

## THE IMPACT OF CHAMPION COMMUNICATION ON STELLAR TRANSFORMATIONAL LEADERSHIP OF A MULTILEVEL COMPANY IN MALAYSIA

**Patricia Pei Yoong Yap**

*Inter-Pacific Securities Sdn. Bhd., Malaysia.*

Wwwppyy88@yahoo.com

**Lai Ving Kam**

*BERJAYA University College of Hospitality, Malaysia.*

Lai.vingkam@berjaya.edu.my

### ABSTRACT

*The world business environment has undergone massive transformation mainly due to globalization and advancement in technology. How are leaders of 21<sup>st</sup> century going to beat the odds of success by maintaining business sustainability, organizational profitability and rapid changes of consumer preferences? Literature review shows champion communication (CC) is the key element determining the success of leaders. An empirical abductive research on the CC on stellar transformational leadership (STL) is studied extensively by examining four communication components, i.e. verbal skill (VS), non-verbal skill (NVS), writing skill (WS), listening skill (LS) governed by cross cultural skill (CCS) via determining each component's critical elements, architecting a comprehensive conceptual framework and assessing their impact on STL. The results from a well-designed questionnaire imply that the relationship between CC and STL is correlated positively. The impact of CC on STL is being analysed statistically via various linear regression models. The findings prove the significance of CC components i.e. VS, NVS, LS and CCS to be STL statistically critical except WS. This is new knowledge to the entire world. As such, STL is the result of the combination of CC, i.e. VS, NVS, LS and CCS. This strongly suggests the urgency for corporate leaders to transform continuously to be champion communicators in order to lead by example, empower employees wholeheartedly to increase job satisfaction and productivity. Hence, this contributes to business sustainability, organization profitability and agility dealing with rapid changes in consumer preferences in this digital era!*

**Keywords:** *Champion communication (CC), stellar transformational leadership (STL), verbal skill (VS), non-verbal skill (NVS), writing skill (WS), listening skill (LS), cross cultural skill (CCS).*

### INTRODUCTION

Today the global business world is constantly undergoing a continuously pronounced transformation in many different aspects. Leaders are no longer experts in all areas but instead need to leverage on employees' knowledge and expertise. The traditional command

and control leaders are irrelevant. Leaders need to focus more on their communication competencies in order to foster greater team spirit within the organization as they encounter the challenges of managing the constantly volatile environment. Jadhav & Gupta (2014) elaborated that business leaders need to develop Champion Communication (CC) which is the key to build connection and strong social support network with all stakeholders. The latest leadership style advocated by Raelin (2013) is coach. This is consistent with more self-directed and empowering approaches to leadership. Hence, to influence and transform employees in a meaningful way, CC is highly significant to the success of the Stellar Transformational Leader (STL). In this study, as resonated by Jadhav & Gupta (2014), the communication competencies of a leader which encompass all forms of communication such as Verbal Skill (VS), Non Verbal Skill (NVS), Writing Skill (WS), Listening Skill (LS) and Cross Cultural Skill (CCS) are being investigated.

Fairhurst & Connaughton (2014) stated that early leadership study was largely emerged from leadership psychology. However, the leadership theories have evolved tremendously over the past decades primarily caused by the continuous change in an increasingly global context characterized by volatility, complexity, and ambiguity. A unique series of communicative lenses has emerged, advancing a perspective in which leadership communication is transmissional and meaning-centered and capable of change through reflexivity. This new context has created an enormous opportunity for scholars, practitioners and students of business studies to review the communicative perspective of leadership as the world turns borderless.

Consequently, one of the most diversified huge conglomerates listed on Bursa Malaysia since 1984 is being examined. This company faces numerous challenges from these interconnected forces, which have disrupted traditional business practices and challenged conventional leadership practices. As commented by Lawrence (2015), CC is being identified as the main critical factor in directing organizational components towards effective accomplishment of organizational goals via human capital, the key factor of any organization's success. To achieve success in the global business environment, leaders must be able to communicate effectively to motivate the employees to perform at their highest potential at all times if possible.

## **Problem Statement**

Malaysia's economic landscape has changed drastically in the past few years. Golshan & Omar (2011) mentioned that there has been a shortage of quality leaders of most industries to confront and handle the business challenges such as intense talent shortages, an aging customer base that requires greater personal attention, the ever changing government policies and regulations and the rapid global disruption. These pressing issues if left unattended will affect negatively the sustainability and profitability of any organization over the long term horizon.

