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# Antecedents and Consequences of Shared Vision Dissemination Quality: Evidence from Public and Private Universities in Indonesia and Malaysia

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**ABSTRACT**

This study examines how organizational commitment, transformational leadership, and readiness for change influence shared vision dissemination quality and, in turn, employee performance in higher education institutions. A cross-sectional survey was administered to 200 lecturers and educational staff from public and private universities in Indonesia and Malaysia. Data were analyzed using PLS-SEM with SmartPLS 4.0. The results indicate that organizational commitment, transformational leadership, and readiness for change significantly enhance shared vision dissemination quality, which strongly predicts employee performance. Transformational leadership emerges as the strongest predictor of shared vision dissemination quality. These findings highlight the strategic role of effective vision dissemination in strengthening organizational learning and performance in universities. The study contributes by integrating insights from the Theory of Reasoned Action, Learning Organization Theory, and Cognitive Learning Theory to conceptualize shared vision dissemination quality and explain its antecedents and outcomes.



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## Introduction

Organizations must be increasingly flexible and adaptive in an era of continuous change to sustain performance and remain competitive. Higher education institutions are no exception. Universities are under growing pressure to prepare graduates for participation in a global society shaped by globalization, digital transformation, and cross-border mobility. This situation demands substantial investment in human resources so that academic staff and graduates can develop cross-cultural competence, acquire new knowledge and skills, communicate and negotiate effectively, and understand local laws and customs in diverse contexts. Consequently, the quality of a nation's university graduates will increasingly determine its capacity to compete in the global arena. Put differently, universities are expected to take a leading role in building a knowledge-based society and equipping graduates to thrive in a globalized world.

As higher education becomes more globally connected, internationalization increasingly manifests through research performance, community service, student activities, scientific initiatives, internationalized teaching and curricula, and inter-institutional collaboration. In this internationalization process, external benchmarks are often used to evaluate and compare institutional performance. One widely recognized metric is the Quality and Success (QS) World University Rankings (WUR), which provides quantifiable indicators that shape institutional aspirations and strategic priorities. Universities worldwide—including public and private universities in Indonesia and Malaysia—frequently set performance targets related to QS rankings, such as aiming to improve their standing in QS Asia University Rankings and QS World University

Rankings. Achieving these targets requires universities to translate strategic ambitions into priority programs and to ensure that institutional goals are implemented consistently across academic and administrative units.

The successful execution of these priority programs depends heavily on university human resources, particularly lecturers and educational staff. Therefore, employee performance in higher education becomes a central concern: without strong performance at the employee level, institutional performance targets are difficult to realize. Prior research has examined various antecedents of employee performance (Abdelwahed et al., 2023; Anvari et al., 2016; Ibrahim et al., 2017; Tian et al., 2023), and improved employee performance is widely associated with stronger organizational performance (Ordóñez et al., 2008a). However, in complex organizations such as universities, performance is not determined only by individual capability or motivation. It is also shaped by the extent to which employees understand, internalize, and align their daily actions with institutional direction.

To address this issue, the present study introduces shared vision dissemination quality as a key explanatory construct and a central novelty of this research. Shared vision dissemination quality is developed through theoretical integration between middle-range theories relevant to organizational learning and cognitive learning, and the grand theory of reasoned action. Conceptually, this construct is grounded in the idea that a shared vision represents an overarching description of the organization and its desired future that unites members through shared identification and emotions. A shared vision refers to a clear and shared image of a desired future state that members can identify with—an internalized vision (Hoe, 2007). Such a vision is intended to inspire organizational goals and drive internal adjustments required to achieve future outcomes. Yet, a vision does not automatically become "shared." It must be communicated and reinforced through interaction and organizational processes. Thus, high-quality dissemination is necessary for organizational members to understand, accept, and internalize the shared vision. From this perspective, employee performance may be influenced by an organization's ability to disseminate a compelling shared vision with high quality. Nevertheless, this proposition requires systematic literature-based justification and empirical testing.

Shared vision dissemination quality is expected to be shaped by several organizational antecedents. First, organizational commitment may strengthen dissemination quality because employees with strong affective commitment are more likely to embrace organizational goals and internalize the institution's direction. Prior findings suggest that employees' affective commitment facilitates the successful development of shared vision (Dvir et al., 2004; Blackhawk & Wilner, 2018). Building commitment within a group by framing the organization's vision as a shared aspiration is also central to the idea of shared vision itself (Baumgartner et al., 2022). Moreover, shared vision is a foundational element of the learning organization. Senge (1997) positions "building shared vision" as one of the five disciplines of a learning organization—alongside systems thinking, personal mastery, mental models, and team learning—because shared vision provides focus and vitality for continuous learning and adaptation. Evidence also indicates that organizational commitment supports shared vision development and dissemination processes (Doten-Snitker et al., 2021a). At the same time, a strong shared vision is typically formed not only by commitment alone, but also by additional internal and external factors (Saragih, 2015), making it important to examine other antecedents that may strengthen dissemination quality.

Second, transformational leadership is expected to play an essential role in improving shared vision dissemination quality. A shared vision is an overarching aim that binds organizational members together, strengthens collective commitment, and supports coordinated action. Transformational leadership facilitates this process by inspiring and motivating followers to pursue shared objectives, while encouraging empowerment, creativity, and innovation (Mahmood et al., 2014). In particular, the inspirational motivation component of transformational leadership emphasizes articulating an inspiring vision and providing a roadmap that helps organizational members work together toward the vision (Hwang et al., 2017). Therefore, transformational leadership is likely to be a critical driver of dissemination quality because it shapes not only the content of vision communication, but also the motivational climate that influences whether employees internalize and enact the vision.

