University of Liverpool
Doctor of Business Administration

The Impact of Leadership on Employee Creativity and Organisational Innovation

A case study on Boehringer Ingelheim's Middle East Turkey and Africa organization

Thesis submitted in accordance with the requirements of the University of Liverpool for the degree of Doctor of Business Administration

By

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Abstract:

Organisations need to create competitive advantage in frequently changing business environments to grow, lead and survive. In order to achieve competitive advantage, organisations need to be more creative and innovative than they used to be. Therefore, establishing a creative and innovative culture in organisations is of utmost importance. Hence, organisations should achieve creativity at the individual level and innovation at the organisational level. Also, in today`s organiations, leaders have a pivotal role and impact on employee and organisational performance. Accordingly, leader`s influence and relationship with followers becomes crucial since it determines follower`s and organisational performance. Thus, the leadership style influences and impacts follower′s creativity and organisational innovation.

The goal of this study is to identify the impact of effective leadership style and behaviour on the employee creativity and organisational innovation at Boehringer Ingelheim (BI). BI is a German pharmaceutical company, with offices in Turkey, the Middle East and Africa (META) and the head office is based in Dubai, UAE. Also, I aim to define the attributes of leader`s behaviours which are likely to enhance employees′ new idea generation, innovation and execution behaviour. In this research, I have selected participative action research as the methodology and the qualitative method to identify effective leadership styles and its consequences on employee creativity and organisational innovation. This has led to a new leadership proposal to enhance active leadership practice. In the qualitative method, I have followed the phenomenological approach to collect and analyse the data since I focused on the shared experience of

effective leadership styles and their influence in terms of creativity and innovation on subordinates, as well as the organisation. The data collection was through an online channel in which participants received anonymous online questionnaires with open ended questions and filled them out. Afterwards, I extracted the data from each of the participants from the internal server and made the analysis accordingly

The findings of this study indicated that the effective leadership trend at BI META organisation is mainly through the directive leadership style, along with achievement-oriented leadership behaviour, which are less supportive and participative than other leadership styles. In this sense, this leadership style takes care of performance and places great value on outcomes, rather than employees. Also, business directions and strategies always come from top to bottom without engaging followers in any decision-making process. Furthermore, there is a lack of proactivity of subordinates when it comes to bringing creative ideas forward and executing them in the organisation. The reason is that subordinates believe that there is not much room for them to be proactive since effective leadership does not create such a platform to speak up and execute their ideas. Lastly, subordinates commented that the organisation is bureaucratic and it prevents organisations becoming innovative.

Dedication:

This research is dedicated to my entire family who have supported me since the beginning of my Doctorate journey. Particularly, my ex-wife Selen Atabay YILDIZ who has taken care of our kids and compromised on her time while I was studying and writing this thesis. My kids, Berke YILDIZ and Alya YILDIZ who have been patient at all times and waited for me to finish my studies to have some time with me. May you well follow in your dad's foot-steps and set the sky as your lower limit

It is a great feeling now to think about the role you each have played in my life to finish this academic journey.

Acknowledgement:

Chapter 1. Introduction

1.1.   The Purpose of This Action Research Thesis:

The purpose of my thesis project is to investigate the nature of leadership behavior and its impact on employee creativity and organisational innovation in my organization, Boehringer-Ingelheim Middle East, Turkey and Africa (META) cluster. As an action researcher, I have figured out the impact of current leadership practice and its consequences concerning employee creativity, organisational innovation, and performance. Therefore, I aim to compare it with different leadership styles to find out if there would be an area of improvement with the existing leadership style to improve employee creativity and organisational innovation in my organisation.

The underlying reason, why I intend to research the impact of leadership style and its affect on employee creativity and organisational innovation is that organisations bring benefits for the societies and they should perform well consistently to maintain these benefits to the communities. Therefore, consistency is the key to organisational success, and organisations can achieve it as long as leaders, subordinates, and teams perform well altogether (Raelin, 2003). Also, leaders and managers are the backbones of the companies, and they need to accommodate the right leadership capacities, not only to continue their existence but also contribute to societies. To achieve and maintain consistency, effective leadership style is crucial as it leads the formation of productive teams. Furthermore, organisations are facing tougher competition in ever-changing, highly turbulent, financial and uncertain market environments in today's world (Raelin, 2003). For instance, fast-changing and advancing technology leads to shorter product

life. On the other hand, globalization diminishes access barriers to markets, and this results in dynamic and fierce competition (Turan and Erdil, 2013).

In my organisation, Boehringer Ingelheim, there is a strong willingness to implement effective leadership globally, not only to achieve consistency in its performance, but cope with fierce and dynamic competition in the market place. However, organisations face challenges and resistance in implementing effective leadership. For instance, most of the organisational leaders follow the traditional leadership model which does not support the inclusion and engagement of followers in the decision making process, or provide empowerment (Gazi and Alam, 2014; Tannenbaum and Schmidt, 1973; Kahreman, 2012). Thus, it impacts employee performance, creativity and organisational innovation (Turan and Erdil, 2013; Holten and Bøllingtoft, 2015). To implement effective leadership, organisations first need to understand the implications of the current leadership style because without knowing the implications of the current leadership behavior, it would not be realistic to create an effective leadership style to improve consistency and cope with fierce competition in the market- place. Hence, action research will help me to understand the implications of the current leadership model on employee effectiveness in terms of creativity and organisational innovation and ways to improve by creating an effective leadership style.

1.2. The Context: Key Concepts and Definitions:

To survive and compete with other competitors in the same field in the domestic market and the global arena, almost all organisations need to improve and enhance their product portfolio and services on a continuous basis. Furthermore, organisations must also focus on creating new products and services to address yet unmet needs to establish a competitive advantage. One of the potential ways that organisations can achieve this competitive advantage is through continuous changes of innovation (Hartono, 2013). Hence, organisations must be more creative and innovative than ever to be able to cope with fierce competition, establish a competitive advantage, grow and more importantly survive and continue their existence in the society. Thus, creativity is one of the integral factors for organisations to be successful (Gumusluoglu and Ilsev, 2007). There are many definitions regarding creativity and innovation. For instance, Gumusoglu and Ilsev (2007) defined creativity as forming novel and new ideas, while they described innovation as the application of those novel and new ideas in the context of organisations. According to Hartono (2013) creativity does not mean having the ''ability to create out of nothing''. On the contrary, he stated that it is the ability to form new thoughts or ideas by reapplying, changing or combining ideas which already exist. He also defined innovation as a process which merges new ideas and knowledge into a new value. Most importantly, Gumusoglu and Ilsev (2007) highlighted that creativity only happens at an individual level and innovation occurs in implementing creative ideas at an organisational level. On the other hand, Webb (2016) brought another approach to creativity from a team perspective. The question Webb (2016) asked is if competition amongst organisational teams bring creative ideas and promote innovation. According

to Webb (2016) if team members work in harmony, they could use ideas from each other which could serve to build new ideas on each other`s ideas. As a result, this harmony triggers more creative ideas. However, the risk in this sort of cooperative process within teams is that new ideas is only acceptable as long as "they exist within in the scope of what the group will accept as reasonable and valid". Hence, cooperative behavior may limit creativity in organisations. The opposite behavior within team members could also bring better approaches in resolving the problems as team members strive to invalidate each other on a constant basis. When considering this definition in an organisational context, it is apparent that creativity occurs at the employee level, whereas innovation happens at the organisational level by implementing creative ideas developed by employees. As a consequence of this behavior, competition occurs within team members and individuals which could bring better solutions, even without having to cooperate. From this perspective, it is possible to infer that if organisations accommodate the right employees to the job and capitalize on their creative behavior, they can become more innovative and gain a competitive advantage in the market to cope with fierce competition and uncertainties better.

However, the question or critical issue here is that what triggers or diminish employee creativity in the organisations? Turan and Erdil (2013) explain this argument by stating that the essential contextual factor which influences the employee creativity and organisational innovation is the leadership. They also mentioned that the leadership is an integral element to enable and support awakening and boosting creativity and innovation. Although there are positive impacts of the leadership on the employee creativity and innovation, they mentioned that the leadership might influence the

employee creativity conversely as well due to leader's controlling behavior and close

monitoring. Therefore, the leadership behavior might impact on the employee creativity

and organisational motivation in both ways, i.e., negatively and positively. In the same

study, Turan and Erdil (2013) highlighted one critical issue about the impact of the

leadership on the creativity is that fierce competition, the pace of globalization and ever-

advancing technological changes mask leader's effort in creating the relevant and

necessary work environment to enhance the creativity of employees. From this

perspective, I can understand that organisations, in general, are not aware of the role

leadership in improving the employee creativity and the organisational innovation and

performance. Thus, it is significant for organisations to understand the link between the

leadership style and the creativity and the innovation.

In other words, it is evident that the role of the leaders and leadership behavior is very

pivotal to create competitive advantage through promoting creative behavior of the

employees in the organisations since creativity occurs at the employee level. As long as

the leaders are aware of the potential influence of their leadership behavior on creativity

and their role as such, they can promote it either by supporting their employees` in

developing novel ideas or establishing an environment where individuals execute their

ideas without any limitation. As a result, this behavior would establish a competitive

advantage at organisational level.

Gazi, and Alam (2014), defined the role of the leadership in the organisations by

mentioning that the leaders who develop strategies and design initiatives to cope with

competition, gain competitive advantage, grow and maintain the existent business are

the backbone of the organisations. Therefore, improving organisational performance

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and productivity are also a considerable part of the leader's responsibility. In this sense, capable leaders and their leadership style is a very crucial element for the organisations. According to Gazi, and Alam (2014), the fate of the organisations depend on the quality of the leadership if the leaders could create strategies and methods in achieving excellence, execute them successfully and establishing knowledge and capabilities. Most importantly, they also stated that the leaders should motivate and inspire their employees and encourage them to improve productivity by being supportive of the new and novel ideas of their followers. In a similar vein, employee's expectations and needs have dramatically changed in organisations. For instance, it seems that employees give more meaning to their work lives. To satisfy the needs of employees and sustain their external but in particular internal motivations, organisations have created new structures like flatter organisational designs which abolish hierarchical structures but bring more self-managed teams and quality of circles. However, this could result to a dilemma in the organisations since they reinforce strong leadership in one hand while they are also promoting self-managed teams within the organisations on the contrary.

In today`s organisations regardless of what type of structure that they have, leaders have huge responsibilities, not only to grow and maintain the business but also establish creative and innovative organisational cultures. Thus, the quality of the leaders is of utmost important in achieving these targets in organisations.

1.3. The Key Questions to be Examined for This Action Research:

What triggers the employee creativity and organisational innovation?

What diminishes the employee creativity and organisational innovation?

What is the role of the leadership in organisations in triggering or reducing the employee creativity and organisational innovation?

1.4. The Problem in Organisations:

In terms of leadership practices and behaviors in organisations in pre and post-industrialized era, as an action researcher, I have observed that the traditional leadership model prevails in the pre-industrialized and industrialized era. Similarly, Tannenbaum and Schmidt (1973) defined the traditional leadership as boss centered leadership style. The traditional leadership model refers here that the followers or subordinates give a value on the word of leader Raelin (2003). This value applies mainly imaginary and heroic meaning to the world of leader. Accordingly, it is expected from a leader to influence their subordinates and make them follow his vision (Heifetz, 1998). Raelin (2003) explains this type of the leadership as a serial process which refers that a leader of an organization only give up his role to his successor when he completes the duration of his terms. As a result, a leader of an organization is always in a position to maintain his power and the leadership position unless he is forced to quit his office. From this notion, it is expected from a leader to set the direction of the entire organization and give his guidance to his followers in supporting him to achieve his goals and mission. However in this type of leadership model, the leader is always dispassionate to his supporters as well as other stakeholders in the organisation since

accomplishing goal and task is more critical for them than the stakeholders, and it must always in the first place. Raelin (2003) also defined this type of leadership behavior as having a one-way stream of communication which is mainly from a leader to his followers. Also, he stated that this sort of leadership behavior is coercive and directive, as traditional leaders expect from their subordinates to do things as exactly what a leader has asked. Hence, leader's judgments and decisions are not open to any sort of discussion or criticism, and there is no room to involve subordinates in the decision-making process. Thus, this type of leadership creates obedient employees in the organisations and prevent questioning, criticism or organisational learning.

On the other hand, in the post-industrialized era, the traditional type of the leadership behavior and practices are under scrutiny, and researchers discussing new alternatives. The reason is that today's organisations are very complex and based on very complicated and vast information. Therefore, it is not as simple as it was before for a leader in the past to deal with this complexity. Also, the organisations have to deal with this complexity to solve the organisational problems and create a competitive advantage in a short span of time. Therefore, it needs the involvement of the subordinates and other stakeholders who have the know-how and expertise in the decision-making process in the organisations (McCrimmon, 2005; Lorenzo et al, 2018). To achieve active participation and maintain the competitiveness, the organisations must quit the traditional leadership model but establish another leadership practice which permits sharing leadership power and follower's involvement in the decision-making process (Raelin, 2003) since the relationship between the leaders and the subordinates is very

significant in stimulating the creative ideas at the employee level and innovation at the organisational level (Zang and Bartol, 2010).

However, the organisational structures in most of the today's companies may not necessarily permit sharing leadership power with the subordinates and their involvement in the decision-making process since organisations still follow hierarchal structures which comprise of smaller units and leaders and managers govern those groups. Each of the leaders and managers of those units are accountable and responsible for achieving their targets. Thus, this gives them full authority to take decisions and actions to achieve their goals. Also, today's leaders are grown up with this individualistic and heroic type of the leadership behavior. As a result, they are also imposing this dominant leadership behavior when they assume any leadership role within the organisation.