## **Research Objectives**

- RO1: To examine CC components in relations to STL which are the Independent Variables (IVs) namely, VS, NVS, WS, LS and CCS.
- RO2: To determine each IV's four critical elements.

- RO3: To architect the STL conceptual framework and model.  
 RO4: To assess all five IVs' impact on STL.

### Research Questions

This quantitative study attempts to answer the following:

- RQ1: Is STL the result of a combination of CC components which are VS, NVS, WS, LS and CCS?  
 RQ2: Is VS a statistical significant STL predictor as a component of STL architecture?  
 RQ3: Is NVS a statistical significant STL predictor as a component of STL architecture?  
 RQ4: Is WS a statistical significant STL predictor as a component of STL architecture?  
 RQ5: Is LS a statistical significant STL predictor as a component of STL architecture?  
 RQ6: Is CCS a statistical significant STL predictor as a component of STL architecture?

### Research Hypothesis (RH) & Statistical Hypotheses (SH)

This study is designed to examine the following RH:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \varepsilon$$

Where,

Y= STL (Stellar Transformational Leadership)

X<sub>1</sub> = VS (Verbal Skill)

X<sub>2</sub> = NVS (Non Verbal Skill)

X<sub>3</sub> = WS (Writing Skill)

X<sub>4</sub> = LS (Listening Skill)

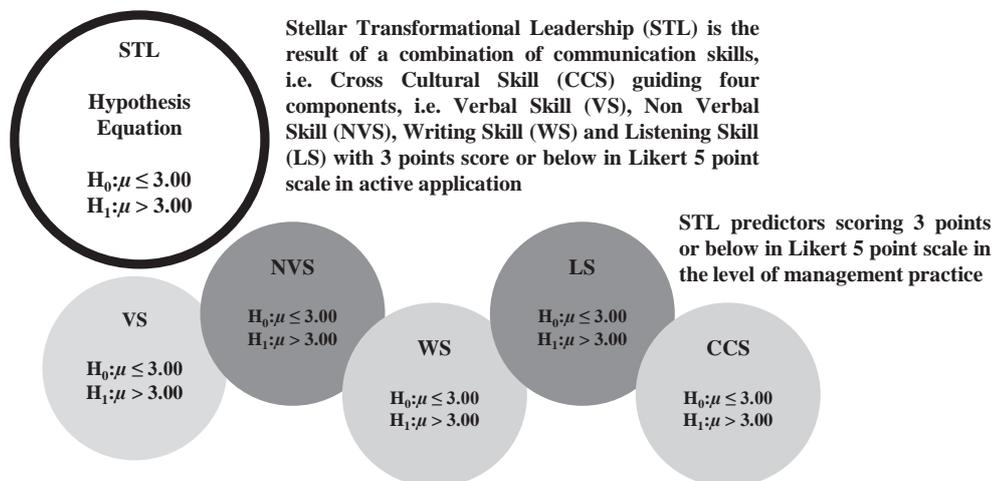
X<sub>5</sub> = CCS (Cross Cultural Skill)

β = Regression coefficient

ε = Random error term / Residual

This study adopts the following regression equation:

$$STL = \beta_0 + \beta_1 VS + \beta_2 NVS + \beta_3 WS + \beta_4 LS + \beta_5 CCS + \varepsilon$$



**Figure 1: Statistical Hypotheses (SH)**

Figure 1 shows the statistical hypotheses (SH) originated from RH and involved consideration of the anticipated data if the RH is true or the anticipated data if the RH is false.

## LITERATURE REVIEW

### Stellar Transformational Leadership (STL)

Researchers and scholars have examined leadership skills and effectiveness from a variety of perspectives since the 20<sup>th</sup> century. Maslow (1954) clearly theorized the motivational force behind human behaviour and this new knowledge contributed immensely to the continuous evolution of leadership theory. From 1970s onwards, research reemphasized on leaders' individual characteristics such as the communicative ability to influence, motivate, inspire and propel employees' performance to their highest potential. The organization automatically becomes more sustainable and profitable assuming all other factors remain constant. Johansson, Miller & Hamrin (2014); Jorfi et al. (2014); Sunindijo & Zou (2013) noted that the latest leadership theory has emerged from the communicative perspective where STL with CC has the charisma to engage employees in dialogue actively, shares and seeks feedback, practises participative decision making, and focuses on core strategic alignment with emotional intelligence. The communication competencies of a leader as stated by Taylor, Cornelius & Colvin (2013) lead to improved employee behaviour, better cultural factors influencing individual, departmental and organizational level. In the view of Zheng & Muir (2015), STL is constructed multi dimensionally with keys of leadership development rooted in CC skills. As investigated by Brandes & Darai (2014); Buble (2014); Holt & Seki (2012), the leader of the 21<sup>st</sup> century is characterized by the supportive, approachable and open communicative style. When the leader communicates concerns and cultural sensitivity to the employees' well-being, the organizational climate and employee performance change positively.