Third, readiness for change may enhance shared vision dissemination quality, especially in environments characterized by ongoing transformation. Readiness for change reflects the extent to which employees are psychologically and behaviorally prepared to accept and support organizational change. When employees are prepared for change, they are more receptive to new directions and better able to

interpret and apply organizational messages. Empirical work suggests that employee readiness for change directly influences how effectively shared vision is communicated and absorbed (Haque et al., 2016). In a globalized environment where change is continual, readiness for change becomes essential for managing organizational demands and adapting to internal and external pressures (Ogbodoakum, Nnamdi, & Norhasni Zainal Abiddin, 2017). Accordingly, this study proposes that readiness for change is a relevant antecedent of shared vision dissemination quality and a factor that supports the relationship between vision dissemination and employee performance.

In sum, this study is relevant for both business and higher education organizations because it advances the conceptual development of shared vision dissemination quality and tests its role in improving employee performance. In university contexts, shared vision dissemination quality is crucial for inspiring organizational members and mobilizing coordinated efforts toward institutional goals. Developing and enhancing dissemination quality is likely to require supportive conditions such as organizational commitment, transformational leadership, and readiness for change. A high-quality disseminated shared vision is expected to strengthen alignment and ultimately improve the performance of lecturers and educational staff.

This study is motivated by several interrelated research problems. First, empirical research on shared vision—particularly in higher education contexts—remains limited, creating an opportunity to refine and extend the construct in line with evolving organizational demands. Second, the determinants that shape how a shared vision is effectively disseminated across organizational members require deeper investigation, especially organizational commitment, transformational leadership, and readiness for change. Third, shared vision dissemination quality has rarely been tested as a mechanism that can directly support improvements in employee performance. If this construct is empirically validated, it may offer a practical pathway for universities to strengthen the performance of lecturers and educational staff through more effective strategic alignment.

Accordingly, this research aims to examine the extent to which organizational commitment, transformational leadership, and readiness for change contribute to shared vision dissemination quality within universities. It also seeks to assess whether shared vision dissemination quality significantly improves employee performance among lecturers and educational staff. In addition, this study aims to test the mediating role of shared vision dissemination quality in explaining how the proposed antecedents translate into performance outcomes.

In line with these objectives, this study addresses the following research questions: whether organizational commitment is positively associated with shared vision dissemination quality; whether transformational leadership is positively associated with shared vision dissemination quality; whether readiness for change is positively associated with shared vision dissemination quality; whether shared vision dissemination quality positively influences employee performance; and whether shared vision dissemination quality acts as a mediating mechanism linking the antecedents (organizational commitment, transformational leadership, and readiness for change) to employee performance.

## Literature Review

### Theory of Reason Action (TRA)

Fishbein & Ajzen created the Theory of Reason Action (TRA) in 1975 (Littlejohn & Foss, 2012). According to this idea, a person's intention, which is a function of their conduct toward subjective norm behavior, determines their behavior. This intention is a cognitive representation of an individual's behavior preparedness and has a high degree of predictive power. According to Fishbein & Ajzen (1975), social influence, or subjective norms, and attitude—or one's attitude toward behavior—are the two main factors that affect a person's intention to engage in a certain action. Fishbein & Ajzen (1975) add beliefs to this theory. According to him, normative views (normative beliefs) are the source of normative beliefs, whereas behavioral beliefs (behavioral beliefs) are the source of subjective standards. The quality of shared vision distribution can be analyzed using the Theory of Reasoned Action (TRA). If there is cooperation between the person's interests, attitudes toward behavior, and subjective norms, the shared vision will be distributed well. Three relationships comprise the notion of reasoned action: 1) Beliefs and attitudes: Beliefs shape attitudes through the influence of positive or negative knowledge, which means that knowledge shapes attitudes toward actions. It is implied that attitudes can be either positive or negative based on the parts of knowledge that make up beliefs. 2) The connection between subjective norms and normative beliefs:

Whether or not someone should engage in an activity, normative ideas about acts and behaviors are a part of knowledge and are the opinions of other people that impact a person's life. Subjective norms about behavior are judgments made by an individual after taking into account the opinions of others. 3) The connection between behavior desire and attitudes toward subjective norms: The desire to take action determines one's intention to do so, which is shaped by one's views and the subjective standards surrounding that activity.

According to Fishbein and Ajzen's 1975 theory of reasoned action, behavioural attitudes and subjective norms are the only two things that can affect a person's desire to behave. Therefore, there is still plenty of room for expansion and construction of certain behaviours. Beliefs and attitudes on the subjects of this study are the results of effective communication of a common goal. What should remain the same and what should change in an organisation will be determined by a common vision. People are more likely to be aware of the organization's objectives when there is a common vision. By incorporating individual character, this increases the complexity of behaviour predictions and offers a great chance to advance model creation in the theory of reasoned action. According to the notion of reasoned action, a person's purpose to act in a particular way as well as other reinforcing factors determine how they react. When the Theory of Reasoned Action is used to explain behaviour that an individual can control, it works best. Even though the researcher is greatly motivated by his subjective attitudes and norms, let's say that the behaviour is not entirely within the individual's power or will. He might not exhibit the behaviour in that scenario.

**Learning Organization**

A learning organization is one where individuals continuously develop their ability to produce the results they really want, where novel, expanded thought patterns are encouraged, where group goals are released, and where individuals continuously learn to perceive the organization as a whole (Senge, 1997). Peter Senge describes learning organizations as five interrelated disciplines, namely (1) shared vision, (2) systems thinking, (3) team learning, (4) personal mastery (personal mastery), and (5) mental patterns (mental models). Learning Organization is a continuous process that provides smooth learning and individual development for all employees while maintaining continuous transformation and empowerment of human resources. Meanwhile, Garvin (1993) in (Tortorella et al., 2020) defines a learning organization as an organization that is skilled in creating, acquiring, and transferring knowledge and modifying its behavior in line with the knowledge and insight it obtains. According to Garvin, knowledge is obtained from the results of one's creation due to creativity and insight. However, it can also come from outside the organization or be conveyed by insiders. Wherever this knowledge comes from, it should provide organizational change.

Moreover, according to (Fallis, 2013) a learning organization is one in which all members strive to identify and resolve issues, allowing the company to continuously experiment, adapt, and enhance its capabilities in order to grow, learn, and accomplish objectives. Empowering individuals, balancing the quantity and quality of work life, and fostering learning freedom are the main goals of learning organizations. Acknowledge, adapt, and actively pursue change. Organizations that are dynamic and foster ongoing education are the ones that bring about change.