1.5.   The Problem in My Organisation and Background for Action Research:

According to my observation in my company, having hierarchal organisational structures in the post-industrialized era where corporations contain vast information fuelling the dilemma on the leadership and follower relationship and its consequences on the employee creativity and organisational innovation further since corporate leaders do not want to lose their status and their authority in the organisations. As a result, they become the gatekeepers in implementing better leadership behavior which supports the employee creativity and organisational innovation. Furthermore, this risks the fate of the organisations and increases chances for failure as the decisions mainly depend on the

individual leaders and their perceptions. In this sense, Simmons and Sower (2012) mentioned that the leadership wisdom and sagacity is critical in fostering the employee creativity and organisational innovation. They emphasized that the sagacity is one of the essential leadership traits to notice possible services, products, processes, and opportunities, otherwise, they may go unnoticed. Also, Hammond et al (1998) stated in their study that if the decisions depend on a single leader in the organisations, a leader may end up with heuristic biases and cognitive traps in his decisions. They explained it by mentioning that an individual might have an idea that he or she can control the change and events. As a consequence, an individual could develop an optimism and overconfidence which then prevails in his or her decision-making process. In a similar vein, if any of past decision which was the basis of lack of data, feelings, impressions or intuitive thinking was successful then it causes complacency which results in risk in the organisations (Kahneman, 2012). Although my company strive to be more productive and innovative to address the rapid changes in the marketplace by changing their organisational structures on a continuous basis, it does not either propose a new leadership style or question the current leadership practice to understand if it is supportive in achieving organisational goals. Recently, my company, Boehringer Ingelheim (BI), which is research and development based pharmaceutical company have introduced 'People's Strategy' (Figure 1.1) globally.
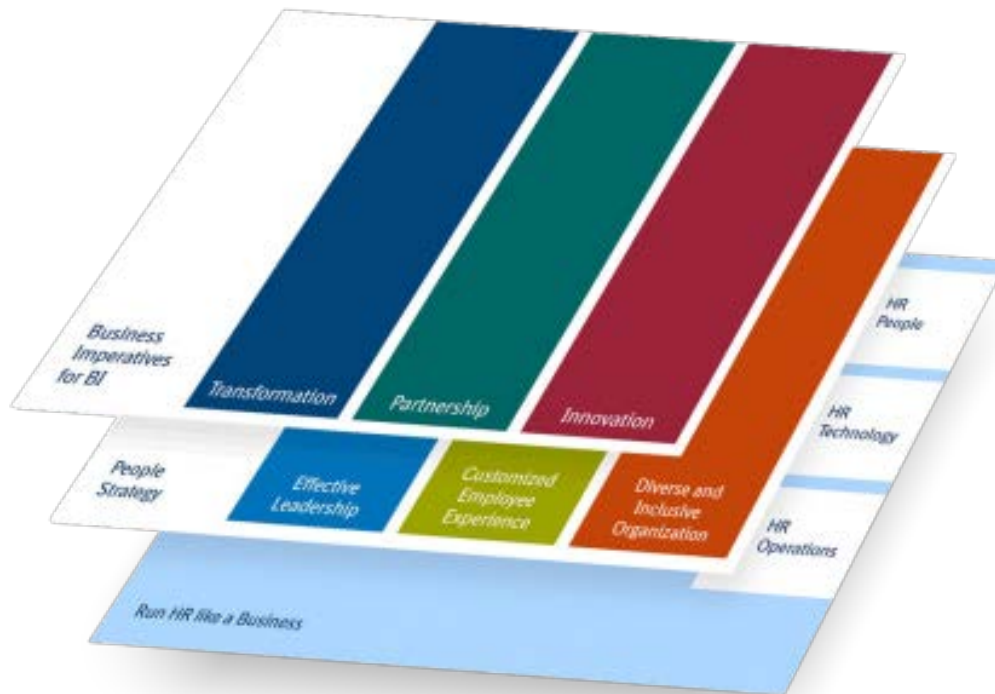
Figure 1.1: People`s strategy

The purpose of this initiative is to understand what drives the pharmaceutical industry

and organisations. In this regard, the identified business imperatives are transformation,

partnership and innovation and the proposed people's strategy is to achieve, focus on

effective leadership, customized employee experience and the diverse and inclusive

organisation. In this context, Boehringer Ingelheim defines effective leadership as

efficiently leading the organisation as a whole without mentioning which leadership style

to be more suitable to achieve effective leadership. In the same vein, Boehringer

Ingelheim perceives the meaning of diverse and inclusive organisation as ways that

support organization to become agile, creative and flexible by integrating a wide variety

of people to the organisation. To achieve this initiative and organisational goal which is to create more agile, creative workforce and innovative organisation, leaders, managers, and employees need to react changes in the environment quickly and take the necessary action to establish a competitive advantage for the long term. To respond changes rapidly and find ways out to cope with them on a frequent basis and build the completive advantage to survive, leaders and managers should be creative, accountable and innovative. That is why effective leadership has become the primary focus of this global Boehringer Ingelheim's initiative. Accordingly, Boehringer Ingelheim has introduced agility (creativity), accountability and intrepreneurship (innovation) concept in the global organisations to improve existent leadership capabilities and skills to achieve 'People's Strategy' concept.

The reason why my company is focusing on the effective leadership is that shareholders firmly believe that the effective leadership is the key to survive and build long-term success of the organisation. If they can transform leader's competencies and skills by making them more agile (creative), accountable and intrepreneur (innovative), the company could address changes in the environment better and establish the competitive advantage by being more creative and innovative. In this relation, they have defined intrapreneurship by stating that intrapreneurs follow-up ever-changing market dynamics continuously and accordingly develop innovative ideas for business opportunities by using given organisational resources. The expected intrapreneur (innovative) leadership behaviors are; addressing the needs of the customers by bringing innovative ideas into business results, taking smart risks by leveraging talents and provided organisational resources, exhibiting winning spirit by emulating a can-do

attitude. Moreover, the company emphasizes that leaders should always exert accountability in their actions though they would have to perform under ambiguous conditions. Thus, expected leadership behaviors in this sense are; becoming a role model for the organisational values by making the decisions timely manner and by substantial analysis and intuition. Also, the organisation expects from accountable leaders that they should prioritize things and then execute them by empowering their subordinates and stakeholders. Lastly with agility (creativity), it was emphasized that the leaders should exhibit agile (creative) behavior to adapt their work to the ever-changing environmental conditions. That brings expected leadership practices as searching, active experimentation, turning data into insights and insights into actions by mobilizing resources and questioning status-quo without any political bias.

However, another significant dilemma here is that the company is not focusing on the impact of the current leadership style on the employee creativity, organisational performance, and innovation while trying to transform the entire organisation. Without knowing the implications of the current leadership behavior, creating effective leadership by promoting agility, accountability and intrapreneurship may not necessarily help the company to achieve mentioned 'People's Strategy' above. The main barriers as I observe are, current hierarchal organisational structure, the status of the leadership, i.e., authoritative and disengagement of the subordinates in the decision-making process. For instance, the followers would like to be engaged in decision making process more but do not necessarily speak up about it due to the current leadership style, i.e., traditional in the organization. Thus, the implications of the current leadership style on the employee creativity, organisational innovations and performance should be

examined well before suggesting any model in transforming the organisation (Raelin, 2003).Hence, the study that I am proposing here will be a good fit in filling this gap and giving the guidance to my company in examining the consequences of the current leadership and finding the right leadership style to achieve the organisational targets.

Thus, the primary purpose of this study is to identify what is current leadership style at Boehringer Ingelheim`s Middle East, Turkey and Africa headquarter and its impact on employee creativity and organisational innovation while organisation is striving to enhance current leadership practice to be able to create more agile, creative workforce and innovative organisation. Second of all, it is to understand the impact of current leadership practice on employee creativity and organisational innovation to see whether current leadership practice is supportive to achieve organisational goal in establishing creative and innovative culture or it is preventing to achieve this goal. Having identified the effective leadership style in the organisation and defined its impact on employee creativity and organisational innovation, the aim is to propose a new leadership style which can boost employee creativity and organisational innovation accordingly. Furthermore, the aim is also to recommend an approach to implement proposed leadership style to achieve the ultimate goal

1.6.   As an Action Researcher, My Role in the Organization:

I am one of the senior regional leaders for Turkey, Middle East and Africa in handling government affairs, reimbursement, pricing, key account management along with local manufacturing activities almost nine years, I have been observing the implication of the current leadership behavior on the employee creativity, organisational innovation and its performance. Therefore, I have one of the pivotal role in identifying the key attributes of

leadership practice that could impact the employee creativity and organisational innovation. Also, I will have one of the critical role in changing leadership paradigm in my organisation according to outcomes of this study as my seniority and status gives me this power to achieve this objective. More importantly, I agree with the primary stakeholders like Human Resource department to put in place an action plan and execute it to bring a new leadership style which would fit organisational needs better. Due to my executive position in the organisation, I do not have any access issues to the company`s data.

1.7.   Significance of This Action Research and its Limitations:

One of the significance of this action research will be on the implications for practice which would lead a revision of the current leadership model in my work-place by respective stakeholders including executive committee members, senior leaders and HR department. Also, action research would bring a change of the current leadership practice to a better style which results innovation through creativity to improve organisational productivity. On the other hand, implications for theory would be further assessment of the consequences of conventional i.e., traditional leadership to figure out if it also relates negatively to evidence based management and organisational learning as well as creativity and innovation. Therefore, a new leadership model such as inclusive leadership, transformational leadership (Gumusluoglu and Ilsev, 2007) or authentic leadership (Sheard, Kakabadse and Kakabase, 2011) that would bring evidence based management, creativity and innovation could be developed. Therefore, this would also help to close the gap between rigour and relevance.

The potential limitations in this action research would be the time to get the complete outcomes of this action research in the organisation since the organisation aims to implement a new leadership behaviour in accordance with the outcomes of the action by 2020 which is out of scope of this study. Also, potential employee-turn over during the research and action process as it would conversely impact the execution of actions in improving the current leadership style and creating creative and innovative culture in the organisation. Furthermore, change in the leadership team as organisational leaders may leave their offices and there would be new comers and changes in HR policies which may not give enough emphasis in improving the leadership style in the entire organisation.

This thesis contains several chapters such as literature review, research methodology, findings and actions, outcomes of actions in the organisation and conclusion sections. In the literature review section which is the next section of this thesis, as insider researcher I will discuss the theoretical foundation of leadership theory and leadership styles, the relationship between leadership style and creativity and organisational innovation, leadership theories on the leadership impact on the employee creativity and innovation, and new leadership styles and their impact on the creativity and innovation. Furthermore, in the research methodology section, the setting of the research in the organisation will be explained with justification of the particular research methodology, epistemological position and the different steps within action research, as well as findings from action research. Also, in findings section, researcher will examine the findings of the research and explain the execution of action as well as action cycles. In the meantime, researcher will discuss findings from the research with the theories that

he mentioned in literature review section. Moreover, in outcomes section, researcher

will explain the outcomes of the actions taken in the organisation on the basis of

research outcomes. Lastly, in conclusion section, researcher will discuss the

significance of this action research along with its implications to the organisation.

Chapter 2. Literature Review:

In today's world, business environment is more challenging and dynamic than ever due to the globalization, fast pace changes in technology which shorten product life cycles (Gumusluoglu and Ilsev, 2009). Therefore, to adapt these rapid technological changes, develop competitive advantage, cope with competition and thus to survive, the organisations need to be creative and innovative (Gumusluoglu and Ilsev, 2009).In this sense, Hartono (2013) also contend that the organisations need to create new services and products to fulfil the unmet needs of their customers by continuously going through innovation process. In doing so, they could improve their product portfolio and services. Thus the organisations, not only establish competitive advantage but could survive. In the similar vein, Kottler (2007) stated that these fast pace changes in technology and business environment entails continuous changes in the organisations to adapt themselves to the new technology and information. Therefore, these changes in the organisations create pressure on the employees, leaders and other relevant stakeholders. As a result, the main issue for the organisations is to adopt new technology and using new information in day to day business practices (Kottler, 2007). Hartono (2013) also highlighted that changes are of utmost importance for the future leaders who need to enhance their leadership, creativity and innovation as a strategic priority as these elements are the key for the success in the global business environment. Hence, if the organisations do not improve their leadership, creativity and innovation cannot survive (Hartono, 2013). Thus, organisational creativity and innovation become one of the integral components of the organisations.

There are many definitions concerning creativity and innovation such as Hartono (2013) mentioned that creativity is the ability to forming new thoughts or ideas by reapplying, changing or combining ideas which have already been existing. He also defined that innovation as a process which merges new ideas and knowledge into a new value. Moreover, a simple definition from Gumusluoglu and Ilsev (2007) and they stated that creativity is about individuals who can create new and novel ideas whereas, innovation is regarding the execution of those new and unique ideas at an organisational level. In this regards, innovation happens whenever creative ideas reach implementation level in the organisations (Oldham and Cummins, 1996). Similarly, creativity is related to individual skills and ability to develop new ideas. Therefore, it makes possible to transform organisational products, services, procedures or standard practices by using individual's skills and abilities. When employees implement those ideas successfully, it brings organisational innovation (Hartono, 2013). Furthermore, leadership style has an important role to promote and foster individual skills and ability to transform products, services, procedures or standard practices to bring innovation to organisations (Gazi and Alam, 2014). Thus, there is a link between leadership style, creativity and innovation in organisations (Isaksen and Akkermans, 2011). The conclusion is that creativity is the individual's ability to produce new and novel ideas which innovation is the execution of those new and unique ideas in the organisation (Amabile, 1998; Amiable et al, 1996). On the basis of these definitions above, my position as the researcher in this study is to understand and focus on the link between the leadership style and its impact on the employee creativity and organisational innovation.

To shape thinking and behaviour of employees in the organisation, one of the most crucial factors is leadership style. In today's competitive and ever-changing business environment, the leadership approach to cope with competition by creating competitive advantage is to foster organisational atmosphere which supports and encourages creativity and change. If the leadership approach foster creativity at individual level, it would lead innovation at the organisational level such as innovative products and services (Allen, Smith and Da Silva, 2013).

Thus, leadership style and efficient management become one of the primary determinants in the organisations to achieve creative culture and innovative organisations (Zang and Bartol, 2010; Allen, Smith and Da Silva, 2014). Hence, it is organisations to understand what type of leadership behaviour that their leaders demonstrate and its impact on the employee creativity and organisational innovation to establish competitive advantage and cope with dynamic competition in the marketplace. Accordingly, organisations can modify and transform their leadership capabilities to remain competitive and secure their existence for longer terms in the market. However, most of the organisations are still implementing the traditional type of leadership while striving to be more creative, innovative and competitive.

In this literature chapter, I am going to investigate the impact of the leadership behaviour on employee creativity and innovation behaviour of the organisations. Also, I will discuss why and how other leadership styles and practices influence employee creativity and organisational innovation positively. First, I will examine the leadership theory and leadership styles and will consider the impact of influence between leaders and the followers concerning to employee creativity and performance. Second, I will

also examine the leadership theory and leadership impact on the employee creativity

and innovation. Third, I will discuss the relationship between the leadership styles and

creativity and organisational innovation and discuss the role of leaders in this sense. In

the final section, I will examine and discuss different leadership styles and their impact

on the employee creativity and organisational innovation. Having gone through the

necessary kinds of literature regarding the impact of leadership behaviour on employee

motivation and organisational creativity, I have developed research questions for this

study. In this regard, the final research question is as; 'why current leadership style and

behaviour impacts the employee creativity and organisational innovation negatively in

Boehringer Ingelheim's META headquarter?" With this research question, I would like

to answer; "how does the current leadership style and behaviour have a negative impact

on employee creativity and organisational innovation in Boehringer Ingelheim's META

headquarter?', and 'what is the role of the traditional leadership style, i.e., coercive and

unidirectional (Raelin, 2003) in employee creativity and organisational innovation?'

Moreover, "how does the leadership style impact employee creativity and organisational

innovation?"

2.1.   Leadership Theory and Leadership Styles:

2.1.1 Leadership Theory:

Bass, (1985) classified leadership into three categories: `transformational, transactional, and laissez-faire`. In this category; Bass, (1985) argued that the most active and efficient form of the leadership is transformational leadership, whereas the least active and efficient leadership style is laissez-faire. He positioned transactional leadership style in the middle of other two. According to Bass, (1985), transformational leadership behaviour gives inspiration to followers with a clear vision, which gives a picture of the future of the organisation. Transformational leaders focus on the transformation of the organisation as well as the employees working for the organization. Accordingly, they influence their employees to transcend their self-interests for the benefit of the organisation and groups within by bringing their determination and commitment to the importance of the organisation's future. Also, it includes securing togetherness around a common purpose. Transformational leaders act 'as change agents and actively participate in establishing an environment and culture which fosters change and growth`. On the contrary of transformational leadership, transactional leadership style, strives to work within the existing system and environment instead of trying to change it. Transactional leadership style inclines to fulfil the needs of followers by giving rewards if the leader`s expectations are fulfilled. Transactional leaders articulate the transaction which occurs between the leader and follower, such that there is clarity about what to expect from a follower and what rewards will be offered in return if followers fulfil the expectations. Regarding laissez-faire leaders, don`t take any leadership responsibility, and leaders exchange nothing with followers, or there is no clarity regarding

expectations between the leader and followers. These types of leaders are also called 'passive-avoidant leaders.' It means that these leaders avoid responsibility, postpone decisions, don`t give any feedback, and make almost no effort to develop their followers. Hence, this type of leadership style is controversial to the definition of leadership (Bass, 1985).