## Verbal Skill (VS)

As highlighted by Jadhav & Gupta (2014); Lawrence (2015); Talley & Temple (2013), a leader's responsibility is to encourage the employees from where they currently are to where they need to be in order to be more innovative and productive. This is accomplished through verbal communication as the leader communicates vision, direction and strategy through meaningful words and phrases. There are four critical elements of verbal skill as follows:

- **Probing** is enquiring into something deeper. This technique allows leader to acquire meaningful hidden messages from followers in a very tactful manner as examined by Berger (2014).

- **Enthusiastic open communication** is a very inviting mannerism to share information without being judgemental or prejudiced. This plays a significant role in effective two way communication as mentioned by Bell, Muir & Austin (2014).

- **Convincing Skill** is considered by Berger (2014) as an art of persuasion which is extremely critical for transformational leaders especially to win argument and influence people over to them.

- **Reinforcement** is the process of strengthening a belief or a desired behaviour. Competent leader should possess the ability to use verbal skill to encourage and reinforce the desirable behaviour of the workforce to ultimately transform them for the improved job performance as suggested by Brandes & Darai (2014).

## Non-Verbal Skill (NVS)

As commented by Cuddy (2015); Jadhav & Gupta (2014); Talley & Temple (2013), non-verbal communication which includes hand gestures, eye contact, facial expression, intonation contours, speaking tempo, vocal pitch, pauses during a conversation plays a much significant role than verbal communication. According to Goleman (1998), due to the spontaneous nature of this domain of communication as unintentionally communicating, or leaking emotional states via gestures and body language, the emotions projected particularly hand gestures can affect the employees. Mindful leader can make an emotional connection with the employees constructively. The four critical elements of non-verbal skill are as follows:

- **Body Gestures and Facial Expression** is the language of the body without words. Cuddy (2015) mentioned that the signals sent through the physical body can neutralize or overpower the status of a person.

- **Personal Space** is the physical space immediately surrounding a person. Therefore, leader needs to exercise social intelligence when dealing with anyone. When use this knowledge with care, it can communicate difficult message to the employees and yet make them receptive of the message and perhaps even make them feel empowered as stated by Johansson (2015).

● **Confident Mannerism/ Presence** as investigated by Cuddy (2015) is absolutely priceless especially during crisis. It is paramount for leader to bring the boldest self to influence others positively.

● **Tone of Voice** with which a word or a phrase is delivered is critical for the listener to interpret its meaning. In fact, the tone speaking the exact same word or phrase may suggest whether the statement is a question, judgement, order or instruction according to Oberda (2015).

### **Writing Skill (WS)**

As mentioned by Bell, Muir & Austin (2014), due to the advancement of the technology and the emergence of the internet, written communication plays a very important role in the communication domain. As social media and online communication gain exponential popularity, leader needs to have competency in this domain to stay connected with the employees. In addition, Fairhurst & Connaughton (2014) found that leader who communicates more online is particularly regarded as “influencer” as the employees perceive the leader as more assertive and credible. According to Johnson, Safadi & Faraj (2015), with the exponential growth of utilizing social media and the internet, there is an emergence of online community leaders who administer forums and have high network centrality score through written communications via emails, personal blogs, social media platforms etc. The followings are the four critical elements of writing skill:

● **Clear and Straight Forward** is the most preferred writing style recommended by journalists and professional writers as commented by Goleman (2013) which warrants efficiency and productivity.

● **Know Your Reader** is very significant in order for leader to craft the messages to the audience in easy to understand words and phrases as recommended by Goleman (2013).

● **Know Your Purpose** is absolutely crucial because a purposeful statement declares the specific reason a leader writes as reminded by Johansson (2015).

● **Know Your Medium** is important especially in the present borderless digital era. Choosing the most appropriate medium to reach out as suggested by Engin & Akgoxz (2013) creates communication satisfaction in organizations which will promote better employee engagement.