**Cognitive Learning Theory**

Cognitive Learning theory was discovered by Jean Piaget (1980) in (Huitt, W., & Hummel, 2003) states that visible human behavior cannot be measured and explained without involving other mental processes such as motivation, attitudes, interests, and desires (Grider, 1993). Cognitive learning theory states that a person's behavior is not only controlled by "reward" and "reinforcement." A person's behavior is always based on cognition, namely the act of recognizing or thinking about the situation in which the behavior occurs. The cognitive theory was originally put forward by Dewey and continued by Jean Piaget, Kohlberg, Damon, Mosher, Perry, and others. According to cognitive learning theory, humans engage in mental processes as a result of their active interactions with their surroundings. The goal is to achieve a change that is relative and long-lasting in terms of information, comprehension, behaviour, skills, values, and attitudes. The goal of cognitive learning theory, often known as a perceptual model, is to maximise logical capacity and object understanding. Knowledge (Knowledge), comprehension (understanding), application (application), analysis (analysis), synthesis (synthesis), and assessment are the levels of cognitive capacity. According to the description given above, the capacity for rational development is what unites cognitive knowledge.

**New Conceptualization: Shared Vision Dissemination Quality**

Shared vision dissemination is proposed as a new conceptualization of the development of shared vision variables. The success of an organization can be achieved if all members have the same views and ideals, feel the same fate, and strive to achieve organizational goals, which is known as a shared vision. All organization members build the vision as a shared desire, determination, and commitment. The shared vision is building a sense of commitment within a group by creating a shared picture of the future, principles, and guiding practices expected to achieve the future. The following presents the New Conceptualization: Shared Vision Dissemination Quality theoretical framework.

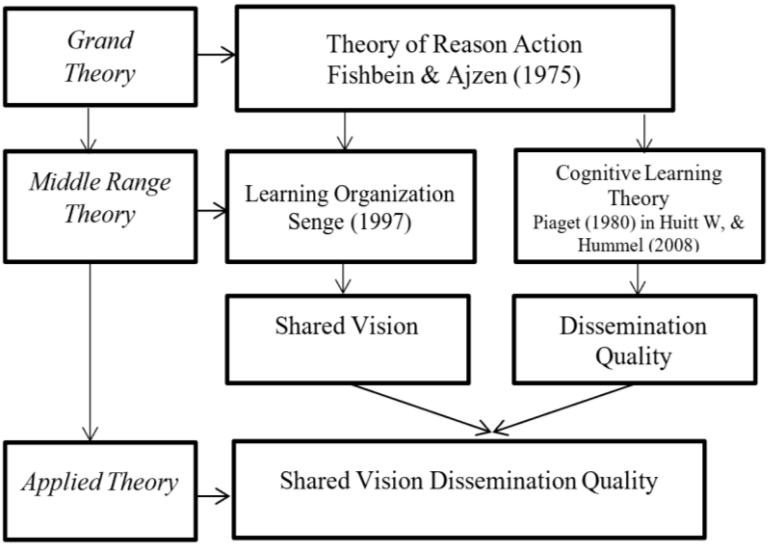


**Figure 1.** Theoretical Framework

The theory of reasoned action is the broad theory of shared vision. Fishbein and Ajzen's theory of reason action postulates that an individual's interests are the most accurate predictor of their behaviour. Behavioural interest stems from two primary sources: the person's belief in the outcomes of the behaviour they have engaged in, as well as their impression of the opinions of those closest to them regarding the behaviour they have engaged in. Ajzen added personal views and ideas about behavioural control—specifically, the conviction that people can act in a way that is consistent with their abilities—to the theory of reasoned action. Subjective standards and attitudes constitute the basis of the Theory of Reasoned Action, which is influenced by individual and individual intents. One of the determining factors is attitude, which is impacted by the outcomes of past decisions.

thoughts about other people's opinions and the desire to follow their thoughts or opinions will also have an impact on subjective norms. Put simply, people will act provided their environment supports it and the action has positive value derived from past experiences. A shared vision and understanding inside the individual can be supported by attitudes towards behaviour, behaviour that an individual carries out, and attitudes that arise based on the individual's beliefs and perceptions. Shared vision is a discipline in the Learning Organization. Peter Senge in (Yulia Sari, 2022) describes the Learning organization as five interrelated disciplines, namely (1) shared vision, (2) systems thinking, (3) team learning, (4) personal mastery (personal mastery), and (5) mental patterns (mental model). These five interrelated disciplines are known as "The Fifth Discipline." The shared vision is not an idea but the power of the human heart that produces strength, moves individuals to achieve goals and connects everyone to gather strength. Shared vision is the Building of commitment among organizational members to develop a shared vision and formulate strategies to achieve that vision. If a shared vision is effectively disseminated, it will help the organization achieve its objectives. Establishing high-quality dissemination will spark interest in the vision, broaden the range of opinions, and encourage the expression of possibly opposing viewpoints. Effective communication and dissemination inside the organization are necessary for creating a shared vision (Scullion, 2002). Building commitment within a group or organization through the development of a shared vision, guiding principles, and useful references that can help you reach your objectives is known as a shared

vision. Cognitive learning theory is associated with high-quality dissemination. Without undervaluing external or contextual elements, cognitivism acknowledges the significance of individual factors in achieving shared vision in the propagation of shared vision. According to cognitivism, the dissemination process is an ongoing, lifelong interaction between the person and his surroundings (Grider, 1993).

Cognition is a piece of furniture in our minds that is the "center" driving our various activities: recognizing the environment, seeing various problems, analyzing problems, searching for new information, drawing conclusions, etc. Dissemination can be interpreted as spreading information or knowledge to a wide audience. In a scientific context, dissemination is a process that aims to spread research results, findings, or innovations to the general public, either through publications, presentations, or other activities. Good quality dissemination of shared vision will provide general guidance regarding the organization's knowledge needs to help determine the type of knowledge needed, types of activities, and dissemination that must be carried out. Shared vision also ensures that only relevant knowledge is acquired and then disseminated to the organization to achieve goals. If employees have a shared vision, the knowledge acquisition and dissemination process can tolerate inefficiencies. This is because a shared vision helps establish the outline of a development strategy.