Similarly, Fiaz et al. (2017) classified leadership styles as autocratic (traditional), democratic and laissez-faire leadership styles. According to Fiaz at al. (2017) leadership styles could able to make organisations more productive and more commercially profitable, however, this potential success mainly correlated to leadership style and the business environment that is established for employees to work well. The leadership style could result in valuable organisational outcomes such as better organisational effectiveness, lower employee turnover, customer satisfaction and reduced absenteeism. On the other hand, the leadership style also results in interpersonal punishment and reward which influence employee's attitude, motivation, and behaviour. Hence, it impacts overall organisational performance. Thus, the leadership style might cause two ultimate results, i.e., either motivation or inspiration and frustration on employees causing better or worse individual and organisation performance and productivity. In their study, Fiaz et al. (2017) also referred some other leadership style definitions. For instance, they mentioned about production centered (PC) and employee-centered leadership (EC) leadership styles. In this sense, production centered leadership style focuses on outcomes and allocate more time in supervisory work related to the outcome rather than planning. Whereas, employee focused leadership style stresses on employee targets and their satisfaction instead of

performing tasks. As a result, this type of style is not interested in employee punishment when there are errors or mistakes.

2.1.1.1 Autocratic Leadership Style:

According to Fiaz et al. (2017) and Raelin (2003), this leadership style mainly takes care of performance and placed a great value on outcome rather than employees. The leader holds the absolute power in the organisation or within the teams and the sole decision making authority concerning organisational policies, work tasks, rewards, and punishments (Van Vugt et al., 2004). The business directions and strategies always come from top to bottom without engaging the followers in any decision-making process. Thus, this leadership style counts on power, authority, control and hard work to achieve the realization of organisational targets. Employee motivation only comes from extrinsic factors, i.e., economic rewards which are related to employee motivation. Hence, Raelin (2003) found out that as this type of leadership behavior is coercive and directive, it creates obedient employees who do not question, criticizes status que or challenging current practices in organisations. More importantly, this leadership style conversely impact the employee creativity and innovation (Turan and Erdil, 2013). Most of the studies found out that there is clear link between this leadership style and authoritarianism behaviour (Schuh, Zhang and Tian, 2013; Svolik, 2013).

**2.1.1.2	Democratic Leadership Style:**

As opposed to autocratic leadership style, the primary focus of democratic leadership style is on people (Bhatti et al., 2012). In this case, the leader shares their leadership power with the team members and the leaders are positional leaders in the teams. This style encourages employee engagement and participation in the decision-making process and demonstrates kindness, fairness, and friendship. Leaders who exert this leadership styles believe that the employees do not hesitate to take any responsibility, motivated, committed and trustworthy. Thus, it would lead better teamwork, employee satisfaction and high productivity and organisational performance (Fiaz et al., 2017; Raelin, 2003).

**2.1.1.3	Laissez-faire Leadership Style:**

Lastly, laissez-faire leadership style focuses on neither on people nor performance. It assumes that the employees are neither predictable nor controllable; therefore, it is not necessary to allocate time and energy to understand them. Thus, this leadership styles keeps a low profile, avoid any disturbance and relies on available commitments by respecting all different stakeholders to get things done in organisations. This type of leaders adapts themselves to existent conditions and structures as they do not have any desire to change them. They only establish goals if it is necessary and avoid controlling the employees and communicate with their employees only if it is needed since they believe that the employees could take care of themselves and accordingly take necessary decisions in the workplace (Fiaz et al., 2017; Bass, 1985). Basically, the outcome of this leadership style is to avoid leadership responsibilities since leaders do

not make things clear, for instance, no feedback mechanism, delaying decisions, and no transaction such as exerting little effort to improve their subordinates. Hence, they follow passive-avoidant character (Allen, Da Silva, 2013).
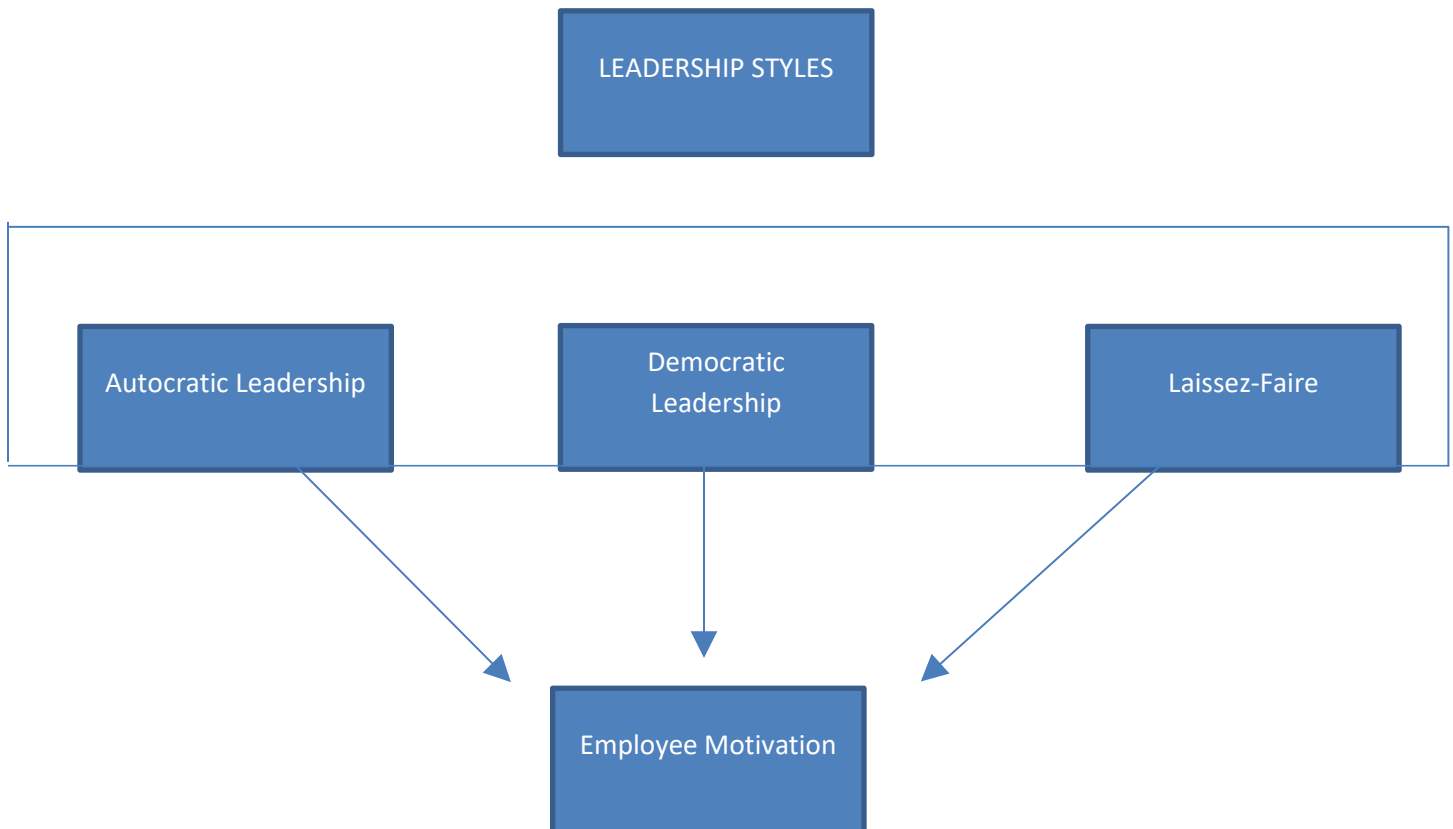
Figure 2.1: Relationship between leadership styles and employee motivation (Fiaz et al., 2017)

Also, Gazi, and Alam (2014, p.258) summarized the impacts that result from different leadership style in their study as follows. The impacts of 'traditional/autocratic leadership' style are; 'restriction and limitation on outputs', brings hostile attitudes and suppression of conflicts to organisations', absenteeism and high employee turnover', 'low productivity and work quality', 'preoccupation with procedures, rules, red tape and

working conditions', 'uncreative and dependent employees who hesitate to take any responsibility'.

The impacts of 'human relations leadership' behaviour are; 'keeping employees motivated and happy.' 'Focus on keeping employee's happy and involving frequently interferes with achievement makes employees lose their respect for their leaders.' This causes 'emergence of some other informal leaders in organisations.' Thus, such atmosphere brings 'disappointment to goal-oriented individuals'

The impacts of 'democratic leadership' behaviour bring 'high employee productivity, commitment, satisfaction, and cooperation.' Also, it 'reduces the need for some procedures, rules and control mechanisms.' Also, it lowers 'employee absenteeism and turnover.' Furthermore, it helps to develop 'competent individuals, who commit to giving their best, transparently communicate and take responsibility.'

The impacts of laissez-faire leadership style are that it makes 'employees apathetic, disengaged and resentful to their leaders and organization.' Thus, this leadership results in 'lowest employee productivity and satisfaction amongst all leadership styles'

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2.1.2 Leadership Styles:

In their study, Tannenbaum and Schmidt (1973) established the foundation of spectrum of the leadership styles from boss centred leadership style to subordinate centred leadership style (Figure, 2.2). They have defined different leadership styles from boss centred to subordinate centred in this spectrum. For example, from boss centred extreme, the first leadership style that they mentioned is ''the leader makes the decision and announces it''. In this type of leadership style, the leader makes the decision on his or her own by choosing the one alternative for the problem that a leader has defined. The leader does not involve subordinate to a decision making process but asks his or her subordinates to implement. Also, there is possibility to use coercion in execution of the decision. In this spectrum, the second leadership style is ''the leader sells the idea''. In this case like the previous style, the leaders again identify the problem and arrive at decision without having to involve subordinates to any discussion and decision making process. However, the leader anticipate some resistance from the subordinates in execution his or her decision. Therefore, instead of reporting the decision directly to the subordinate, leader explains what is in it for subordinates. In doing so, the leader plans to reduce any potential resistance. The following leadership style in this spectrum is `the leader presents ideas and invites questions`. This style is slightly different than the first two styles since the leader has come with a decision and gives an opportunity to subordinates to explain fully his or her reasoning and intention. After giving fuller picture about the decision, leader receives questions. In doing so, subordinates would have full understanding about the decision and what leader`s intend to achieve. The next leadership styles in leadership style spectrum give more participation and having a say

in decision making process to subordinates. For instance, in `manager presents a tentative decision subject to change` leadership style subordinates have some influence on the decision although the leader still identifies the problem on his or her own. However, the leader makes a tentative decision receives feedback from the subordinates before the final decision. From this leadership behaviour, the leader does not come with any solution and the influence of subordinates increases in their involvement in identifying problem and decision making. In this regard, in the case of `the leader presents the problem, gets suggestion and then makes the decision`, the leader identifies the problem and gets suggestions from subordinates. The role of the subordinates is to work on different alternatives and present them to their leader. In return, the leader picks up the most convenient one resolve the issue. Similarly, in the leadership behaviour of `the leader defines the limit and requests the group to make decision` leader gives authority to subordinates to give a decision by defining the limits upfront. Leader could also be work with group as a member without pushing group to one particular direction. The last leadership behaviour in this spectrum which is `the leader permits the group to make decisions within prescribed limits` gives extreme freedom to subordinates in identifying problem, developing one or more alternatives to solve the issue and deciding which alternative to implement. The only limiting factor here is the limits defined by the superior of the group's leader. In this instance, the leader can be part of the decision making process without any authority but with equal level of influence with or team members Tannenbaum and Schmidt (1973)**.**
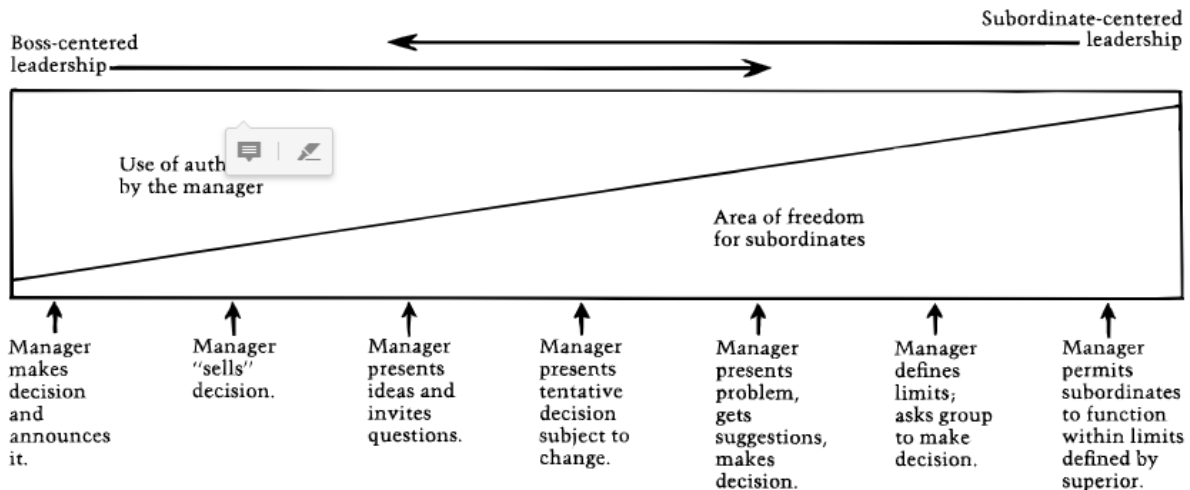
Figure 2.2 : Continuum of Leadership Behaviour (**Tannenbaum and Schmidt, 1973)**

Since Tannenbaum and Schmidt (1973) established the foundation of spectrum of the leadership styles, different leadership styles have also been developed as well. For instance, Bass (1985) classified the leadership styles in three different categories which are transformational, transactional and laissez-faire. In addition Bass and Steidlmeier (1999) explored authentic leadership in their study. Also different authors have discussed other leadership styles such as though leadership (McCrimmon, 2005), servant leadership (Tuhfat et al., 2014), adaptive leadership (Northouse, 2016) and shared leadership (Raelin, 2003) in their studies. I will discuss these different leadership styles in details in section 2.5.1 and 2.5.2 respectively.

2.2.   The Impact of Influence between Leaders and Followers:

During post-industrialized era, traditional leadership has been under questioning since; new and ever-changing technologies have emerged on a frequent basis, and this has transformed organisational structures accordingly. As organisations comprise of vast and complex information and need new capabilities, skills, and expertise to deal with it, it is not feasible for a leader to manage entire organisation. Also, needs of the employees have changed and more work-life balance concept to increase employee productivity has become a reality. Thus, the new leadership alternatives which fulfil the needs of not only organisations but also employees in today`s world have emerged accordingly. The main ideas concerning the new leadership model to deal with this complexity and improve employee productivity, as well as organisational results, are around decentralization of the leadership power, authority and resources to smaller units, teams or communities which are autonomous within the organisation (Raelin, 2003). In today's world organisations should respond well to frequent changes in the environment and address better the needs of their customers and societies in which they are operating. As traditional leadership does not fulfil those needs and forge enterprises ahead thought it is still the standard practice in most of the enterprises, new leadership styles have to be developed to improve the performance of employees and subordinates and achieve organisational targets. For instance, Raelin (2003) suggested that leaders can share their leadership power with the followers therefore; followers would have a chance to experience leadership in their communities. Raelin (2003) named this leadership style as leaderful style. This new notion comprises of four pillars, i.e., collaboration, collectiveness, compassionateness, and concurrence. According to

Raelin (2003) the leaderful approach is collaborative as it leads the involvement and engagement of other stakeholders and members of an organisation to monitor control and speak on behalf of the entire organisation. Also, leaderful style is collective as it comprises of more than one leaders working in the same group or community at the same time to achieve common goals. As a consequence, leadership does not depend on only one individual on the contrary; it depends on multiple people as the leaders share their leadership power with the team members in the same community. Another benefit of this collectiveness is that it improves organisational learning because; it permits stakeholders to experience and learn alternative perspectives. With compassionateness, Raelin (2003) referred considering a different point of views of the members in the decision-making process. Hence, other stakeholder`s thoughts are considered and valued, and collective decisions occur. Raelin (2003) concluded that leaderful practice would permit organisational or community members to involve in particular activities and become a part of the leadership process. If organisations could execute this practice, they would not need a leader, but they could have many leaders with no followers as leadership would become interchangeable between members of the organisation or society. Raelin`s (2003) approach bring a change in leadership-follower concept and the relationship between two parties. In the similar vein Rost (1993) stated that the leadership is all about relationship and influence plays a significant role in this sense. Also, he said that influence happens by impacting others in a relationship through persuasion. According to him, influence has two components which are multidirectional and non-coercive. Multidirectional influence means that influence happens downwards and upwards with persuasive behaviour without

demonstrating any dictatorial behaviour. Furthermore, he mentioned that interaction between the leaders and followers influence relationship which gives an opportunity to followers to actively engage and practice leadership as well. However, the critical issue in this model is that the leader`s influence on the relationship is not the same as leaders demonstrate more potent influence inherently that is of followers.