### **Listening Skill (LS)**

As revealed by Itzhakov, Klugar, Emanuel-Tor & Gizbar (2014), as an effective leader needs to be a good listener to gain wisdom and the hidden messages of employees to avoid misunderstanding, hostility, miscommunication or the downfall of team cohesion. Leader must be sensitive enough to know how an employee prefers to be listened to in order to hear what is being not said. Ultimately, good listening leads to connection, understanding and team cohesion to build better trust and rapport as resonated by Cuddy (2015); Lloyd, Boer, Kluger & Voelpel (2015). The four critical elements of listening skill are as follows:

●**Stop Talking Listening Attentively** as illustrated by Cuddy (2015) is to give up temporary right to speaking, asserting and knowing in exchange for reaping massive benefits by gaining trust, acquiring new and useful information and seeing everyone as an individual with unique gift and talent.

●**Observing Non Verbal Cues** tells the leader messages that are not being expressed in words which most of the time is more authentic than spoken words. The reality expressed through it can sometimes be contradicting to the verbal messages as argued by Oberda (2015).

●**Create a Focus Environment** is the only way to have complete undivided attention focusing on the employee should the leader desires to win over the employees as expressed by Buble (2014).

●**Active Empathic Listening** happens when leader is paying undivided attention to the employees wholeheartedly. Cuddy (2015) mentioned real listening happens when the leader has a sincere desire to understand his employees by suspending judgement even in challenging times. Lloyd, Boer, Keller & Voelpel (2013) discovered that employee perceptions of supervisor listening are closely correlated to emotional exhaustion, turnover intentions and organizational citizenship behaviour.

### **Cross Cultural Skill (CCS)**

As mentioned by Salamzadeh (2016), the agility and flexibility to communicate despite the cultural differences in a multicultural environment are paramount to the success of leader because the 21<sup>st</sup> century leader needs to leverage on culturally diverse workforce. Subsequently, cultural intelligence and communication effectiveness play a highly relevant role as stated by Mukherji, Jain & Sharma (2016). Interestingly, Jadhav & Gupta (2015); King & Zhang (2014) noted how successful a transformational leader is in part influenced by the leader's and employees' own cultural upbringing. Successful cross cultural communication happens with identifying and respecting all cultural differences. The four critical elements of cross cultural skill are:

●**Family Background** conditions the personality and traits of a leader which in turn is closely connected to influence how a leader perceives the world as agreed by Mukherji, Jain & Sharma (2016). This will mold and affect the chosen leadership style of any individual.

●**Ethnic Background** has massive impact on shaping how leader understands the world which subsequently forms his personal value and belief system as mentioned by Berger (2014).

●**Peer Influence** as experienced by Cuddy (2015) has transformed the way she lived which was totally unexpected of her previous goal. It can influence and determine the value or belief system of an individual. In fact, human interaction and socialization is one of the strongest influencers in molding an individual.

●**External Environment** factors are invisible forces that a leader has no control over but that can influence a person's characters, traits, value systems and leadership competencies as

mentioned by Kukule (2012). Leadership behaviour is easily influenced by external factors especially during challenging times.

### Conceptual Framework

Several key constructs as shown in Figure 2 below including Stellar Transformational Leadership (STL) as the dependent variable and the communication components, i.e. Verbal Skill (VS), Non Verbal Skill (NVS), Writing Skill (WS), Listening Skill (LS) & Cross Cultural Skill (CCS) are independent variables.