**Organizational Commitment**

Vision is vital in organizational learning because vision provides focus and energy. The individual learning process in an organization cannot guarantee the emergence of a learning organization if there is no shared commitment about the future that we want to achieve together. Vision has significant meaning for an institution or organization. Among them are adding value to organizational life, both individually, in groups, and as a whole organization, encouraging organizational members to move towards a better future, overcoming fear of failure, and challenging any establishment and status quo detrimental to the organization's survival. Shared vision is about how commitment to an organization is built within a group or organization by developing a shared view of the future they want to create, principles, and practical references that can lead to the goals they want to achieve (Allen, N.J. and Meyer, J.P. (1990); Mahmood et al., 2014). Organizational commitment in building a shared vision with good quality dissemination is a never-ending process where individuals in the organization share ideas, visions, goals, desires, values, why, what they are doing, and how to achieve more significant common goals (Doten -Snitker et al., 2021b). A team with a shared vision will work harmoniously toward the same goal (Barber, 2010).

H1 Organizational commitment positively influences shared vision dissemination quality.

**Transformational Leadership**

Building good shared vision dissemination quality requires good communication between leaders and subordinates (Baumgartner et al., 2022). Shared vision must be interpreted well by someone at the managerial level. A manager must explain the vision set to subordinates/staff. Peter Senge, in the book The Fifth Discipline Fieldbook (1994), explains that there are five stages that organizations can use to build a shared vision, namely, telling, selling, testing, consulting, and co-creating. Transformational leadership is a leadership style suitable for carrying out the stages of building a shared vision (Adnan & Raju, 2019). A leader determines the vision at the telling stage, and members follow. Delivery of instructions is direct, clear, and consistent. Things that can or cannot be negotiated are put forward at this stage. Usually, members can only remember 25% of the instructions given by the leader. Members will follow instructions, but only a few are committed. The second stage is Selling. Selling is the stage where the leader knows the vision that the organization should have and offers it to members. Leaders need member acceptance. At this stage, the organization is open to accepting members, supports member initiatives and suggestions, and fosters good relationships with members and customers. The disadvantage of this stage is that members often accept the leader's vision but sometimes have differing views on the leader's vision. Testing comes next. The leader already has some vision ideas for the testing phase, but before moving forward, she wants to hear from the members. Providing as much information as possible, doing ability, motivation, and usability tests, developing surveys, and holding interviews are all part of implementing the vision. This stage's drawback is that using testing to convey the vision is challenging. The fourth stage is consulting, when the leader first drafts a vision before soliciting members' creative contributions to carry out the preparations. The last step is the co-creating stage, in which the group members and the leader work together to develop a common vision. They begin by sharing each other's visions and having a discussion

to develop a shared vision. This stage's drawback is that it will require a significant amount of time. In order to accomplish corporate goals, transformational leadership increases creativity, innovation, and employee empowerment while inspiring and motivating subordinates to realize a shared vision (Kaiser et al., 2021).

H2 Transformational leadership positively influences shared vision dissemination quality.

**Readiness for Change**

Readiness for change is described as the process of modifying employees' cognitions to facilitate organizational transformation (Elias, 2009). Studies show that employees' engagement with or resistance to change initiatives is a function of their level of change preparedness. One trait that might contribute to improving the quality of shared vision dissemination is employee readiness for change. Employee adaptability to change directly affects how well the shared vision is communicated. (Haque et al., 2016). The degree of preparedness that each individual member of an organization possesses for change is referred to as individual readiness. The evaluation of the individual might be the starting point for the other levels of assessment, even if the change would be assessed at the individual, group, and organizational levels as well. This is because the individual plays a crucial role in advancing the goals of the group or organization.

According to Ogbodoakum, Nnamdi, and Norhasni Zainal Abiddin (2017), the individual level of change serves as the foundation for subsequent levels of change, where readiness for change is measured and theorised. Instructively, if individual employees or staff members are unwilling and unable to support change, other units of analysis including change will suffer. If employees are not willing to embrace change, intended organizational goals may not be met. Such readiness might be achieved by presenting a convincing case for the need for change, as well as the projected positive impact on reaching individual and organizational goals. Positive interactions among individuals in an organization are vital in fostering individual readiness for change. When an individual witness another person performing a task, their efforts and tenacity in a comparable future situation may rise. Individual encouragement is provided through this method, resulting in positive change preparedness. This strong organizational engagement among employees will result in quality shared vision dissemination. Essentially, organizational readiness for change stems from strong employee support and willingness, which can directly translate to robust organizational readiness and perhaps better employee performance.

H3 Readiness for change positively influences shared vision dissemination quality.

**Shared Vision Dissemination Quality**

Shared vision will encourage employees to be able to make synergistic decisions in accordance with the organization's business. There is no need to carry out decisions in the chain of command because every employee has a clear idea of the organization's strategy (Toroitich et al., 2021). Therefore, a shared vision replaces other forms of control as a driver of organizational goal consistency. Having a clear shared vision in the organization and among employees will provide many benefits in developing strategies, increasingly solid work teams, increasing employee engagement, job satisfaction, and loyalty to the organization (Gulzar & Saif, 2012). These can be natural trigger factors to improve employee performance, productivity, and innovation to increase employee retention and company reputation (Baumgartner et al., 2022). Although more research still needs to discuss the influence of shared vision dissemination quality on employee performance, based on logic and related previous research, this makes it interesting to study further.