Apart from Raelin (2003) and Rost (1993), Heifetz (1998) said in his study that the leadership is about the mobilization of people to achieve common goals. Mobilization of the people also includes; `motivating, organizing, orienting and focusing on attention`. Heifetz (1998) positioned the leadership as an activity. Hence, individuals, who might have not enough opportunity to practice the leadership, from multiple social and organisational layers could implement such a` leadership`. Consequently, by de-legitimizing leadership from personal characteristics, different leadership styles in many ways become possible and it brings more opportunities to individuals to practice leadership without being a leader.

Influence is one of the critical component concerning the leaders and followers relation and in improving follower's motivation and performance to achieve common goals. Therefore, it needs to be understood different forms of influence and influence strategies, not only between leaders and followers but also amongst peers and equals. In this sense, reciprocity which refers some exchange or pay-back approach emerges. According to Raelin (2003) and Cohen and Bradford (1989) influence happens in organisations or societies through this mechanism. For instance, individuals would have to pay back some compensation in exchange. Raelin (2003) stated that this compensation could in the form of some currencies which might be the position,

personal, relationship or task related. For example, positional currencies would be

recognition or recognition. Another example to personal currencies would be

involvement, learning or gratitude. Also, task-related currencies; assistance or

information and relationship currencies; understand and personal support (Cohen and

Bradford, 1989). To influence a person, it is essential to know what the most crucial

thing is for that person. If the influencer has no idea about the individual that he wants to

influence, for example, his perceptions, values or experiences then it renders

impossible to influence and exchange any currencies (Cohen and Bradford, 1989). Also,

the strategy to achieve influence on others has three pillars, i.e. 'knowing the world of

the potential ally,' 'influenced as a potential partner, 'awareness of the key goals and

available resources and understanding the exchange' (Cohen and Bradford, 1989, p.10-

12). In this context, potential influencer needs to create an internal alliance with others

to make them pursue his interests. To achieve it, the influencer also needs to know the

needs of stakeholders who would be part of the alliance. Moreover, the influencer is to

be aware of what exactly potential influenced wants. Furthermore, both parties, i.e., the

influencer and affected need to have a good relationship to establish trust and fruitful

exchanges accordingly. Whereas, this process might fail if there are no commonalities

between both parties such as having different values and perceptions (Cohen and

Bradford, 1989). Furthermore, Raelin, (2003, p.180) emphasized that other factors like

'dignity, interpersonal sensitivity, personal integrity, community consciousness' and

'social judgment' in developing these exchanges be also important. Thus, both parties

could establish their relationship on trust and integrity, and it brings a more collaborative

approach to organisations and communities. Hence, both sides could build a relationship without placing any individual interest on top of it (Wood and Gray,1991).

Collaboration is also defined by Thomas (1977) as an interactive process which results in, the contribution of independent stakeholders to the problem domain. Collaboration can happen through using norms and shared rules to decide on challenges that they might face. Thomas (1977) elaborates the meaning of independent stakeholders by stating that independent stakeholders could be external for instance, vendors, other organisations or customers. Therefore, it yields different sort of collaboration forms. In this context, external stakeholders remain autonomous and maintain their independent decision-making process. However, both parties may still agree on the norms, structures, and rules, within their alliance. It is essential to take into account that collaboration in that alliance might fail; however, it could continue as long as both parties strive to achieve their goals. The most significant problem in this type of collaboration would be that external stakeholders may still incline to demonstrate aggressive behaviours which lead a process where external stakeholders could show power or authority in their relations with others to get things done. The reason would be because they might see that their solution to the problem is the best alternative. Finally, Raelin (2003, p.185) suggested that influence strategy could be a right approach to avoid conflicts with the stakeholders and build cooperative behaviour which yields creativity and productivity in the organisations and societies. Accordingly, respective parties could achieve the maximal benefit for their good. Also, he proposed five influence methods to avoid any conflict. These are 'avoiding,' 'accommodating,' 'compromising,' 'and competing' and 'collaborating.' For example, in `avoiding` that

means withdrawing oneself from the conflict then, respective parties could either delegate the issue to a third party or disengage from the conflict. As for `accommodating`, strategies could be smoothing the conflict by highlighting the values and common interests. Regarding, `compromising` three methods, i.e., networking, supporting and bargaining could be used. In this context, supporting refers that one can disclose his own needs without giving up his interest. 'Networking' mobilizes respective parties in the alliance and brings coalition to gain support. 'Bargaining' is hearing the opponent side and giving up things to some extent while having the willingness to proceed for one`s self-interest. `Competing` leads to sort of pressure as stakeholder states his condition to gain agreement. In the same context, sanctioning, rewards and persuading bring a kind of competition between parties. Lastly, collaborating comprises of two influence strategies, i.e., problem-solving, and reasoning that means providing evidence in the form of real-world evidence and using objective criteria to develop a satisfying solution.

2.3. Leadership Theories on Leadership Impact on Employee Creativity and Innovation

2.3.1. Creativity and Innovation:

Different leadership models have been under discussion concerning employee creativity and organisational innovation. The main reason is that as leadership is a sort of influence on followers to get things done, different leadership behaviours might cause different impacts on employees to succeed common goals in the organization. For example, Voon (2011) claimed that the most influential and discussed leadership styles are; 'transformational and transactional leadership styles.'   The differences between two leadership styles are; leaders who demonstrate transformational leadership behaviour mainly focus on the intrinsic motivation of his followers. Therefore, they address the internal needs of their employees to enhance it. Also, transformational leaders put in place personal development plans such as engaging their follower in the decision-making process, empowering them and giving them more autonomy in taking responsibility and necessary actions. Hence, transformational leaders establish alignment with their followers concerning their needs and aspiration to achieve common goals. Thus, transformational leadership behaviour fosters employee dedication and responsibility to their commitment and inspires them to generate creative ideas to over perform (Bass and Riggio, 2006).

On the contrary, as transactional leadership behaviour focuses on short-term success, its primary focus is the immediate needs of followers. As a result, this leadership style addresses the immediate needs by proposing of tangible rewards, for example,

monetary rewards and better status in the organization (Northouse, 2016). In comparing

these two leadership behaviours, transformational leadership style seems better though

due to a positive influence on overall employee and organisational performance.

However, transformational leadership style also has a transactional, behavioural

element in it because; leaders need to focus on the short term as well as long-term

goals to manage the organization and lead employees to achieve organisational targets.

As a result of this, they would have to offer rewards to their employees for the short and

long term. Hence, transactions would become applicable not only for short term but also

long term. In this context, a mixture of transformational and transactional leadership

behaviour might be a good fit for some leaders and organisations since it would better

address both immediate needs, i.e., external and intrinsic needs of employees. In doing

so, it would support in achieving short term and long term organisational targets (Voon,

2011).

Concerning the leadership impact on innovation, Morales (2010) stated that a

transformational leadership style is one of the most critical mediators in influencing

innovation. In this sense, Morales (2010) concluded that transformational leadership

style encourages employee engagement and collaboration and gives more

empowerment to followers, therefore; it triggers innovation more than the transactional

type of leadership. Also, Morales (2010) stressed that leader's self-perception about

themselves and their role also impacts the capability to stimulate transformational

leadership style in the organisation. Thus, it affects the innovative organisational

behaviour. In addition to Morales (2010), De Jong and Den Hartog (2007, p.50),

concluded in their study that there are thirteen leadership behaviours correlated with

new idea generation and its execution, i.e., innovation. These behaviours are; 'innovative role modelling, intellectual stimulation, stimulating knowledge diffusion, providing vision, consulting, delegating, supporting for innovation, organizing feedback, recognition, rewards, providing resources, monitoring, and task assignment.'

Three different leadership theories have examined the link between leadership style and innovation. These arguments are 'participative leadership, leader-member exchange and transformational leadership theories' (De Jong and Den Hartog, 2007).

2.3.1.1 Participative Leadership Theory:

In the participative leadership theories, leadership gives a chance to followers to engage more in the decision-making process. Also, influence happens from followers to leaders and this impacts decision of leaders. Furthermore, followers are given empowerment to develop their action plans in conducting their task. Consequently, leadership style could be in different forms such as 'delegation, consultation and joint decision-making' (Yulk, 2002). Hence, these various types of leadership trigger individual behaviour in organisations. Briefly, participative leadership comprises of involving followers in a decision-making process, so they share decisions with their leaders. In this theory, the participative leader asks recommendation from their followers and collects their opinions and ideas about matters. Afterwards, this type of leader integrates his or her follower's ideas into the final decision-making process to form the final decision about how working groups or organisations overall would proceed (Northouse, 2016).

2.3.1.2. Leader-Member Exchange Theory (LMX):

On the other hand, the `leader-member exchange theory stresses on 'social exchange relationship between leaders and followers.' De Jong and den Hartog (2007, p.58) stated that both ways dialogue and quality of communication between leader and his followers influence results. For example, results or outcomes could be in the form of 'leader and follower satisfaction, performance, individual commitment, employee turnovers, role conflict and role clarity.' LMX theory put the interaction between leader and follower in the center of the leadership process. Therefore, vertical relationship between leader and follower becomes the focal point of this process. In the early studies of LMX, the main focus was the nature of this vertical relationship with followers. In these early studies, researchers have identified two relationships which are in-group and out-group. The in-group relationship basis mainly to expanded role responsibilities whereas, the out-group relationship is based on formal employee contracts of followers. Northouse (2016) contend that followers within organisations, i.e., any organisational work unit become either the part of in-group or out-group depending on how they fulfil their responsibilities, work with their leaders and leader's perception about them. Also, it depends on how followers are interested in expanding their roles within organisational groups. For instance, if followers are interested in expanding their roles and responsibilities and have the willingness to do more for their groups beyond their formal responsibilities, they become the part of in-groups. In return, leaders also do more for these types of followers such as more support in the form of more information, encouragement, and influence. Also, in-group members are more involved and engaged with their leaders. Furthermore, as they keen on to do more than what their leaders

expect from them, they search innovative ways to achieve and advance group goals. On the other hand, for those followers who have no intention to do more beyond their formal responsibilities but would like to remain within formal job responsibilities become the part of out-group and in return, leaders do not provide any extra support. Also, they are less engaged and involved with their leaders. In a nutshell, these types of employees come to work; only do their job without any extra effort and go back home.

In the latter studies, the focus was mainly on the quality of the vertical relationship between leaders and followers. Accordingly, these studies have found that the high-quality relationship between leaders and followers result in better performance of employees, less turnover, greater employee engagement, commitment and job attitudes, additional support from the leaders and better career progress. In this sense, Gerstner and Day (1997) also stated that there is a correlation between high quality of LMX and turnover intentions, job performance, satisfaction and commitment of followers. Thus, dialogue and quality of communication impact the innovative behaviour of employees and organisations (Yulk, 2002). Similarly, De Jong and Den Hartog (2007) echoed that quality in dialogue and 'exchange relationship' behaviour triggers employee innovation. These behaviours could be in the form of recognition, supporting employees in risky conditions and giving challenging tasks, helping or supporting them in risky situations. Also, Scott and Bruce (1994) demonstrated that that leadership style determines the climate for innovation within organisations. In their study, they argued that if an interaction between leaders and subordinates (LMX) is higher, the perceived climate for innovation becomes higher.

Lastly, in their leadership-making model, Graen and Uhl-Bien (1991) contend that the leaders should establish a special relationship not only with in-group members but with all the followers by giving them the opportunity to take on new responsibilities and roles within the organisational groups. According to leadership-making model, if the leaders establish high-quality exchanges with all followers throughout the organization, the goals of leaders, followers, and organisations are all achieved and advanced.

In order to understand and measure the quality of the relationships between the leaders and subordinates at work, different questionnaires such as LMX seven item questionnaire (LMX7) have been used to examine LMX theory. LMX7 questionnaire that measures three dimensions i.e. respect, trust and obligation of leader subordinate relationship provides robust and reliable measure concerning leader subordinate exchanges (Graen and Uhl-Bien, 1995).

However, LMX theory has also limitations. For instance, LMX theory gives more attention on in-group members rather than out-group which divides teams into two groups and in- group receives more attention. As a result, this division or emphasis on particular group would cause discrimination against the out-group members though LMX theory was not designed as such. However, it may support the development of privileged groups within the organisations (Northouse, 2016). Also. LMX theory does not explain strategies regarding how out-group members could gain access to in-group if this would be choice. Furthermore, LMX theory does not elaborate how high quality leader member exchanges can be created. In this sense, LMX theory suggested that leaders should exert an effort to create high quality exchanges with all subordinates without any guideline or suggestions (Anand et al., 2011). Also, researches about LMX

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theory have not fully explained contextual factors which might have an impact on LMX

relationships as LMX theory mostly studied in isolation and researchers have not

studied the impact of other variables on LMX such as cultural variables within the

organisation and existent norms in the workplace (Anand et al., 2011). Lastly, other

criticism has been raised concerning the measurement of leader-member exchanges in

LMX theory. For instance, this exchange between leaders and members i.e.

subordinates have been measured with different version of leader-member exchange

scales along with different level of analysis. Also, dimensionality and content validity of

scales are questionable. Therefore, results are not always comparable with each other

(Graen and Uhl-Bien, 1995)

2.3.1.3. Transformational Leadership Theory:

Lastly, transformational leadership theory mentions that transformational leadership

behaviour leads efficient communication between followers and leaders. Therefore, they

establish shared values, trust and also effective communication brings knowledge

sharing (Morales, 2008). Also, transformational leadership is materialized better in

collectivist cultures than individualist cultures, therefore; collectivist cultures

demonstrate better performance under transformational leadership behaviour

(Gumusoglu and Ilsev, 2009). As a result, transformational leadership behaviour

unearths and support innovative behaviours of employees (Hu, Gu, and Chen, 2012)

defined the effect of transformational leadership on creativity and innovation through

two different ways, i.e., as an antecedent and as moderator. They refereed with

antecedent as a direct impact of a transformational leader on creativity and innovation

whereas, with moderator effect, they explained indirect of transformational leaders on creativity and innovation.

