendix 5: Letter of Permission

Fakulti Sains Kognitif dan Pembangunan Manusia
Faculty of Cognitive Sciences and Human Development

UNIMAS/NC-16.02/04-05 Jld. IV (04)

03 May 2017



Dear Sir / Madam

Permission to Conduct Research in the Fulfillment of Postgraduate Degree

With reference to the above matter, I would like to request permission for the following student from the Faculty of Cognitive Sciences and Human Development, Universiti Malaysia Sarawak, to conduct a survey and a series of interviews at the state ministries, departments, statutory agencies, local authorities, district and resident offices.

Student name	:	Boon Shook Mian
Student Number	:	15010058
Program	:	PhD by Research (Organizational Development) Human Resource Development
Research title	:	Relationship between Dimensions of Transformational and Transactional Leadership Styles and Dimensions of High Performance Culture: Talent Management Practices as Moderating Variable
Research phases	:	Survey & Interviews
Principle supervisor	:	Dr Abdul Halim Busari
Telephone	:	082-582899 / 013-3151580
Fax	:	082-581567
Email	:	cikalim@gmail.com

Her research is purely for academic purpose and all information will be kept secure and treated as strictly confidential. The support and cooperation given by your organization for the success of this research is highly appreciated.

Thank you.

Sincerely,

Dr Philip Nuli Anding
Deputy Dean (Postgraduate & Research)

Universiti Malaysia Sarawak
94300 Kota Samarahan, Sarawak, MALAYSIA
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