**Shared Vision Dissemination Quality and Employee Performance**

Shared vision is building commitment in a group by developing a shared picture of the future, principles, and targeted practices to achieve goals. A shared vision is about building commitment within a group or organization by developing a shared view of the future you want to create, principles, and practical references that can lead to the goals you want to achieve. Shared vision is a compilation of personal visions to create a dreamed/believed future and encourages commitment to achieve organizational goals (Kaiser et al., 2021). The current era of change creates much organizational disruption, which challenges every individual, especially employees (Holt et al., 2007). Change must be used as an opportunity to achieve the organization's vision, mission, and goals. The lack of research that discusses the relationship between the variables shared vision dissemination quality, and employee performance makes this matter very interesting to research with the hope that it will contribute to the management of human resources in organizations.

H4 Shared vision dissemination quality positively influences employee performance.

H5 Shared vision dissemination quality has a mediating effect.

## Method

This study employed a quantitative approach using a survey strategy to validate the proposed research model. The study was conducted in public and private universities in Medan (Indonesia) and in Malaysia at Universiti Teknologi MARA Cawangan Kelantan (UiTMCK), as well as at universities accredited "A" under the Higher Education Service Institute (LLDIKTI) Region 1 North Sumatra. The research design is explanatory and causal, as it investigates the cause–effect relationships between exogenous and endogenous constructs within the model.

Data were collected using a structured questionnaire. All items were measured using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The instrument measured five constructs: organizational commitment (OC), transformational leadership (TL), employee readiness for change (ER), shared vision dissemination quality (SV), and employee performance (EP). Measurement items were adapted from established instruments in prior studies, namely Allen and Meyer (1990) for organizational commitment, Bass (1990) for transformational leadership, Holt et al. (2007) for readiness for change, Doten-Snitker et al. (2021b) for shared vision dissemination quality, and Robbins and Judge (2013) for employee performance.

Organizational commitment was operationalized using three dimensions—affective (emotional) commitment, continuance commitment, and normative commitment—as proposed by Allen and Meyer (1990). Transformational leadership was measured based on key leadership behaviors, including idealized influence, inspirational motivation, and individualized consideration (Bass, 1990). Employee readiness for change was measured using indicators of personal valence, change efficacy, and appropriateness following Holt et al. (2007). Shared vision dissemination quality was assessed using three indicators—co-orientation, communication, and collaboration—adapted from Doten-Snitker et al. (2021b). Employee performance, as the endogenous construct, was measured using five indicators: quantity, quality, effectiveness, timeliness, and independence (Robbins & Judge, 2013).

In line with the measurement specification, the exogenous constructs comprised transformational leadership (four items), employee readiness for change (three items), and organizational commitment (three items). Employee performance served as the endogenous construct and was measured using five items. Shared vision dissemination quality functioned as the mediating construct and was measured using three items, consistent with Doten-Snitker et al. (2021b).

**Table 1. Constructs in the Study**

| Constructs | Dimensions | References |
|---|---|---|
| Organizational Commitment (OC) | Affective Commitment<br>Ongoing Commitment<br>Normative Commitment | Allen and Meyer (1990) |
| Transformational Leadership (TL) | Idealized Influence<br>Inspirational Motivation<br>Individualized Consideration<br>Intellectual Stimulation | Bass (1990) |
| Shared Vision Dissemination Quality (SV) | Co-Orientation<br>Communication<br>Collaboration | Doten-Snitker et al., (2021b) |
| Employee Readiness to Change (ER) | Appropriateness<br>Change Efficacy<br>Personal Valence | Holt et al. (2007) |
| Employee performance (EP) | Quantity<br>Quality<br>Effectiveness<br>Timeliness<br>Independence | Robbins and Judge (2013) |

## Result

### Data analysis

The respondents were faculty members and other educational professionals from Universiti Teknologi MARA Cawangan Kelantan (UiTMCK), Malaysia, and public and private universities in Medan that are part of the Higher Education Service Institute (LLdikti) Region 1 North Sumatra, specifically all universities accredited A. G*Power was used to determine the study's sample size (Erdfelder et al., 1996). In this study, a minimum sample size of 119 was recommended. 200 questionnaires—more than the necessary minimum—were returned after the questionnaires were distributed to collect the data. analyzing data with SmartPLS-SEM version 4.0 in order to determine how reliable the measurements are. According to George and Mallery (2003) and Kline (2011), the dependability values of OC, TL, ER, SV, and EP were 0.930, 0.926, 0.965, and 0.947 (Table 3). As a result, there was no reason to worry about the questionnaire's reliability.

### Descriptive statistical analysis

The Higher Education Service Institute (LLdikti) Region 1 North Sumatra, which includes all authorized A institutions in Medan, used lecturers and educational personnel as research subjects for this study. Additionally, in Malaysia at Universiti Teknologi MARA Cawangan Kelantan (UiTMCK). By giving out questionnaires to the academic staff and lecturers at the five universities in Medan and UiTMCK, Malaysia, research data were gathered. The table below illustrates that 35% of respondents are from UiTMCK in Malaysia and the bulk (65%) are from universities in Medan, Indonesia. Regarding age, the bulk of respondents (45%) are between the ages of 30 and 39, 30% are between the ages of 20 and 29, and 25% are older than 40. This age group has a career ladder to the top position and is recognized as the most productive in the workplace. In terms of educational attainment, 20% of the participants hold a bachelor's degree, 45% possess a master's degree (S2), and 35% hold a doctoral degree (S3). This is because universities choose which employees to hire based on their educational background, requiring a bachelor's degree as a minimum for employees and a master's degree for lecturers. In the meantime, 55% of respondents are men and the remaining 45% are women; 40% of respondents have worked for five to ten years, and 25% have worked for one to five years. and 35% of those surveyed had 10–15 years.

**Table 2. Descriptive Statistics**

| Description | | Total (f) | Percentage (%) |
|---|---|---|---|
| Location of Respondents | Indonesia | 130 | 65 |
| | Malaysia | 70 | 35 |
| | Total | 200 | 100 |
| Age | 20-29 years | 60 | 30 |
| | 30-39 years | 90 | 45 |
| | above 40 years | 50 | 25 |
| | Total | 200 | 100 |
| Education Level | Bachelor`s Degree | 40 | 20 |
| | Master`s Degree | 90 | 45 |
| | Doctoral Degree | 70 | 35 |
| | Total | 200 | 100 |
| Gender | Male | 110 | 55 |
| | Female | 90 | 45 |
| | Total | 200 | 100 |
| Length of Work | 1-5 years | 50 | 25 |
| | 5-10 years | 80 | 40 |
| | 10-15 years | 70 | 35 |
| | Total | 200 | 100 |

### Structural Equation Modeling

Empirical measures between the constructs (structural model) and the indicators (measurement model) are provided by the model estimation. There were two steps in the model evaluation procedure. Measurement model and structural model assessments were conducted independently during the process.