According to Hu, Gu and Chen (2012, p.149) antecedent, i.e., the direct effect of transformational leaders comprises of four facets, i.e., 'intellectual stimulation; inspirational motivation; idealized influence (charisma) and individualized consideration.' They discussed that these four aspects of transformational leadership are highly linked with each-other and work all together to demonstrate an effect on employee`s creativity. As for intellectual stimulation, it occurs when leaders support followers to be more creative and innovative. Inspirational motivation and idealized influence, i.e., charisma happen when leaders set a clear vision to achieve a desirable future, define the strategies to make it, set prime examples and high key performance indicators, and demonstrate dedication and confidence in achieving common goals. Lastly, individualized consideration occurs when leaders address the follower`s developmental needs and support and guide them in fulfilling respective needs. Also, Bass, (1999) mentioned that the transformational leaders empower their followers by delegating some of their duties as an opportunity for growth. On the other hand, indirect moderator effect of transformational leadership effect, Hu, Gu and Chen (2012) stated that there are many moderators and mediators. However, the most important ones which have a significant correlation with employee efficacy and organisational innovation are; psychological empowerment, creative self-efficacy, i.e., being able to produce creative outcomes, collective efficacy, knowledge sharing and support for innovation.

Also, Gumusoglu and Ilsev (2009, p.462) contributed that intellectual stimulation, which is one of the essential components of organisational innovation, brings exploratory

thinking process. Exploratory thinking can happen by providing 'autonomy and challenge and support for innovation.' They also claimed that there is a correlation between psychological empowerment and individual creativity. Hence, they argued that transformational leadership impacts employee creativity as psychological empowerment mediates it accordingly. In the meantime, empowering followers and give them autonomy to take their own decisions and action is one of the more dominant 'creativity enhancing force.' Besides, Gumusoglu and Ilsev (2009, p.471) claimed in their study that there is a robust positive collaboration between transformational leadership and organisational innovation as this type of leadership style promotes innovative behaviours and innovative activities within organisations. In his study (leadership style about organisational change) also echoed that there is a definite correlation between transformational leadership and physiological climate concerning organisational change readiness and to establish a psychological environment for organisational creativity.

In the similar vein, Zhang and Bartol (2010) explained the relationship between the transformational leadership and creativity by bringing forward four different parameters. The first parameter is meaningfulness which refers that leaders give sense to employees that they understand their value and contribution to the overall organization by empowerment. The following parameter indicates that leaders demonstrate confidence in follower's capabilities and skills to achieve common goals through empowerment. Therefore, they expect high performance from their followers. The third parameter states that as a result of demonstrating empowering leader behaviour, it brings more autonomy to the followers. Consequently, followers find more opportunity to engage regarding taking a decision and relevant actions. Lastly, as empowering

leadership behaviour engages followers in the decision-making process, it improves physiological empowerment. Thus, it stimulates employee creativity and innovation.

The core idea of the transformational leadership theory is the encouragement of the followers. This type of leadership gives followers more flexibility and autonomy to think about problems or issues differently and accountability to be part of the decision-making process in taking actions. Consequently, leaders help to enhance creativity at an individual (Hu, Gu and Chen, 2012). Another consequence of this type leadership behaviour is that it creates 'consciousness of collective interest' within the organization and it supports organisational members to solve organisational-related problems in more efficient and timely manner way (Morales, 2008, p.201). Besides, Morales (2008) mentioned that an emotional tie occurs between the leaders and followers in transformational leadership practice since; this type of leadership behaviour emphasizes values and emotions. Hence, it addresses intrinsic needs of the followers, and it results in creativity at the individual level accordingly. Furthermore, he added that transformation leaders share the information which instils a sort of a sense of purpose and meaning to followers. Hence, it makes transformational leadership behaviour one of the most pivotal components to establish a creative and innovative culture in organisations. Another finding from Morales (2008) is that if leadership style stimulates intellectual simulation, i.e., intelligence, knowledge, self-learning as well as organisational learning, this leadership style could also trigger employee creativity and innovative behaviour. In this context, Morales (2008) concluded that organisational learning mediates the correlation between transformational leadership behaviour and innovation. Isaksen & Akkermans (2011) have demonstrated similar results in their

study, and they conclude that transformational leadership style is very vigorously and positively correlated to support for innovation and organisational innovation.

However, it was also evident during literature research process that, there are also some mixed results coming from previous studies by mentioning that there is no significant correlation between transformational leadership behaviour and employee creativity and innovation behaviour in organisations. For example, Jaussi and Dionna (2003) highlighted that there is an insignificant correlation between transformational leadership behaviour and creativity whereas; Shin and Zhou (2003) found such an association in their study. Also, there are some critical assessments regarding transformational leadership. For instance, Northouse (2016) mentioned that there is no clear evidence that transformational leaders can able to transform the followers or organisations and also no clear link between this leadership style and changes neither in organisations nor individuals. However, there is an evidence that there is a link between transformational leadership and positive outcomes in terms of organisational effectiveness for example. Northouse (2016) also highlighted that people confuses with the term of transformational leadership and charismatic leadership. However, charisma is one of the components of transformational leadership. In the similar vein, Yulk (1999) informed that some studies suffered from 'heroic leadership bias' as primary focus was on the leaders rather than how a leader moves followers to do things beyond their potential. From similar perspective, Northouse (2016) contend that there is perception about the transformational leadership which treats leadership as a personality trait. Therefore, the question is; if it is sort of personal trait then how we can train leaders to make them transformational leaders? From this perspective, training people to make

them transformational leaders becomes a very problematic concept. Also, Northouse (2016) discussed that as transformational leadership all about moving people to new vision by changing them, how do people know if new vision is good for people and who decides about it? From this perspective Northouse (2016) stated that how followers challenge their leaders in developing new vision and values is not clear. Furthermore, Bass and Riggio (2006) discussed the implications of pseudo transformational leadership which only focuses on the self -interest of leaders rather than followers or others. This types of leaders are with less moral values, narcissist, power oriented and self -consumed (Ford and Harding, 2012).

Nevertheless, organisations are unlikely to achieve creativity at the employee level and innovation at the organisational level by implementing traditional leadership model because, such leadership is coercive and individualistic which does not give much room to organisational learning (Morales, 2008). In this sense, Realin (2003) supported this claim by highlighting that traditional leadership behaviour brings single loop learning (Argyris, 1997) which does not permit questioning and critical reflexing to the organisation. Therefore, followers could not bring their ideas into the discussion openly without any hesitation. As a conclusion, organisations which aim to establish creative and innovative cultures to establish competitive advantage need to assess what type of leadership that they are holding first. Once it is understood well, organisations could take necessary actions to improve leadership style accordingly.

2.3.1.4   Other Leadership Theories: Path-Goal Theory

The path-goal leadership theory is about the motivation of the followers to achieve their given targets. Therefore, it stresses the improvement of the follower's performance and satisfaction by focusing on their motivation. Thus, leaders use appropriate leadership style to address follower's motivational needs. According to this theory, leadership style triggers motivation when it increases the number of trade-offs or transactions which followers receive. Also, leadership style could motivate followers when it establishes a clear goal, removing hurdles and barriers which block the goals to attain by coaching, mentoring and direction. In a nutshell, the path-goal theory explains the way that leaders could foster follower's motivation along the path to achieving their goals by choosing specific leadership behaviours which best address the follower's motivational needs. The followers become motivated if they see that their efforts bring positive outcomes in the organization and if they experience payoffs when they do good work. The challenge for the leaders here is that to understand the purpose of their followers and the payoffs related to purpose. The underlying reason is that the followers, not only would want to be effective in what they are doing but also would want to know if they would receive any reward when they achieve their targets. Thus, the leaders should figure out what are the things that are rewarding for followers and make those rewards reachable and available to them whenever they achieve their targets (Northouse, 2016).

To study path-goal theory and measure the leadership, path-goal leadership questionnaire is useful this manner (Indvick, 1988). Path-goal questionnaire is useful to provide insights about four different leadership styles which are directive, supportive, and participative and achievement oriented.

On the other hand, there are some criticisms about path-goal theory such as it does not adequately explain the relationship between leadership style and follower motivation. In this sense, it does not describe how a leader can use different leadership styles to support followers feeling confident in doing their work. Also, this theory is such complex that it incorporates so many different aspects of leadership which interpreting theory might be challenging and confusing. Since the scope of path-goal theory is broad and comprises of many interrelated assumptions, it might make to use this theory fully in improving the leadership processin organizational context (Northouse, 2016)

In summary of this chapter, organisations are in need for a new leadership styles or behaviours to address ever changing environment, competition and technologies timely since, the effective leadership styles may not necessarily the solution of handling vast and complex data and developing new skill set and expertise to deal with it. Furthermore, the needs of employees have changed and work-life balance concept has become a reality to increase employee productivity at work. In this sense, decentralization of leadership power and resources to smaller units or teams has become crucial to deal with this complexity and increase employee productivity. As this regard, different leadership models along with theories have been discussed so far to understand which model would best fit to address today`s organisational as well as employee`s needs.

However, there is still a need to establish clear link between leadership styles and its impact on employee creativity and organisational innovation. This would give more clarity on what leadership styles that leaders should establish to increase employee creativity and organisational innovation as a consequence.

In the following section, I will discuss and explore this link between leadership style and creativity and innovation.

2.4. The Relationship between Leadership Style and Creativity and Innovation:

The Advisory Committee on measuring innovation in the 21st century economy, (2008) defined innovation as `the design, invention, development and/or implementation of new or altered products, services, processes, systems, organisational structures, or business models for the purpose of creating new value for customers and financial returns for the firm` (p. 3).

Innovation is a key driver for the growth, and it has a relationship with creativity. Although it seems that innovation and creativity are different parameters and have different constructs, there is a consensus that creativity is about developing and communication of new and novel ideas whereas, innovation is about using and executing of those ideas. Therefore, inventing, creating, designing and implementing those ideas have its base in the creative process (Isaksen and Akkermans, 2011). The United Nations (2008, p.3) also emphasized that 'central to the new paradigm be the fact that creativity, knowledge, and access to information are increasingly recognized as powerful engines driving economic growth and promoting development in a globalizing world' (p.11) . 'Creativity' in this context refers to the formulation of new ideas and to the application of these ideas to produce original works of art and cultural products, functional creations, scientific inventions and technological innovations. There is, therefore, an economic aspect to creativity, observable in the way it contributes to

entrepreneurship, fosters innovation, enhances productivity and promotes economic growth' (p.11). Creativity is related to individual creative skills which have two district components, i.e., individual creative potential and individual creative behaviour. Individual creative potential refers personal creative skills and abilities while individual creative behaviour means results of the effort, i.e., creative outputs. (Diliello and Houghton, 2006). In the similar vein, as creativity is about individual skills and it is an individual phenomenon, it makes it possible to transform possibilities into a reality. Hence, in an organisational setting, transform organisational products, services, procedures or standard practices by using individual's skills and ability to develop new ideas is also defined as creativity. Moreover, when employees implemented those ideas successfully, it brings organisational innovation (Hartono, 2013). Thus, there is a link between creativity, innovation and organisational performance (Isaksen and Akkermans, 2011).

To shape thinking and behaviour of employees in the organisation, one of the most crucial factors is leadership style. Gazi and Alam (2014) defined another view of leadership style by using different and to some extent opposite ways to manage and guide employees. In this sense, individuals perceive leadership style as personal characteristics like managerial experience, education, gender or age, and attitudes. According to Gazi and Alam (2014), there is a link between leadership style and efficiency of employees and organisations as leaders are including human dimensions to increase productivity level of organisations.

In today`s world where globalization prevails, organisations are facing with fierce competition and also continuous changes that occur in the markets and financial

environment putting more pressure on organisations to maintain their competitive

advantage (Hartono, 2013). In particular, whenever organisations experience that

finance becomes expensive to use, the organisation`s status on liquidity is bordering on

crises. However, creative and innovative organisations are performing better despite the

financial conditions since; the reward for successful services, products and process

become greater than ever. Hence, the need for organisations for creativity and

innovation is of utmost importance to survive and establish competitive advantage

(Hartono, 2013). Thus, this need for creativity and innovation makes one of the most

important strategic goals of the leadership to trigger employee creativity in the

organisations. On the other hand, employees are the most valuable assets for

organisations as they have specific skills and capabilities that no other resources have.

For instance, creating and producing innovative solutions to a variety of problems

represents some of those capabilities. In this sense, creativity is vital in the conditions

where there is fierce competition, and it is impossible to offer to fix solutions for every

problem that organization faces. From this perspective, Liviu Vele (2013) stated that a

positive and supportive leadership behaviour makes it possible to set appropriate goals,

emulate team spirit and teamwork within the organisation as recognizing employee

performance and fostering an organisational environment which is supportive of creative

works. By definition, creativity also comprises of doing things differently along with

brain-storming therefore, to boost organisational performance, leaders need to

encourage their employees to produce more novel, new and breakthrough ideas on

which organisations could build innovation (Van Gelder, 2005). In this regards, two

significant factors are affecting an individual`s ability to come up with creative ideas are;

capacity to generate new and innovative ideas and the 'intrinsic motivation; which

generates creativity (Clapham, 2000). In this sense, Liviu Vele (2013) analysed different

facets of leadership behaviour that might impact employee creativity. In their study, they

have investigated different leadership variables to understand their correlation with

individual`s creativity. The results have shown that there is a strong correlation between

leaders encouraging their employees to express their ideas openly and look for different

alternatives on issues and creativity. Also, there is a correlation between the leaders

who suggest new alternatives and ways to doing things and creativity. Furthermore,

there is a similar relationship between the leaders who spend time with their employees

and creativity. Another finding from the same study indicated that if the leaders push

their employees to go beyond their limits to make them more efficient and efficient,

there is a correlation between this leadership behaviour and creativity. However, trying

to create a creative environment by using more tangible incentives like in the form of

bonus did not show any significant correlation between leadership and creativity. This

study also concludes that employee creativity is triggered in the organisations as long

as leaders emulate them to seek for new perspectives on the problems and propose

their guidance and support in finding creative and innovative alternatives to a problem

that they are facing. Also, it is essential for leaders to encourage their employees to go

beyond their capacities which also foster creativity. Moreover, the motivation of

employee needs to be through non-tangible rewards or incentives, for instance, through

intrinsic factors which can drive employee motivation better. Hence, the leaders can

stimulate creativity in organisations if they motivate their employees on a constant

basis, ask for more by pushing their capabilities and address their intrinsic motivational

needs. Thus, the leadership style is the most important parameter which influences employee creativity and innovative behaviour (Mumford and Gustafson, 1988).

Leadership style and innovation are also correlated. In this sense, Gazi and Alam (2014) stated that as leadership has focused on establishing better future for the organisations, leaders are innovators as well. This can happen by bringing new, novel and creative ideas. Therefore, innovation leadership can occur by synthesizing different leadership styles in an organisation to stimulate employee creativity, therefore, producing creative solutions, products, and services. In this sense, as innovation is the need for any organisation to cope with completion and dynamic changes in the technological and financial environment, this has resulted in a new paradigm on the role of leadership to shape the success of creative efforts in the organisations. Otherwise, organisations would struggle to continue their existence in the marketplace. This change in the paradigm of innovative leadership refers to the shift of traditional organisational practices which does embrace innovative employee behaviour from the 20th century to the new organisational behaviour in the 21st century. Therefore, this encourages and embraces innovative employee behaviour as a powerful influence on organisational innovation and performance (Gazi and Alam, 2014). Gazi and Alam (2014) defined the effect of leadership style in the organisations as direct and indirect means. For instance, direct means of leadership influence are; guidance employees by providing suggesting ideas and providing creative input, giving employees clear and concrete goals and providing them enough resource, for instance, funding research and development spending, headcounts regarding workforce to execute and implement the ideas. On the other hand, the indirect influences which mean to get same results in

innovation and organisational performance without providing clear guidance to employees are establishing a supportive environment and atmosphere to stimulate creativity within the organisation. Also, this provides some rewards and recognition to the employees for their innovative behaviours, being a role model for innovative thinking and establishing teams with specific creative and innovative skills and hiring employees who have those skills (Gazi and Alam, 2014). In the similar vein, Isaksen and Akkermans (2011) echoed that leaders and their professional attitudes influenced creativity and innovative performance of the organisations and mentioned about some key behaviour which impact creating new ideas and application of those ideas to produce innovation. For instance, being an innovative role modelling, support for innovation and providing necessary resources accordingly, providing guidance or vision and knowledge transfer or diffusion. In this study, the researcher also concluded that without organisation and leaders support; it is unlikely to achieve creativity in the organisations. Hence, organisational leaders influence on innovation is by establishing an atmosphere and climate which embraces and encourages creativity and execution of those new ideas. Thus, building necessary environment for creativity and innovation is of utmost importance for organisations. Isaksen and Akkermans (2011) also stated that leadership style is related to creating an appropriate climate for creativity and innovation. According to this, if leaders have a high level of interaction with their employees, the perceived climate for innovation becomes higher.