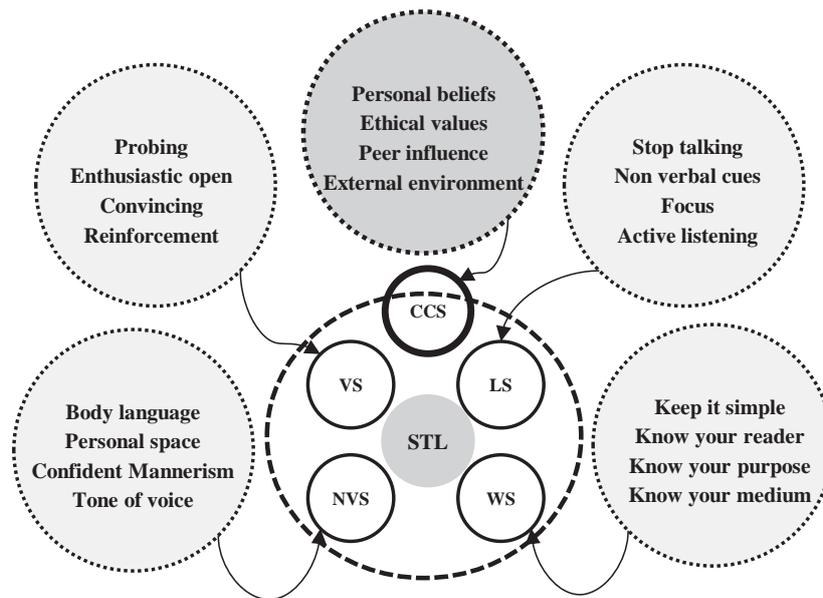


Figure 2: Conceptual Framework & Model with Critical Element

### RESEARCH METHODOLOGY

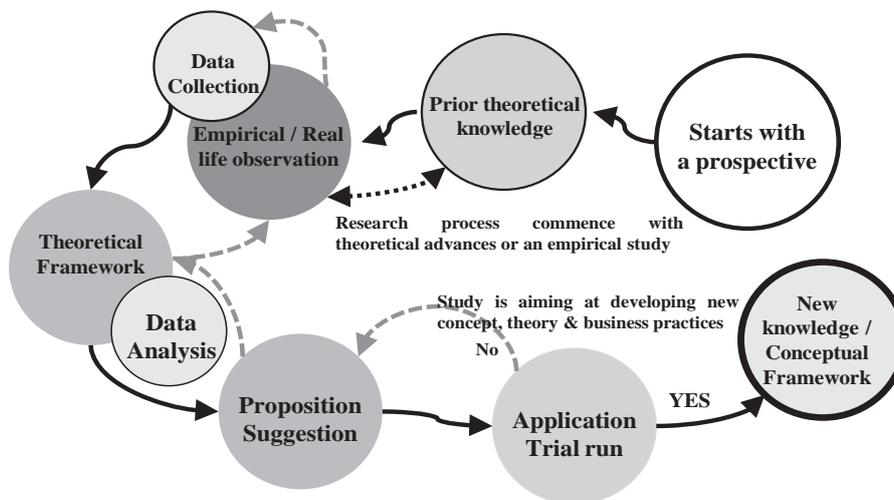


Figure 3: Menzies' Abductive Research Process

## Research Design

As recommended by Menzies (1996), Figure 3 illustrates the quantitative descriptive fundamental research using abductive approach where it is a formal, objective, systematic process in which numerical data and quantitative methods are used to obtain information about the chosen population through a selected theoretical framework supported by empirical studies. Then it is tested by empirical observation via a survey questionnaire where a sample group is randomly selected to determine its characteristics. From there, it is inferred that the population possesses the same characteristics as the sample group.

## Research Instrument

Since this abductive research is novel, survey questionnaire is adopted after the researcher has performed extensive empirical research on the topic to form the original 88 questions and the 6 demographic questions. The strategy of inquiry in the instrument adopts a Likert 5-point scale questionnaire to first collect raw valuable data which is then analyzed using quantitative statistical procedures and hypothesis testing via SPSS with the intention to support or refute the research and statistical hypotheses.

## Sample and Sampling Method

The unbiased random sample size of 325 out of population size of 2113 with extra 55 as buffer is drawn based on Krejcie and Morgan (1970)'s recommendation. This is deemed essential in drawing conclusions from the results of a study.

## Data Collection and Analysis

Self-administered standardized survey containing 94 well-constructed questions is distributed to randomly selected sample group. Within a predetermined time frame, the self-completed questionnaire will be collected to estimate population attributes. Quantitative raw data will be turned into useful information statistically via SPSS to test the predetermined hypothesis. The two statistical methods adopted are:

- a) *Descriptive statistics* provide information that geared towards scale data are applied to population properties such as measures of spread (range), measures of dispersion (variance, standard deviation), measure of normality of the distribution (Skewness & Kurtosis) or other parameters, like percentage, ranking etc.
- b) *Inferential statistics* (obtained from Multiple Regression Analysis in this study) make generalizations about the populations from which the samples are drawn. The objective is to reach conclusions that extend beyond the immediate data alone with the intention to make inferences from the data obtained to more general conditions.

## RESULTS

### Validity and Reliability

As recommended by Anastasi & Urbina (1997), a panel of “experts” were responsible to assess both content and construct validities of this study. One was the supervisor of the researcher and another was the renowned industrial leadership expert. Both had approved the construct and content validity of this study.

Cronbach's Alpha (CA) of the reliability test is a measure of internal consistency and a measure of scale reliability based on Pilot test. The reliability of research instrument is closely associated with its validity based on Nunnally (1978). Cronbach’s Alpha of 0.7 and above confirms that the variables have relatively high internal consistency.