***Measurement Model***

This study tested the hypotheses and validated measurements using the SmartPLS 4.0 software, which allowed for data analysis using the partial least square (PLS) technique. The causal models were estimated using the Partial Least Square (PLS) method (Ramayah et al., 2018). The assessment of indicator reliability (outer loading), discriminant validity (Fornell and Larcker criterion), convergent validity (average variance extracted; AVE), and internal consistency reliability (composite reliability; CR) served as the foundation for the measurement model's evaluation. All indicators' outer loadings should have a minimum value of 0.708 or more (Hair et al., 2022). A CR score in the range of 0.7 to 0.9 is ideal. There is a lack of internal consistency reliability when the CR value is less than 0.6. Table 3 demonstrates that all item outer loading values are greater than 0.708 and all item CR values are greater than 0.7. Finally, convergent validity (AVE) should have a value of 0.5 or greater. The degree to which a construct is actually different from other constructs according to empirical standards is known as discriminant validity. The Fornell-Larcker criterion has been used by scholars historically to evaluate discriminant validity (Fornell & Larcker, 1981). It contrasts the correlations between the latent variables and the square root of the AVE values. Every construct should have a square root AVE that is higher than the highest correlation it has with any other construct. Table 3 demonstrates that the AVE values were over the cutoff. Table 4 illustrates how the data met Fornell and Larcker's criteria as well. As a result, neither discriminant validity nor convergent validity were problematic. Consequently, scientists are able to move on to the structural model.

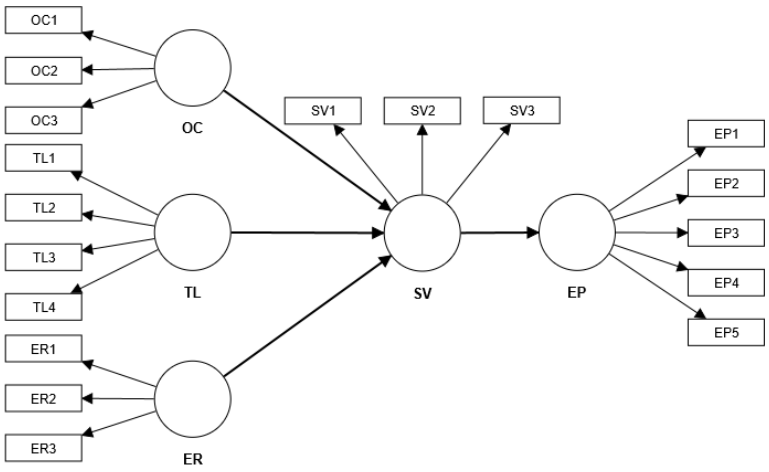


**Figure 2. Measurement Model**

**Table 3. Convergent Validity**

| Constructs | Items | Loading | Beta | CR | AVE | Cronbach`s Alpha |
|---|---|---|---|---|---|---|
| EP | EP1 | 0.839 | 0.948 | 0.960 | 0.826 | 0.947 |
| | EP2 | 0.929 | | | | |
| | EP3 | 0.938 | | | | |
| | EP4 | 0.916 | | | | |
| | EP5 | 0.919 | | | | |
| ER | ER1 | 0.965 | 0.969 | 0.977 | 0.935 | 0.965 |
| | ER2 | 0.968 | | | | |
| | ER3 | 0.968 | | | | |
| OC | OC1 | 0.945 | 0.936 | 0.956 | 0.878 | 0.930 |
| | OC2 | 0.931 | | | | |

| Constructs | Items | Loading | Beta | CR | AVE | Cronbach`s Alpha |
|---|---|---|---|---|---|---|
| SV | OC3 | 0.934 | 0.893 | 0.932 | 0.821 | 0.891 |
| | SV1 | 0.901 | | | | |
| | SV2 | 0.888 | | | | |
| | SV3 | 0.929 | | | | |
| TL | TL1 | 0.899 | 0.929 | 0.947 | 0.818 | 0.926 |
| | TL2 | 0.875 | | | | |
| | TL3 | 0.913 | | | | |
| | TL4 | 0.928 | | | | |

**Table 4. The Discriminant Validity Test**

| | EP | ER | OC | SV | TL |
|---|---|---|---|---|---|
| **EP** | 0.909 | | | | |
| **ER** | 0.486 | 0.967 | | | |
| **OC** | 0.607 | 0.440 | 0.937 | | |
| **SV** | 0.889 | 0.462 | 0.628 | 0.906 | |
| **TL** | 0.658 | 0.459 | 0.646 | 0.670 | 0.904 |

**Structural Model**

The evaluation of structural model results comes next, when the validity and reliability of the construct measurements have been established. The researchers need to take a few actions at this point. The first step is to use the VIF result to evaluate the structural model for the collinearity issue. VIF should have a value of less than 5. All exogenous latent constructs have VIF values less than 5, as Table 5 demonstrates. Collinearity was therefore not a problem. The second stage is to use the p value to evaluate the relevance and importance of the structural model links. To accept the assumptions, a p-value of less than or equal to 0.05 is required. The analysis's findings demonstrated that all of the hypothesis's p values were less than 0.05. Thus, the following were found to be supported: H1 ($\beta = 0.300$, $p \leq 0.05$), H2 ($\beta = 0.411$, $p \leq 0.05$), H3 ($\beta = 0.142$, $p \leq 0.05$), and H4 ($\beta = 0.889$, $p \leq 0.01$). In addition to the direct effect, the mediating effect of SV was evaluated. The associations between OC and EP ($\beta = 0.267$, $p \leq 0.05$; LL), TL and EP ($\beta = 0.365$, $p \leq 0.05$), and ER and EP ($\beta = 0.126$, $p \leq 0.05$) were all mediated by SV, as Table 6 demonstrates. H5, H6, and H7 were therefore supported.