Creativity and implementation of creative ideas to bring innovation might seem sufficient to contribute to the organisations. However, creative ideas have to be recognized by organisational leaders as contributing, valuable or creative before those ideas proceed

to the innovation process. From this context, leadership can either stimulate creativity and innovation if organisational leaders recognize them or hinder creative and innovative process if leaders could not understand them promptly. In this respect, Simmons and Sower (2012) mentioned that it is the organisational leader's responsibility to decide that what creative work will go through the innovation process. If the leaders have lack of prudence and discernment, they can become gatekeepers of implementing such creative ideas. Hence, leaders dismiss creative ideas before they can go through the innovation process. Simmons and Sower (2012, p.300) have brought leadership sagacity into the discussion in their study to identify the role of organisational leaders in putting forward creative ideas towards innovation process. They defined sagacity as `the possession of keen mental discernment and good judgment coupled with interpretive knowledge' and suggested that leaders need to possess sagacity in various amount since; there is a correlation with their ability to understand creative work and put it into process towards innovation. Also, they mentioned that organisations and individuals could develop sagacity by engaging in diverse training and different types of work functions. Although various studies have discussed the key traits which are the core of effective leadership, they have not included sagacity, i.e., prudence and discernment. For instance, Bass (1990) mentioned about five leadership traits which are about leadership quality as; 'self-confidence, dominance, high energy, intelligence and task-relevant knowledge.' In Bass`s (1990) approach he gave more focus to follower`s needs rather than leaders. Bass (1990) contend that transformational leadership could play an important role where the outputs are not positive. In this sense, Bass (1985) defined how transformational leadership

motivates followers to transcend their potentials. According to Bass (1997, p.130), transformational leadership help followers to raise their awareness on the value of `idealized goals`. Secondly, transformational leadership makes followers to go beyond their self interest in favour of the organization or their respective teams. In addition, it makes followers to address higher needs of their organisations instead of their self-interest. Also, Kouzes and Posner (2008) and Northouse, 2016 have made a similar list and developed fundamental practices which comprise of being intelligent, competent, forward thinking, honest and inspiring. Kouzes and Posner (2008) and Northouse 2016 stated that leaders should have a clear vision and values and able to express it to others. Accordingly, leaders need to set a personal example for others through their behaviours. For instance, they follow their commitments by confirming common values which they share with other individuals. In addition, leaders should establish compelling vision which can help followers guiding their behaviours accordingly. By establishing a compelling and inspiring vision, leaders would be in a position to challenge others to go beyond their potential to do something for other members of an organization. Moreover, effective leaders are able to build trust and emphasize on collaboration. In doing so, they could enable others to act. Lastly, effective leaders understand the need for recognition and rewards accomplishments through authentic behaviours to demonstrate recognition and encourage others to do the same.

 Furthermore to Kouzes and Posner, (2008), Northouse, (2016) and Amabile, (1998) suggested a mode which indicates that individual must have necessary skills for creativity and possess intrinsic motivation to come up with creative ideas and works. In this sense, divergent thinking as well as ability to see the relationship between different

products or processes is primary determinants to identify if an individual has any inclination to produce new and creative ideas and Amabile (1998) defined it the form of intelligence. As a result, individuals who have skills to come up with creative ideas are considered to be intelligent. Employees cannot put creative ideas towards innovation process themselves as it needs management support in the form of the organisational resources. Therefore, leader's endorsement or disapproval plays a significant role to put creative ideas into the innovation process. Consequently, leadership sagacity influences implementing of creative ideas, i.e., innovation in the organisations as it helps organisational leaders to recognize creative ideas and works before it can move toward innovation process (Simmons and Sower, 2012).

Organisations need to understand better the correlation between leader's supportive behaviour, sagacity and creativity, and innovation which are vital elements to cope with competition and survive in competitive and technologically ever-changing business environment. The lack of leadership support and sagacity in creativity and innovation would yield the departure of even most creative employees or make them silent in the organisations. In either condition, organisations could not avail of these potential creative ideas and lose them for good. For those organisations where leaders provide their support, the creative ideas more likely to be put forward innovation process and this will provide value to the entire organization (Simmons and Sower, 2012). However, the main difference between leadership supportive behaviour and sagacity is that supportive leadership behaviour would help to generate creative ideas whereas; leadership sagacity brings more implementation of creative ideas in an organisational

setting. Thus, leadership sagacity would result in more innovations, creating more value and improved competitive advantage for the organisation.

As a result, it is evident that the leadership style or behaviour has a direct link with the employee creativity and organisational innovation. The mentioned studies above proves that there is a clear correlation between leadership style and employee creativity and innovation. Leaders can influence employee creativity directly such as addressing employee`s intrinsic motivation, encourage employees to express their ideas openly and look for different alternatives on issues and push their limits or indirectly like creating an environment where employees can speak up freely, challenge status quo or common practices and providing resources to actualize their ideas. From this perspective, without having the leaders support organisations unlikely achieve creativity and innovation. On the other hand, leadership can also hinder creative and innovative process if the leaders could not understand them as it is organisational leader's responsibility to decide that what creative work will go through the innovation process. If leaders have the lack of prudence and discernment, they can become gatekeepers of implementing such creative ideas. Hence, leaders dismiss creative ideas before they can go through the innovation process. Hence, organisational leaders should also have creative and innovative mindset. Thus, this change in the paradigm of creative and innovative leadership can transform traditional organisational practices from the 20th century to new organisational behaviour which does embrace creative and innovative employee behaviour in the 21st century.

2.5. The New Leadership Styles and Their Impact on Employee Creativity and Organisational Innovation:

2.5.1. Authentic Leadership:

Authentic leadership has received more attention over the last decade as new leadership style impacting employee creativity and organisational innovation positively. It has become one of the emerging and vital pillars in the field of leadership, and some studies claimed that it could bring a perspective for organisations in coping with dynamic and turbulent ever-changing work environment. In this sense, the reason why authentic leadership seems as a good fit is as it creates a fundamental difference through supporting employees to find the meaningfulness regarding their role, responsibility, goals and organisations and connection at work (Turan and Erdil, 2013, p.674). Gardner et al, (2005) defined authenticity as `thine own self-be true. ` As this regards, authentic leadership behaviour emphasize positive ethical environment and psychological capabilities to 'internalize moral perspective, foster self-awareness, balanced processing of information and self-development, and lastly transparency between leaders and followers in their relationship in the organization' (Walumbwa et al, 2008). Also, it was ecoed by Walumbwa et al (2010, p.94) that authentic leadership behaviour comprises of four dimensions; 'internalized moral perspective, balanced processing of information, self-awareness and relational transparency`. However, 'relational transparency; is found to be the core authentic leadership factor amongst others (Walumbwa et al, 2011). By considering authentic leadership components, it is

different from the other styles like transformational, transactional, and traditional and servant leadership styles. In the definition of the four elements of authentic leadership, internalized moral perspective represents the development of an advanced level of moral standards. Internalized moral perspective means that authentic leaders demonstrate in their behaviour that they care about ethical issues by taking into consideration of moral values and standards even if they would be against societal and organisational pressure. Balance processing of information is mainly referring analysing of all information objectively in the decision-making process. Hence, it brings fair decision-making process to the organisations. On the other hand, self-awareness is about 'knowing and being true to oneself.' It brings awareness of leader's strengths, weaknesses, and limitations to their self-attention. As a result, the leaders could re-asses their strengths, weaknesses, and limitations on a continuous basis. Lastly, relational transparency between leaders and followers refers being one`s self and genuine. Relational transparency means that an individual gives value to someone who is in his close relationship by achieving truthfulness and openness (Turan and Erdil, 2013). According to Northouse (2016) authentic leadership has emerged upon failures in both private and public sectors as a reaction to societal demands which is the need for trustworthy and genuine good leaders. Northouse (2016) defined authentic leadership style as a style which emphasizes on moral values, transparency, and responsiveness to fallowers needs and sensitivity to their values. Thus both leaders and followers create authentic leadership style together as it is a long term process. Northouse (2016) also defined the positive features of this leadership style. For instance, in the uncertain environment, this sound leadership style provides an answer

for those who seek good leadership. Also, its moral dimension mandates leaders to do the right and goods things for their followers. Furthermore, leaders develop authentic leadership style over the time as it is a process. Hence, authentic leadership is not a leadership trait but a process that leaders could develop over the time.

Besides it is positive sides, Northouse (2016) also contend that authentic leadership has some negative features. For instance, it is impact on organisational productivity and effectiveness still not clear. Moreover, researchers have not fully substantiate the idea, therefore there might be some negative consequences in the practical approach in organisations. Ford and Harding (2011) claimed that authentic leadership is not applicable in practice because, leaders and followers will see organisational values when they look inwards rather than their core values. From this perspective, Ford and Harding (2011) concluded that if internalized values are organisational values and leads authenticity, then authenticity intertwines with organisational core values. Thus, people could distinguish between self- core values and organisational core values. In addition, Ford and Harding (2011) explained the problem when it comes to follower's understanding self to develop authentic behaviour. As this regard, they explained that if followers have not enough understanding of the self, they may follow two patterns. Either, they come to depend on their leader and develop the self- knowledge with the encouragement which they get from their leaders or they may internalize the core organisational values. Thus, followers may neither question nor resist against those values. Hence, followers would have to ignore his or her core values for the sake of authenticity. Also, this presents a risk to refuse the leaders as a source of influence unless leader establishes trust in the long term. Ford and Harding (2011) concluded that

as authentic leadership stipulates internalization of core values which are organisational

core values, there is no much room for the self -values which may not necessarily in

align with the leader and organization. Accordingly, organisational values prevail the self

and leads confusion on followers. Ford and Harding (2011) finalized their study by

stressing that organization absorbs authentic leader and leaders internalize

organisational values rather than self and leader's role is mainly to ensure that followers

are only objects without any subjectivity in the organization. Hence, the final outcome of

this practice would be the destruction of followers (Ford and Harding, 2011).

2.5.1.1. The Impact of Authentic Leadership on Creativity:

Organisational leaders and managers should establish a positive environment to

improve employee creativity (Turan and Erdil, 2013). In this context, as authentic

leaders establish open, transparent and positive interactions by creating positive

emotions and atmosphere in the workplace, it makes employees more creative as a

result (Peter son et al, 2012). There are some supportive studies which highlighted that

there is a significant correlation between moral, ethical perspective and employee

creativity (Valentine, 2011). Also, authentic leadership has four components which

stimulate employee creativity in the workplace. Relational transparency which refers

being one`s self and genuine, for example, encourages creativity through openly

expressing ideas, problems and information sharing. With relational transparency, close

circle relationship between authentic leaders and employees can occur, therefore; this

permits employees to give try new things freely. Also, authentic leadership behaviour

addresses and enhances employee's needs for psychological safety and their intrinsic

motivation. In this sense, psychological safety brings more confidence to employees so;

they could express their thoughts without hesitation or fear. Also, this type of leadership behaviour ensures transparency with employees which lead to establishing a safe and trusting place for employees. Furthermore, Turan and Erdil (2013) explained intrinsic motivation as an inclination which stimulates employee's creativity. Thus, authentic leadership behaviour is correlated positively with employee creativity.

2.5.1.2. The Impact of Authentic Leadership on Innovation:

According to West and Farr (1989, p.19), there are five major factors, which are; 'organisational factors, relationships at work with one's supervisor, job characteristics, group or social factors and individual characteristics,' influences innovation. Also, Cummings and O'Connell (1978) stated that leadership is one of the most important factors in achieving organisational innovation. Furthermore, some other studies supported that the positive influence of leadership styles and the proper quality of the relationship between leaders and followers affects innovation positively. (Turan and Erdil, 2013). Hence, they inferred that authentic leadership style might also have a positive impact on innovation. Moreover, authentic leadership style may foster innovation better than that is with traditional leadership style. Turan and Erdil, (2013, p.675) explained that authentic leaders enhance innovation by 'establishing confidence, raising optimism, creating hope, and strengthening resilience.' Furthermore, the relationship between authentic leaders and followers might have a major role in improving innovation. The relation transparency component between authentic leaders and follower may be the reason which fosters innovation. In this sense, Yuan and Woodman (2010) mentioned that the sound quality of a relationship between leaders and employees impacts employees; innovative behaviours positively. As a

consequence, these innovative attempts affect organisational innovation. In their study, Turan and Erdil (2013) concluded that authentic leadership has a positive correlation with employee creativity and innovative behaviour. According to them, the positive impact on creativity occurs through self-awareness and balanced processing of information. Also, they suggested that if a leader increases his analysing of information and accordingly good decision-making character, it enhances the creativity in the organization as well since these two characters give the opportunity to the employee to explain their ideas and decisions. Hence, these characteristics of a leader forge employee creativity. Besides, they also highlighted that authentic leadership behaviour has a positive impact on innovativeness. Thus, authentic leadership style ignites employee creativity in the workplace within the organization and also enhances innovative behaviour and ensures innovativeness of organisation. From those findings, the conclusion is that organisations could improve authentic leadership behaviour by hiring their leaders with authentic features, i.e., 'internalized moral perspective, balanced processing of information, self-awareness and relational transparency' (Walumbwa et al, 2010, p 94). Therefore, they might enhance and improve the creative and innovative behaviour of employees and innovation at organisational level overall.