**Table 1: Reliability Test**

**VALIDITY : CONSTRUCT & CONTENT** were initially discussed and validated by subject expert and industrial leadership expert. Further VALIDITY test was conducted via Pearson Correlation to CONFIRM the statistically significant relationship between the variables. (Anastasi & Urbina, 1997 )

**RELIABILITY :** Pilot test was conducted to 30 respondents randomly.

Recommended Cronbach Alpha for Social Science :  $\geq 0.70$  (Acceptable) by (Nunnally,1978)

Scale	No. of Scale Item	Reliability Coefficient (Cronbach Alpha)	
		Pilot Test (n=30)	Actual Result (n=326)
Communication Skills Questionnaire	88		
Verbal	16	0.972	0.889
Non Verbal	16	0.965	0.887
Writing	16	0.958	0.866
Listening	16	0.803	0.821
Cross Cultural	16	0.895	0.809
Stellar Transformational Leadership	8	0.941	0.749

With reference to Table 1, both validity and reliability test results confirm that the complete analysis of the study can be executed.

## Descriptive Analysis

**Table 2: Descriptive Statistics**

	<u>VS</u>	<u>NVS</u>	<u>WS</u>	<u>LS</u>	<u>CCS</u>	<u>STL</u>
<b>Mean</b>	4.1186	4.0485	3.9047	3.1097	4.1760	4.1901
<b>Standard Error</b>	0.03966	0.04537	0.04181	0.03360	0.03335	0.02956
<b>Median</b>	4.0625	4.1875	3.9688	3.1563	4.2500	4.2500
<b>Mode</b>	5.00	4.69	4.06	3.75	4.38	4.38
<b>Standard Deviation</b>	0.55520	0.63524	0.58539	0.47036	0.46684	0.41380
<b>Sample Variance</b>	0.308	0.404	0.343	0.221	0.253	0.155
<b>Kurtosis</b>	-1.061	-0.784	0.100	-0.334	-0.501	-0.006
<b>Skewness</b>	-0.002	-0.435	-0.499	-0.481	-0.494	-0.480
<b>Range</b>	2.06	2.50	3.19	2.19	3.81	2.00
<b>Minimum</b>	2.94	2.50	1.81	1.81	3.00	3.00
<b>Maximum</b>	5.00	5.00	5.00	4.00	6.81	5.00
<b>Sum</b>	807.25	793.50	765.31	609.50	820.94	828.38
<b>Count</b>	326	326	326	326	326	326

Table 2 shows that the mean for STL is 4.1901, CCS is 4.176, VS is 4.1186, NVS is 4.0485, WS is 3.9047 and LS is 3.1097. These provided the centre of tendency for this research. The median for STL is 4.25, CCS is 4.25, VS is 4.0625, NVS is 4.1875, WS is 3.9688 and LS is 3.1563. The mode for STL is 4.38, CCS is 4.38, VS is 5, NVS is 4.69, WS is 4.06 and LS is 3.75. The frequency distribution simply illustrates the data normal distribution and pattern of all variables.

The range row indicated that all variables are wide ranging from 2.00 in STL to 3.81 in CCS. The range reading can be interpreted as the significant hidden opportunities for new theoretical frameworks and conceptual models to be conceived. Therefore, statistically CCS being the highest 3.81 has the most hidden opportunities followed by the rest which are WS, NVS, LS, VS and STL.

Ho & Yu (2014) & Horswell & Looney (1993) stated skewness and kurtosis test is used roughly as degree of normality distribution indicator to communicate the degree of non-normality, rather than statistical significance under some null hypothesis of normality. Table 2 shows a rough index of the asymmetry of STL distribution around its mean, where WS with -0.499 reflected the negative skewness in unimodal distribution suggested relatively plentiful and/or extreme negative values, and VS with -0.002, a very mild negative skewness indicated the same for a near to zero negative value. On the other hand, Table 2 illustrates WS having kurtosis of 0.100 which indicated a near to zero peaked distribution whereas VS having -1.06 (very close to -1.0) indicated a within the acceptable range of distribution.