The next stage is to evaluate the explanatory power of the model by looking at its R2 value. stronger levels of the R2 number indicate stronger explanatory power. The R2 value ranges from 0 to 1, which is often expressed in percentages from 0% to 100%. Table 5 demonstrated that the exogenous constructions' total R2 value (OC, TL, and ER) was 0.529. Stated otherwise, the total impact of OC, TL, and ER on SV was 52.9%, with TL having the most influence ($f2 = 0.195$), OC having the second-highest influence ($f2 = 0.107$), and ER having the least influence ($f2 = 0.032$). The study's exogenous variables, Organizational Commitment (OC), Transformational Leadership (TL), and Employee Readiness for Change (ER), can be deemed to be capable of explaining 52.9% (moderate) of the overall variation of Shared Vision Dissemination Quality (SV), based on data from the R Square analysis.

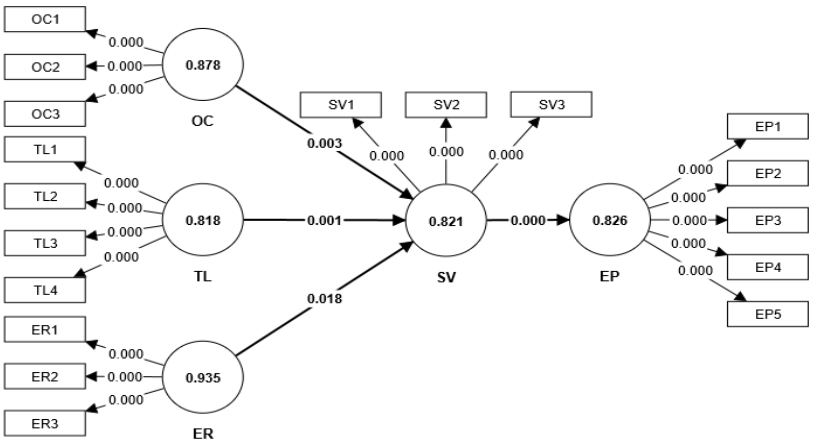


**Figure 3. Structural Model**

**Table 5. Hypothesis Testing (Direct Effect)**

| | β | S.E. | *t value* | *p value* | LL | UL | Decision | $R^2$ | $f^2$ | VIF |
|---|---|---|---|---|---|---|---|---|---|---|
| OC -> SV | 0.300 | 0.111 | 2.707 | 0.003 | 0.124 | 0.494 | Supported | | 0.107 | 1.795 |
| TL -> SV | 0.411 | 0.129 | 3.1730 | 0.001 | 0.213 | 0.644 | Supported | 0.529 | 0.195 | 1.835 |
| ER -> SV | 0.142 | 0.068 | 2.101 | 0.018 | 0.047 | 0.28 | Supported | | 0.032 | 1.326 |
| SV -> EP | 0.889 | 0.025 | 35.963 | 0.000 | 0.841 | 0.923 | Supported | 0.790 | 3.757 | 1.000 |

**Table 6. Structural Model (Indirect Effect)**

| | β | Standard Error | T value | P values | LL | UL | Decision |
|---|---|---|---|---|---|---|---|
| OC -> SV -> EP | 0.267 | 0.097 | 2.743 | 0.003 | 0.111 | 0.438 | supported |
| TL -> SV -> EP | 0.365 | 0.117 | 3.127 | 0.001 | 0.187 | 0.573 | supported |
| ER -> SV -> EP | 0.126 | 0.061 | 2.062 | 0.020 | 0.041 | 0.253 | supported |

Evaluating the model's predictive ability is the final stage (Hair et al., 2022). A PLS path model's prediction power is primarily evaluated using the mean of the PLSpredict technique (Shmueli et al., 2016). When evaluating the prediction ability of the model through the PLS predict technique, researchers ought to contrast the RMSE values with the naÊve LM benchmark. Four things could come out of the comparison. The first finding is that all indicators in the PLS-SEM analysis have lower RMSE values when compared to the naÊve LM benchmark, indicating that the model has excellent predictive capacity. Second, most indicators in PLS-SEM analysis had lower RMSE values than LM, indicating that the model has medium predictive power. The minority of indicators in the PLS-SEM study had lower RMSE values compared to LM, which leads to the third outcome of limited predictive power. Finally, none of the indicators in the PLS-SEM study have lower RMSE values than the LM, indicating that the model lacks predictive potential. Table 7 demonstrated that most indicators in the PLS-SEM analysis had EMSE values that were lower than those of the LM. As a result, the study's model has a medium level of predictive power.

**Table 7. $PLS_{Predict}$ Procedure**

| Dependent Indicators | $Q^2$predict | PLS-SEM_RMSE | LM_RMSE | PLS-LM RMSE |
|---|---|---|---|---|
| EP1 | 0.412 | 0.414 | 0.390 | 0.024 |
| EP2 | 0.395 | 0.506 | 0.495 | 0.012 |
| EP3 | 0.403 | 0.465 | 0.466 | -0.001 |
| EP4 | 0.355 | 0.483 | 0.495 | -0.012 |
| EP5 | 0.326 | 0.495 | 0.510 | -0.015 |
| SV1 | 0.494 | 0.427 | 0.430 | -0.003 |

| | | | | |
|---|---|---|---|---|
| SV2 | 0.301 | 0.503 | 0.500 | 0.002 |
| SV3 | 0.351 | 0.502 | 0.514 | -0.012 |

## Discussion

### Most influence shared vision dissemination quality antecedent

According to the f Square analysis, organizational commitment (OC) (f2 = 0.107), readiness for change (ER) (f2 = 0.032), and transformational leadership (TL) (f2 = 0.195) had the lowest effect sizes in the association with shared vision dissemination quality (SV). Thus, the most influential predicate for shared dissemination quality (SV) is transformational leadership (TL).