2.5.2. Other Leadership Styles Impacting Creativity and Innovation:

Apart from transactional, transformational and authentic leadership styles, there are also similar or slightly different leadership concepts such as thought leadership; shared leadership, servant leadership, adaptive leadership and inclusive leadership styles have been discussed and emerged. McCrimmon (2005) mentioned about thought leadership in his study. According to this concept, thought leadership is the basis of the powerful influence of ideas which transform the thinking process. For instance, a new idea about products or services might be so convincing that it does not need any extra effort to influence any followers to carry out the day. The matter of the fact that new idea speaks for itself as it demonstrates its value. Therefore, thought leadership does depend on neither authority nor the power of individual personality but depends on mainly influencing skills and the power of new ideas. McCrimmon (2005, p.1066) elaborated thought leadership by highlighting that whenever it is necessary thought leadership can be demonstrated by 'examples, logical and factual arguments or emotional appeal.' Also, McCrimmon, (2005) stated that thought leadership is championing and excellence of new ideas either horizontally to peers or vertically to superiors. Furthermore, he mentioned that thought leadership demonstrates itself in two patterns. First, a person exerts thought leadership but a silent innovator who might be lacking influencing capabilities. Second, thought leaders might not be creative but very early adaptors of new practices or technology; therefore, they become the initial implementers of new ways of doing things. In the former case, thought leaders need to demonstrate the value of his or her ideas horizontally or vertically. In latter case, early adopters of thought leaders become champions of new ideas regarding quick implementation. In thought

leadership model, leadership is demonstrated to peers horizontally or superiors

upwards through influence. However, it is not the practice for subordinates. Also,

thought leadership is not a group effort, and outcomes do not occur jointly whereas, it is

entirely basis for individual effort. Moreover, thought leadership is complete or ends its

mission when peers or superiors buy the new idea or practice. Thought leadership does

have to come from within the organization, but it can come from outside the

organization unlike other leadership practices since; it is not the basis for working with

groups within the organization. Furthermore, thought leadership is not coercive,

directive or transactional as thought leaders need to convince the peers or superiors of

the merit or truth of the idea to get their endorsement. The spectrum of thought

leadership varies from revolutionary, high-risk product to small changes in operating

procedures (McCrimmon, 2005). In the same study, McCrimmon (2005) compared

thought leadership with shared leadership and Raelin's (2003) leaderful concept. This

study concluded that unlike thought leadership, shared leadership requires the

involvement of and full engagement of group members in the leadership of the team. On

the other hand, Raelin's (2003) leaderful practice imposes the distribution of leadership

across the team members and expects that members of a group learn to conduct its

affairs on their own. In this case, leadership can be shared and experienced by

everyone. However, McCrimmon (2005) argued that both shared leadership and

leaderful practices require that some of the members of a group take responsibility to

some extent like formal leaders of an organization does. Thus, both practices are in the

form of empowerment of formal decision-making authority. On the contrary, thought

leadership does not have any footprints of managerial tones in an ordinary

organisational as leaders neither give empowerment nor authority to employees. Despite, thought leaders challenge current practices and push for change (McCrimmon, 2005).

Tuhfat et al (2014) discussed servant leadership and its impact on creativity and innovation. This leadership model presents that servant leadership unlike other leadership models emphasize employee development and therefore, focuses on improving employee interest over and above those of leader defined organisational interests. Thus, this approach improves the perception physiological safety, fairness and trust in the workplace. For instance, the difference between servant leadership and transformational leadership is that transformational leaders motivate their follower to pre-defined organisational goals whereas; servant leadership is to promote follower's development. Tuhfat et al (2014) claimed that leader-follower interaction and relationship matters concerning self-expansion, sense of connection, and self-consistency and accordingly, followers define themselves at work. In this regard, this link addresses the need of followers such as; task-related, i.e., establishing clear mutual expectations from each-other and physiological needs, i.e., identity, meaning, belonging. Hence, the core focus of the leader-follower relationship is to address follower's need and their development in the workplace. Thus, this leadership behaviour regarding developing followers, intentions, and values creates follower's loyalty and respect. Servant leadership has multiple dimensions in impacting follower's creativity by addressing follower's needs in the organization. For instance, this type of relationship between leaders and followers improves empathy, cooperation and liking to achieve common goals. Also, these goals would be an opportunity for the development of

followers. Hence, common goals attract follower's interest. Furthermore, as this type of leader-follower leadership emphasizes follower development, it inspires positive feelings and emotions which broadens follower's thought-action spectrum and establishes their 'enduring individual resources for instance, from intellectual and physical to psychological and social.' As a result, positive feelings and emotions mediate creativity. Another dimension of this relationship is that the sense of psychological safety aspect. As followers will feel that they are safe in the given work environment, they incline to experiment new things and new ideas. Therefore, they feel safe to take more risks and suggest new ideas. Thus, servant leadership behaviour which improves follower's psychological safety mediates creativity (Tuhfat et al, 2014, p.1397).

Northouse (2016) mentioned about adaptive leadership which is about support follower's change and re-adjust themselves to new situations. Adaptive leadership approach sees leaders not only solving problems and directing people but encourages others to solve the issues that they are facing. This type of leadership involves in activities which mobilize, motivate, and organize of others. Also, adaptive leadership approach encourages followers to change and understand new ways of doing things to survive. Hence, they may do better and grow in what they are doing within organisational working groups. Thus, adaptive leadership leads leadership behaviour which supports creativity, learning, and adaptation of followers to new and complex situations.

Lastly, Lorenzo et al (2018) explained that diversity of leadership team composition brings better innovation and as a result, improved financial performance. In their study, Lorenzo et al, (2018) highlighted that companies which have above-average diversity in

the composition of leadership teams take greater chunk from innovation as well as higher margins. The underlying reason is that in diverse workforce people have different background and experience see problems in different way and accordingly they create different solutions for the same problem. Hence, having diverse leadership team composition is a clear pathway to establish more innovative organisations. Thus, if organisational leaders promote inclusiveness of diverse workforce, they could foster innovation and create competitive advantage through finding unconventional ways to solve the problems and create more unique ideas. Similarly, Hawlet et al (2013) stated that diverse workforce drives innovation and maintains growth as long as leaders embrace differences, disruption and promote speak up culture in organisations. In this sense, inclusive leadership style unleashes innovative potential of such diverse workforce and enabling companies to increase their market performance accordingly.

2.6. Negative Impacts of Leadership on Creativity and Innovation:

Having discussed the different leadership models and styles which have a positive impact on the employee creativity and organisational motivation, it is also worth mentioning about the possible adverse results or the dark side of leadership on creativity and innovation. In this sense, there are also some conflicting theories. For instance, Holten and Bøllingtoft (2015, p.51) argued that thought leadership is a significant factor that positively impacts creativity and innovation; it might also have some unintended risks and adverse result. They have proposed two leadership patterns, i.e. 'contradictory leadership behaviour' and 'too much of a good thing event' that impact creativity and innovation conversely. As for 'contradictory leadership behaviour,' they discussed that leadership behaviour need to balance follower autonomy in preferred work practice against 'controlling and monitoring goal attainment' and permitting trail-error versus 'sanctioning errors.' If this balance cannot be secured and controlling and monitoring behaviour prevails, this would result in opposing leadership practice. Therefore, it brings less transparency which would not fulfil the expectations and less fairness. Although leadership practice might seem to support creativity and innovation, it would result in ambiguity in organization concerning goals, tasks, and rewards. Consequently, there would be high risk to produce unexpected employee reactions and unforeseeable adverse events (Holten and Bøllingtoft, 2015). Regarding 'too much of a good thing event,' discussed that there is no linear relation between leadership positive impact and creativity and innovation; however, there might be a limit of the positive effect of leadership behaviour on creativity and innovation. Besides, after a certain point, there are no extra benefits whereas, undesirable or

adverse events. In this context, the infection point could be interactions between leaders, individuals, and organisations. As a result, instead of supporting individual creativity and organisational innovation, leadership behaviour might cause no impact or reverse effect (Holten and Bøllingtoft, 2015). Another conflicting perspective looked at the effects of cooperation and competition to see if fosters or inhibits creativity. In this case, Webb (2016) explained that if individuals work together in harmony, they could pull ideas from each-other and could build new ideas on each-other so; creativity becomes richer and more prosperous. If not, i.e., work against each other, they might also obtain better approaches to the problems since; individuals strive to outdo each other on a constant basis. This practice would bring competition and individuals might deliver better solutions without having to cooperate. Cooperation and competing behaviour of individuals result in a paradox. As individuals interact with each-other, this yields both collaboration and competition. This paradox causes a sort of limitations which is accompanied by the empowerment and individuals need to practice this empowerment within these sorts of limitations. Also, group members develop some routines, customs or rituals as work they together for a period. These routines, traditions or rituals become a group of conduct, in other words, acceptable practices for group members. Because of a group of conducts or common and practices, individuals face some limitations which would diminish creativity performance of the group. For instance, the new ideas introduced by group members need to suit group criteria, i.e., group criteria. Thus, a new idea needs to suit with the established context within the group to get the endorsement. In this given context, that is why competition might be an excellent catalyst to foster the creation of new ideas (Webb, 2016).

As a result, Webb (2016) suggested that leaders must be aware of group boundaries which have established collaboratively with team members. However, leaders can encourage others who incline to compete with those limits. Hence, this can stimulate creativity. On the other hand, if teams could perform cooperation with awareness by knowing its limitations, the teams can also build upon each-others ideas and achieve creativity within the organisations (Webb, 2016).

2.6.1. Traditional (Autocratic) Leadership:

Raelin (2003), explained traditional leadership as; one individual who assumes leadership role has full authority in the organization, holding power and centralizes all the process and procedures within the organization. According to Raelin (2003), in traditional leadership model, the leadership power is not shared whereas, it is a serial process and power can only be transferred from one leader to another only if existent leader completes his term and leave the office for good or replaced with another one. Hence, a leader would be in a position to hold power unless he replaces with his or her successor. Also, this type of leadership is very individual as there is one leader in the organization or respective function which holds the absolute power. Moreover, it is about control, and therefore, follower`s responsibility is to fulfil their tasks by following the guidance that the leader has given. Furthermore, these types of leaders are dispassionate to their members or other stakeholders since; achieving organisational targets are more important and should always come first.

On the other hand, Kahreman (2012) stressed that traditional leadership behaviour limits reflexive response, questioning status quo, and engagement in the decision-

making process. As a result, it does not permit to create valuable learning platform in which both parties, i.e., the leaders and followers could establish the dialogue, transparency in expressing ideas openly with no judgment in organisations. Hence, this type leadership style which gives leader full authority to make the decision and announce it to subordinates does not permit employee involvement in the decision-making process (Tannenbaum and Schmidt,1973). Consequently, traditional leadership style impacts employee intrinsic motivation and creativity behaviour conversely.

This leadership behaviour risks organization's future since leaders are the decision makers and critical decisions could only basis on their previous experience, ideas, thoughts, and feelings. Therefore, decision-making pattern in organisations, where traditional leadership model prevails, is through feelings, thoughts or intuitive thinking, impressions, lack of reliable information and associations. In the similar vein, Hammond et al (1998) highlighted that traditional leadership behaviour comprises of a single individual and this individual is responsible for decision-making process so; it would impact organisational performance dramatically due to cognitive traps and heuristic biases. Similarly, Drummond (2001) mentioned that individuals would think that they can control and change events in their surrounding environment and they could bring optimism, self-esteem, and overconfidence in their decisions. Furthermore, Bazerman et al (2008) and Hammond et al (1998) proved that individuals are inclined to use unconscious routines to cope with overwhelming and complicated information. If any of the past decisions was a success by any chance in this sense, it leads complacency which results in ignorance's of tracking back habit (Kahreman, 2012). Therefore, complacency creates a considerable risk for organisations since; the market

environment is frequently changing, and past decisions may not necessarily address those changes to compete and survive.

As a result, they mainly use their past-experiences and relevant confirming evidence in their decision-making process. Thus, this 'confirmation heuristic' leads self-esteem and overconfidence that happens without awareness and conscious (Bazerman and Moore, 2008; Hammond et al, 1998). That is why traditional leadership behaviour could also cause cognitive biases and systematic errors in decision-making in the organisations Followers also have given some meaning to the word of a leader such as images or heroic to define the power of leaders. In a similar vein, followers deemed that charisma of leaders in traditional leadership model is the most influential personal trait influence societies and convince them to follow their vision (Raelin, 2003). In this sense, leader's action reinforces images and values on the word of leadership and followers see them exceptional and extraordinary individuals. That is why the followers expect that the leaders influence the entire workforce or society to follow his vision and accordingly get things done to achieve his mission (Heifetz, 1998). In traditional leadership style, perception about influence is; as a way of control by power and authority (Raelin, 2003). Furthermore, Raelin (2003) explained why societies and employees appreciated the charismatic leadership is that followers might not understand fast and dynamic changes in the environment and accordingly could not foresee where their organisations or communities that they live move forward. Also, they might be worried about the consequences of those changes if they are unsure how their organisations would be successful in responding those changes. If the charismatic leader could turn uncertainty into success for his followers, it would diminish the level stress on followers and bring

relief accordingly. Hence, the followers appreciate this type of leadership since they seek for psychological comfort when uncertainty prevails.

The one option to prevent the impacts of traditional leadership style and entrapments in decision makings could be establishing authentic leadership style which is by 'more transparency, honesty, moral encouragement and experience informed intuition' (Sheard, Kakabadse and Kakabase, 2011, p: 96). These mentioned parameters or qualities are mainly specific to a situation but not depending on an individual. This refers that meaning in the particular case is correlated to a particular situation. Also sharing leadership power with others could be another alternative to eliminate the consequences of the traditional leadership; however, this may not necessarily mitigate other individual's entrapment issues in decision making. Whereas, this approach could balance abusing leadership power and authority over others (Kalabase and Kalabase, 2005).

Also, ethical and consequential decision making is vital to prevent any biases while taking any decision when there are volatility, ambiguity, and uncertainty in an environment. If leaders could develop an awareness to understand their initial attempts to entrap, they would demonstrate an effort to prevent it happen as they might have more insights into future traps in their decisions. Thus, it is essential for the leaders to focus more on the context of an issue or moment to have an insight and that could help and inform proper decision making (Sheard, Kakabadse and Kakabase, 2011).

2.7. Summary:

As a summary of this literature section, the leaders are the backbone of any organisations since; they establish strategies and action plans to grow and survive business and business operations in ever changing competitive business environment. It is mainly the leader's responsibility to improve productivity as the leadership is fundamental to upgrade productivity in organisations. Furthermore, the leaders should also address the needs of employees as work-life balance concept has become a reality and it increase employee productivity at work. Hence, the leaders should be in a position to encourage and motivate his or her followers to enhance productivity in organisations and also support creating and implementating of new and novel ideas in the organisational setting. Therefore, without leaders support organisations unlikely achieve creativity and innovation. In this regard, the leadership behaviour is of utmost importance in organisations as it might hinder or foster creativity and innovation within an organisation depending on what type of leadership style that they demonstrate. As a consequence, organisations are in need for a right leadership style or behaviour to address ever changing environment, competition and technologies as effective leadership styles may not necessarily the solution of handling vast and complex data and developing new skill set and expertise to deal with it. Accordingly, the different leadership models along with theories have been discussed so far to understand which model would best fit to address today`s organisational as well as employee`s needs. In this sense, different leadership theories and styles have been discussed in this section to understand leadership style influence and impact on employee creativity and organisational innovation.

As a result, different studies identified some links between leadership style and employee creativity and innovation. For instance, Holten and Bøllingtoft (2015), Jaussi and Dionna (2003) and Shin and Zhou (2003) identified a clear link between leadership style and employee motivation. Also, in recent studies (Liviu & Vele, 2013; Hartono, 2013; Gazi and Alam, 2014) researchers have found that there are different leadership styles impacting employee creativity and organisational innovations by mediating different mechanism in leader-follower relationship. It is important to note that the leadership style affects creativity and innovation separately. However, this impact would be not only positive but also negative depending on the style of the leadership within the organisation. As creativity and organisational innovation have become the main pillars for most of the organisations in today's world to compete and survive, organisations need to understand the impact of current leadership practice on creativity and innovation within their organisational settings. It is evident that organisations could not forge ahead if there is no clear understanding of the impact of dominant leadership style on the creativity and innovation. The leadership behaviour could also hinder the link between the creativity and innovation if leaders could not acknowledge creative ideas and do not put them through the innovation process.