## Regression Analysis

**Table 3: Multiple Linear Regressions**

	$\beta$	$t$	$P$
<b>VS</b>	0.154	1.445	0.097
<b>NVS</b>	0.147	1.374	0.087
<b>WS</b>	0.110	1.250	0.183
<b>LS</b>	0.168	2.239	0.100
<b>CCS</b>	0.384	4.845	0.000

Multiple R = 0.448,  $R^2 = 0.201$ , adj.  $R^2 = 0.190$

*Multiple STL predictors with VS, NVS, WS, LS & CCS.*

An adjusted  $R^2$  of 0.19 in Table 3 indicates that the model explains 19% of the variation in the dependent variable STL. This may seem to be an inherently bad low value below 50%, however since this research is novel and is on social science to predict human behavior, it is entirely expectable as elaborated extensively in Yu (2015)'s research. The statistics outcomes VS ( $\beta = 0.154$ ,  $t=1.445$ ,  $p=0.097<0.10$ ); NVS ( $\beta = 0.147$ ,  $t=1.374$ ,  $p=0.087<0.10$ ); WS ( $\beta = 0.110$ ,  $t=1.25$ ,  $p=0.183>0.10$ ); LS ( $\beta = 0.168$ ,  $t=2.239$ ,  $p=0.10<0.10$ ); and CCS ( $\beta = 0.284$ ,  $t=4.845$ ,  $p=0.001<0.01$ ) illustrated that **WS** together with VS, NVS, LS, CCS to achieve statistical significant STL prediction was itself the only independent variable not statistical significant at 90% confidence level. The p-values of VS, NVS and LS are less than the 90% confidence level, p-value of CCS is less than the 99% confidence level and p-value of WS is more than the 90% confidence level. On this basis, the observation drawn on the sample actually reflects less than the characteristics of the entire population.

### VS Predicting STL

VS ( $\beta=0.154$ ,  $p=0.097<0.10$ ). The beta value of VS indicates that if one unit increases in VS then STL will increase by 0.154 unit. This is significant at a confidence level of 90% because p is lower than 0.10 that is why the alternative hypothesis that VS is a statistically significant predictor of STL architecture fails to be rejected. This study confirms the finding of Berger (2014) that globalization and the arrival of digital age push the need for leaders to acquire CC skills as the demographics changed drastically. Chuang (2013) also supported the fact that VS can motivate employees to increase job performance when communication satisfaction improves.

### NVS Predicting STL

NVS ( $\beta=0.147$ ,  $p=0.087<0.10$ ). The beta value of NVS indicates that if one unit increases in NVS then STL will increase by 0.147 unit. This is significant at a confidence level of 90% because p is lower than 0.10 that is why the alternative hypothesis that NVS is a statistically significant predictor of STL architecture fails to be rejected. This study confirms the finding of Cuddy (2015) that when the leaders feel strong, the tone of voice, expansion of body gestures and larger personal space communicate power to the people around them.

Similarly, the finding of Tskhay & Rule (2013) identifies that the observation of non verbal cues is significant to increase leadership effectiveness significantly.

### **WS Predicting STL**

WS ( $\beta=0.110$ ,  $\rho=0.183>0.10$ ). The beta value of WS indicates that if one unit increases in WS then STL will increase by 0.11 unit. This is NOT significant at a confidence level of 90% because p is higher than 0.10 that is why the alternative hypothesis that WS is a statistically significant predictor of STL architecture is to be rejected. This study confirms the finding of Goleman (2013) that advocates leaders need to be mindful of smart practice of VS, NVS, LS and CCS excluding WS as the secret to STL performance. This statistical result for WS does not support the finding of Meridith (2012) that leaders need to possess writing skill in order to communicate effectively to its employees especially those millenials in this social media era.

### **LS Predicting STL**

LS ( $\beta=0.168$ ,  $\rho=0.10<0.10$ ). The beta value of LS indicates that if one unit increases in LS then STL will increase by 0.168. This is significant at a confidence level of 90% because p is actually marginally lower than 0.10 that is why the alternative hypothesis that LS is a statistically significant predictor of STL architecture fails to be rejected. This study confirms the finding of Cuddy (2015) that listening attentively allows listener to acquire more useful information. When leaders stop preaching and start listening, employees develop a deeper sense of trust in their leaders. When they feel heard, they are willing to contribute more.

### **CCS Predicting STL**

CCS ( $\beta=0.384$ ,  $\rho=0.000<0.01$ ). The beta value of CCS indicates that if one unit increases in CCS then STL will increase by 0.384 unit. This is significant at a confidence level of 99% because p is lower than 0.01 that is why the alternative hypothesis that CCS is a statistically significant predictor of STL architecture fails to be rejected. This study confirms the finding of Mukherji, Jain & Sharma (2016) that global leaders with cultural intelligence complimented with champion communication skills are in great demand as the world turns borderless . The finding of Widhiastuti (2012) discovers that cultural force has impact on leadership effectiveness. When leaders communicate effectively that they align their business strategies with taking care of the cultural needs of employees, employees feel appreciated and empowered.