### Relationship between organizational commitment and shared vision dissemination quality

Based on the f Square analysis, the association between organizational commitment (OC) and shared dissemination quality (SV) has a medium impact size (f2 = 0.107). Organizational dedication has a major impact on the idea of shared vision dissemination quality. This is consistent with earlier studies (Kaiser et al., 2021; Yulia Sari, 2022) that looked at how organizational commitment affects shared vision. According to Ordóñez de Pablos and Lytras (2008b), human resource management and competences serve as the primary supporting factors for employee success, rather than organizational commitment. However, the results of this investigation differ from those of Ordonez de Pablos and Lytras's. By applying the concept of shared vision dissemination quality, the relationship between organizational commitment and employee performance can be moderated. As per previous research, the quality of shared vision dissemination functions as a mediator between employee performance and organizational commitment (Fischer, 2015; Kaiser et al., 2021; Shoid & Kassim, 2012). The mediation function of shared vision dissemination quality can close the gap caused by previous research findings that suggested organizational commitment had little bearing on employee performance.

### Relationship between transformational leadership and shared vision dissemination quality

According to the f Square analysis, the association between transformational leadership (TL) and shared dissemination quality (SV) has a medium impact size (f2 = 0.195). A key factor influencing the idea of shared vision dissemination quality is transformational leadership. This is consistent with earlier studies (Fischer, 2015; Mahmood et al., 2014). looking at how transformative leadership affects shared vision. According to Somboonpakorn and Kantabutra (2014), shared leadership serves as the primary supporting factor for employee performance, rather than the transformational leadership component. However, the results of this investigation differ from those of Somboonpakorn and Kantabutra. This finding indicates that the best possible shared vision dissemination among faculty and staff in Malaysian and Indonesian institutions will strengthen organizational commitment, which will enhance worker performance. Furthermore, the notion that transformative leadership and employee performance are mediated by the quality of shared vision distribution is in line with previous research (Busari et al., 2019; Doten-Snitker et al., 2021b; Mahmood et al., 2014).. According to the preceding outcomes gap that can be overcome by the mediating role of shared vision dissemination quality, transformative leadership has no effect on employee performance. This fact shows how transformational leaders in Malaysian and Indonesian institutions can affect higher employee performance by having an impact on staff members and instructors.

### Relationship between readiness for change and shared vision dissemination quality

According to the f Square analysis, the association between shared dissemination quality (SV) and readiness for change (ER) (f2 = 0.032) has a minor effect size. Readiness for change has a major impact on the idea of shared vision dissemination quality. This is consistent with earlier studies (Haque et al., 2016; Ogbodoakum, Nnamdi, and Norhasni Zainal Abiddin, 2017) that looked at the impact of and preparedness for change on shared vision. The concept of quality in shared vision dissemination can also have an impact on employee performance and readiness for change. Previous research indicates that employee performance and change readiness are mediated by the quality of shared vision distribution (Haque et al., 2016; Ogbodoakum, Nnamdi, and Norhasni Zainal Abiddin, 2017). The absence of a stronger readiness to change with this growth raises the possibility that the positive impacts of a well-communicated vision on human resource performance will decrease when this willingness to adapt grows. Being change-ready won't

enhance human resource performance. According to earlier studies (Barber, 2010; Helfrich et al., 2018; Timmor & Zif, 2010), the organizational change transformation program will be supported by the ready to change program.

**Relationship between shared vision dissemination quality and employee performance**

Based on the f Square analysis, the association between shared dissemination quality (SV) and employee performance (EP) is found to have a substantial impact size (f2 = 3.757). Research has shown that the concept of shared vision dissemination quality has a substantial impact on Malaysian and Indonesian university staff members' job performance. This is in line with previous research (Somboonpakorn & Kantabutra, 2014) which indicates that high quality shared vision dissemination factor determines improved employee performance.

## Conclusion

Four hypotheses were derived from the model of the relationship between employee performance as an endogenous variable, shared vision dissemination quality as an intervening variable, organizational commitment, transformational leadership, and readiness for change as exogenous variables in this study. This study offers a novel notion in shared vision distribution quality that is associated with employee performance, organizational commitment, transformational leadership, and change readiness. In actuality, every variable is connected to instructors and staff, who play a critical role in the effectiveness of the organization. Because a shared vision is seen as essential to the creation of knowledge and the process of organizational learning, these variables could also be used in organizations other than universities.

The results of this study support the claim made in earlier research that various indicators and units of analysis will have an impact on worker performance. The idea of shared vision dissemination quality with the dimensions of co-orientation, communication, and collaboration has also been demonstrated by this study to have a good and significant impact on the performance of university employees in Malaysia and Indonesia's lecturer corps. These findings are in line with research (Gulzar & Saif, 2012; Shoid & Kassim, 2012) but contrary with the findings by (Baumgartner et al., 2022). This supports the claim made in earlier research that employee performance will be impacted by various indicators and units of analysis. These findings enrich theory of reasoned action introduced by Ajzen dan Fishbein (1975). Ultimately, the development of an empirical study on employee performance is enhanced by this research. The study's adoption of only three variables as the antecedents of the quality of shared vision dissemination is a limitation; alternative factors could be selected and investigated. Subsequent research endeavours may additionally refine the examination of variables impacting the quality of shared vision dissemination. This study exclusively collects data using a survey approach using a questionnaire, and the respondent's responses are the only source of information. The research's findings may be impacted by some respondents' dishonesty or attempts to give responses that are socially acceptable but not accurate. In order to broaden the perspectives, depth interviews or focus groups may be conducted as part of future research projects. Additional restrictions include a review of the literature for any variable that is not fully investigated. Lastly, with regard to the unit of analysis, keep in mind that this study was limited to six private universities in Medan City, Indonesia, and one public university in Kelantan, Malaysia; therefore, it may not be representative of all academic staff and lecturers at universities in both countries. It suggests that in the future, greater sample sizes ought to be taken into account for improved generalisation.

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