**Table 4: Statistical Hypothesis Testing Summary**

Statistical Hypothesis Testing summary		
Architecture Component	Hypothesis Equation	Hypothesis Statement
<b>STL</b>	<ul style="list-style-type: none"> <li>• <math>H_0:\mu \leq 3.00</math></li> <li>• <math>H_1:\mu &gt; 3.00</math></li> </ul>	T stat (1.877) is greater than the t Critical one-tailed (0.936), the result REJECTS the null hypothesis and FAILS TO REJECT $H_1:\mu > 3.00$
<b>VS</b>	<ul style="list-style-type: none"> <li>• <math>H_0:\mu \leq 3.00</math></li> <li>• <math>H_1:\mu &gt; 3.00</math></li> </ul>	T stat (3.139) is greater than the t Critical one-tailed (0.996), the result REJECTS the null hypothesis and FAILS TO REJECT $H_1:\mu > 3.00$
<b>NVS</b>	<ul style="list-style-type: none"> <li>• <math>H_0:\mu \leq 3.00</math></li> <li>• <math>H_1:\mu &gt; 3.00</math></li> </ul>	T stat (2.748) is greater than the t Critical one-tailed (1.048), the result REJECTS the null hypothesis and FAILS TO REJECT $H_1:\mu > 3.00$
<b>WS</b>	<ul style="list-style-type: none"> <li>• <math>H_0:\mu \leq 3.00</math></li> <li>• <math>H_1:\mu &gt; 3.00</math></li> </ul>	T stat (0.345) is not greater than the t Critical one-tailed (0.904), the result FAILS TO REJECT the null hypothesis and REJECTS $H_1:\mu > 3.00$
<b>LS</b>	<ul style="list-style-type: none"> <li>• <math>H_0:\mu \leq 3.00</math></li> <li>• <math>H_1:\mu &gt; 3.00</math></li> </ul>	T stat (5.033) is greater than the t Critical one-tailed (0.996), the result REJECTS the null hypothesis and FAILS TO REJECT $H_1:\mu > 3.00$
<b>CCS</b>	<ul style="list-style-type: none"> <li>• <math>H_0:\mu \leq 3.00</math></li> <li>• <math>H_1:\mu &gt; 3.00</math></li> </ul>	T stat (2.504) is greater than the t Critical one-tailed (1.198), the result REJECTS the null hypothesis and FAILS TO REJECT $H_1:\mu > 3.00$

Table 4 illustrates the statistical hypothesis test claimed that intense participation of STL across all the architecture components are paramount to the success of organizations in order to increase versatility and responsiveness to react to volatility and uncertainty of the environment. This is used to compare means of a continuous variable in two different groups, T stat (1.877) is greater than the t Critical one-tailed (0.936), the result rejects the null hypothesis and fails to reject  $H_1:\mu > 3.00$ .

## CONCLUSION

This study concludes with the research gaps of STL performance in the real business world and limitations of current knowledge of the impact of communication competencies on STL in championing the volatile competitive global environment. This presents enormous probability of continuous evolution of the transformational leadership theory in the dynamic 21<sup>st</sup> century.

This project fails to reject the enhanced Research Hypothesis (RH):

$$STL = \beta_0 + \beta_1 VS + \beta_2 NVS + \beta_3 LS + \beta_4 CCS + \varepsilon$$

Stellar Transformational Leadership (STL) is the sum of communication skills i.e. Verbal Skill (VS), Non Verbal Skill (NVS), Listening (LS) and Cross Cultural Skill (CCS).

## Future Research

A continuous research into the communication dimensions for peak performance is unavoidable. It is intrinsic to business organization as a strategic sustainable competitive advantage in the glut of challenging trends. Developing and nurturing STL performance becomes a significant pertinent part of business organization to remain competitive in this borderless world. An extension from this study is to focus on whether STL is the optimal combination of the communication components, i.e. VS, NVS, LS guided by CCS without WS as elaborated in the proposed framework and model. It will be interesting to investigate the different emergence of STL types through CCS dimension which ultimately is anticipated to be the supreme predictor governing VS, NVS and LS. The suggested model will serve as a catalyst to offer new knowledge to both the corporate and academic world as the external environment continues to be uncertain but at the same time full of opportunities of growth.

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