However, when it comes to managerial implications, it is essential to understand which leadership behaviour suits employee and organisational needs better to foster creativity and organisational innovation and establish a competitive advantage in the marketplace. As this regards, there is no precise prescription in studies; however, there are some comparisons between different leadership behaviours which was the discussion above. Moreover, studies did not tell about how organisations adopt new

leadership and what would be the ideal guidance. Furthermore, studies did not take into account that each organisations might have different organisational culture in conducting day to day business. Therefore, some organisations might be more receptive to one particular type of leadership style while others would reject it. In addition, studies did not talk about in what type of business environment which type of leadership behaviour could prevail. For instance, a particular type of leadership approach would be more preferable in a business environment, where there is no stability or predictability over others. Most importantly, all studies that I have researched and reviewed mostly applied quantitative research method as well as qualitative to identify the link between leadership style, employee creativity and organisational innovation. However, I have not observed any Action Research on this particular topic in none of the studies. From this perspective, there seems there is gap between theory and practice to test theoretical findings in practice in terms leadership style and its implications on employee creativity and organisational innovation. Hence, this Action Research will give more clarity on what leadership styles that leaders should establish to increase employee creativity and organisational innovation as a consequence.

In this context, first organisations need to understand what the limitations of existent leadership style are and accordingly compare different leadership styles to foster creativity and innovation. Once, organisations understand the theoretical foundation of the impact of leadership style on creativity and innovation; then they could be in a position to implement the most suitable leadership style to foster creativity and innovation. However, organisations do not have to prefer one leadership style over another but could use some mix methods such as transactional and transformational. In

this regard, different studies have examined transactional, transformational, laissez-faire, authentic, thought and servant leadership styles and their effect on creativity and organisational innovation. For instance, in early studies, Tannenbaum and Schmidt (1973) established the foundation of spectrum of leadership styles from boss centred leadership style to subordinate centred leadership style. In addition, Bass (1985 and1999) established the theoretical foundation regarding the impact of different leadership styles on employee motivation and organisational innovation and examined transformational leadership in details. The outcomes of his studies have put forward transformational leadership ahead amongst others concerning its positive impact employee motivation, and productivity. Moreover, most of the studies have used Bass's (1985 and 1999) studies as the reference while establishing their theoretical foundation. Also, Gumusoglu and Ilsev (2007) studied the impact of transformational leadership style with the primary focus on employee creativity and organisational innovation. The outcomes of this study have also become a reference to similar studies, which have also examined the correlation between transformational leadership style and employee creativity and organisational motivation. On the other hand, the study from Walumbwa et al (2010) gave a different perspective to recently developed new leadership style, i.e., authentic leadership. In this study, the impact of leadership style on employee creativity and organisational innovation discussed. Furthermore, Northouse (2016) examined different leadership theories as well styles and their impact on followers from positive and negative perspectives. On the other hand, some other studies from Holten and Bøllingtoft (2015) Jaussi and Dionna (2003), Shin and Zhou (2003) and Ford and

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Harding (2011) criticized leadership positive influence on creativity and innovation and claimed that leadership impact on followers could be the opposite.

These studies give a breath in leadership style and its impacts on creativity and innovation after long debated transformational leadership concept. Hence, these studies influenced and balanced the researcher thinking and action plan and given guidance in the research process.

In general, the most dominant leadership styles which have a positive impact on employee creativity and organisational motivation are transformational, authentic and authentic transformational leadership styles. Authentic leadership style which recently emerged as a new leadership style seems a step ahead than transformational and authentic transformational leadership styles as it is the basis of four dimensions; 'internalized moral perspective, balanced processing of information, self-awareness and relational transparency' (Walumbwa et al, 2010, p.94) and it covers the essential tenets of other mentioned leadership styles. However, it needs more studies to substantiate its impact on employee creativity and organisational innovation. Consequently, transformational; authentic transformational and authentic leadership styles could bring all the critical aspects of leadership behaviour which mediates employee creativity and organisational innovation positively to organisations.

As a result, it is evident that leadership style has some direct and indirect link with employee creativity and organisational innovation. Organisational leaders can influence employee creativity directly such as addressing employee`s intrinsic motivation, encourage employees to express their ideas openly and look for different alternatives

on issues and push their limits or indirectly like creating an environment where employees can speak up freely, challenge status quo or common practices and providing resources to actualize their ideas.

However, leadership style can also hinder creative and innovative process if leaders could not understand them as it is organisational leader's responsibility to decide that what creative work will go through the innovation process. If leaders have lack of prudence and discernment, they can become gatekeepers of implementing such creative ideas. Hence, leaders dismiss creative ideas before they can go through the innovation process. Thus, organisational leaders should also have creative and innovative mindset. As a result, this change in the paradigm of creative and innovative leadership can transform traditional organisational practices from the 20th century to new organisational behaviour which does embrace creative and innovative employee behaviour in the 21st century

Literature review has reframed my thinking in such way that defining and designing one particular leadership style and stipulate the execution of that leadership style in the entire organization would be problematic, as current leaders have neither self-awareness nor idea about their leadership and different leadership styles. Also, studies does not tell me which leadership model fits what type of organisations and how we can know if any preferred option would be a good fit. Before executing any new leadership style, organisations need to be aware of that each organisation has different cultural behaviours and therefore, any preferred leadership option may not be a good fit despite it seems good in theory. To train organisational leaders on any particular leadership styles and expect any outcomes in the organization may need some investment and

take longer years. Therefore, organisation needs to take a pragmatic approach to improve existent leadership to be able to get any potential benefit in short term. When I look at META employee composition, I see very diverse cultural set up (Table 4.3). Therefore, it would better if Boehringer Ingelheim META organisation adapt inclusive leadership style at this stage to improve creativity and innovation in the organisation in due course. Inclusive leadership approach would help leaders at the first stage to enhance their leadership practice in align with organisational expectations to improve subordinate`s creativity and to establish an innovative culture in the organization (Hawlet et al, 2013). Therefore, leaders could involve subordinates to many processes in taking decision and action, empower and support them to implement creative ideas. In doing so, organisation could be creating competitive advantage in the marketplace. In this sense, Lorenzo et al (2018) mentioned that the clear pathway to create more innovative organisations is through inclusiveness of diverse work force as people with different experience and backgrounds could see the problems differently. Accordingly, inclusiveness of diverse teams would bring different solutions and lead more innovation. Hence, organisations which foster inclusion of diversified team in decision making process foster innovation and perform better. Thus, these organisations would find unconventional ways to solve the problems and create more and unique ideas. In a similar vein, Hawlet et al (2013) stated that diverse workforce drives innovation and maintains growth as long as leaders embrace differences, disruption and promote speak up culture in organisations. In this respect, inclusive leadership style unleashes innovative potential of such diverse workforce and enabling companies to increase their market performance accordingly.

Chapter 3: Research Methods and Methodology:

3.1. The Setting of the Research:

Human beings establish organisations and develop processes and procedures to govern them. Organisations are only entities and their existence and influence to the society where they are operating depend on human minds and actions. Values and aimed organisational outcomes guide human activities and their minds. Hence, human beings create communities which are the basis of values and intended organisational outcomes within organisations. Cultural rules, organisational regulations, rules and responsibilities determine interactions of individuals with each other in these sub-communities. Accordingly, researchers could best understand organisations through an inquiry from the inside (Brannick and Coghlan, 2007). From this perspective, my action research will help my organisation to deal with a real complex problem concerning the impact of leadership behaviour on followers and the organisation overall. Therefore, I will be part of the research process as an insider and work closely and collaboratively with the Human Resource (HR) department in the organisation. Consequently, this research will bring actions into the organisation to enhance current leadership behaviour and its implications for the organisation. As the researcher, I have discussed potential activities with HR and we have planned actions with timelines accordingly. There are going to be multiple action items and cycles as in figure 1, and the aim is to ensure that organisation reaches its ultimate goal in enhancing current leadership style and its implications in the organisation. Therefore, each action cycle will have three crucial pillars, i.e. critical reflection, planning and taking action. Hence, the action research will bring a remarkable amount of action into the organisation. The result of this action research would not only contribute to the

practice but also theory as it will critically examine the theoretical foundation of leadership and leadership behaviour and its implications on follower creativity and organisational innovation. However, the primary objective is to contribute to practice by enhancing current leadership style and its consequences to the organisation.

To enhance current leadership style and its implications to the organisation, I have designed my research question as "how does current leadership style and behaviour have an impact on the employee creativity and organisational innovation in Boehringer Ingelheim's META organisation?". I have also developed sub-questions as follows; "how does the leadership style impact employee creativity and organisational motivation? `` and "how does the employee creativity impact organisational innovation?" The research aims to understand the implications of current leadership behaviour and its implication, i.e. either negative or positive on employee creativity and organisational innovation. By doing so, I have aimed to identify the main leadership attributes from leaders and employee perspectives accordingly. Also, another intention is to examine other leadership theories which potentially would fit better Boehringer Ingelheim's the Middle East, Turkey and Africa (META) organisation. As a result, the findings of this research would help to improve and maximise employee creativity and organisational innovation. The preferred research methodology is participative action research, and the research method is the qualitative method.

3.2. My Epistemological Position as Researcher:

As a researcher, it is essential for me to understand my beliefs and philosophical assumptions while conducting my research. The preference of research methodology contains different assumptions concerning the nature of knowledge and methods by which researcher can obtain that particular knowledge along with assumptions regarding the nature of the phenomena (Morgen and Smircich, 1980). Therefore, understanding and defining epistemological status along with underlying ontological commitment of the insider researcher important while explaining the preferred choice of research methodology and methods of inquiry. As highlighted by Creswell (2013) the main reason is that beliefs and philosophical assumptions have rooted perceptions or point of view about the kind of problem that a researcher needs to study, research question to ask and how to collect the data. Therefore, the critical issue is here to become aware of what type of beliefs and philosophical assumptions that one have as a researcher and decide if a researcher would integrate them actively into the study design and study itself. Creswell (2013) also echoed to know about self-beliefs and philosophical assumptions and stated that these beliefs and philosophical assumptions influence in formulating and articulating research problem as well as research questions and how researcher look for a data or information to answer a research question. In this respect, Creswell (2013) explained four philosophical assumptions which are about ontology, epistemology, axiology and methodology (Table 3.1).

Assumption	Question	Characteristics	Implications for Practice (Examples)
Ontological	What is the nature of reality	Reality is multiple as seen through many views	Researcher reports different perspective as themes develop in the findings
Epistemological	What counts as knowledge? How are knowledge claims justified? What is the relationship between the researcher and that being researched?	Subjective evidence from participants; researcher attempts to lessen distance between himself or herself and that being researched	Researcher relies on quotes as evidence from the participants; collaborates, spends time in field with participants, and becomes an 'insider'
Axilogical	What is the role of values?	Researcher acknowledges that research is value-laden and that biases are present	Researcher openly discuss values that shape the narrative and includes his or her own interpretation in conjunction with the interpretations of participants
Methodological	What is the process of research?	Research uses inductive logic, studies the topic within its context, and uses an emerging design	Researcher works with particular (details) before generalizations, describes in details the context of study, and continually revises questions from experiences in the field

Table 3.1. Philosophical assumptions with implications for practice (Creswell, 2013)

These mentioned philosophical assumptions are part of interpretative frameworks that

researchers are using when they conduct a qualitative study (Creswell, 2013). Lincoln

(2011) suggested about interpretive frameworks as positivism, post-positivism,

interpretivism, constructivism, and hermeneutics. Although in positivism, there is no

generally consensus in definition of positivism (Ryan, 2015) the approach mainly

considers strict cause and effect relationship of the phenomenon and assumes that

there is only one absolute truth and it does not vary from individual to another (Creswell,

2013). In addition, proponents of this interpretive framework accept the separation of

the studied and researcher, known and knower as well as subject from the object

(Johnson and Duberly, 2000). Hence, research for objective knowledge drives

positivists as they aim for generalisation of research findings (Guba, 1990). One of the

important assumption in this sense as Rodela et al (2012) stated that an existent reality

in an ontological assumption is independent from individuals who has observed it. In a

similar vein, proponents of positivists have the point of view that human experience

about the phenomenon, environment and world presents and objective reality which

establishes the foundation for human knowledge. Therefore, search to explain

phenomenon depends on quantitative and statistical analysis along with verification of

variables (Rodela et al, 2012).

Whereas in post-positivism, it does not follow strict cause and effect relationship of the

phenomenon however, it acknowledges that cause and effect relationship of the

phenomenon is a possibility and it may or may not happen. Therefore, researchers

consider different perspectives from individuals instead of a single reality. Also, post-

positivism follows scientific approach and use social science theoretical point of view

(Phillips and Burbules, 2000). On the other hand, in interpretivism, it relies on the point

of view that reality cannot be objective but it is established socially and people give

meaning to it (Easterby Smith et al, 2008). Proponents of this interpretivism claim that

single interpretations cannot capture reality that all observers share since observers

stick into different interpretations in their observations. Therefore, the aim of researcher

is to make those interpretations visible that different observers have on particular object

or issue (Rodela et al, 2012). This paradigm refuses the difference between the object

and the subject and emphasizes the relevance of discerning in which the subject comes

from to know how they go about abstractions, rationalisations and theoretical

constructions (Ricoeur, 1981). The interpretivism stresses that knowledge is socially

constructed and accordingly researcher becomes an observer who seeks to unveil and

identify the different interpretations and try to understand how these assumptions influence each other, (Rodela et al, 2012). In social constructivism, the research aims to understand a different point of views of participants since individuals have subjective meanings by their experience while trying to understand the world where they live and work, and these meanings are different and multiple. Individuals establish personal definitions socially through interaction and communication with other individuals in the same society. Thus, researchers need to consider the complexity of views instead of narrow them down into a few ideas (Schwandt, 2007). Apart from these interpretive frameworks, a researcher might have to use hermeneutic, i.e. transformative frameworks to address the research question about marginalised groups or individuals as post positivists frameworks stipulates structural regulations and theories which do not fit with these groups. Therefore, the fundamental principle of transformative frameworks is that knowledge reflects social relations within society as it not neutral. Hence, the ultimate aim of knowledge creation is to help people to improve society where they live. In doing so, it would bring to individuals in any community including marginalised groups positive psychology, resilience and more hope (Martens, 2009). On the basis of above discussions regarding research method, my philosophical assumption fall into ʹpost-positivismʹ and qualitative method since; I believe in multiple

perspectives rather than one strict single reality and follow logical steps in my inquiry (Creswell, 2013). Also followers of post-positivism engage in qualitative research by employing a social science theoretical lens that includes theories of leadership which is related to my research topic.

Regarding the ontology which is about the nature of reality and characteristics, researchers accept multiple facts. Therefore, different researchers like individuals embrace different truths in conducting research and presenting their findings. When it comes to epistemological assumptions, researchers get closer to participants who involve in the study and lead some subjective outcomes as researcher present individual point of view in the end and that are the way how researcher knows the knowledge itself. To avoid a subjective point of view, the researcher should spend more time in the field to understand the background of the information and reality. Thus, they get to know better the participant and realise what they know exactly about the research problem. Furthermore, in axiological assumptions which characterise qualitative research, the researcher makes his or her values also known in a study. Hence, the researcher positions him or herself in research and actively informs his or her values along with bases while gathering information from a research site.

Qualitative research methodology is defined as inductive since; researcher experience shapes qualitative research in collecting and analysing the data. That is why researcher follows from the ground to up i.e., inductive principle. Therefore, in methodological assumptions researcher would need to change the research question in the middle of the study to understand what kind of questions could understand the research problem better. As a consequence, a researcher would also have to modify the data collection strategy and analyse it in details to establish detailed knowledge in the end.

In this respect, Creswell (2013) defined different qualitative approaches to understand the individual`s perspectives. These qualitative approaches are; phenomenological, narrative, ethnographic research, case study and grounded theory.

In narrative approach; the focus is on individual experiences; therefore, a researcher here tries to understand lived stories and experiences of one or two people and gather data through their stories and experiences while putting them in chronologic order. In narrative research, data collection could be through different means such as oral history, life history, autoethnography or biographical study (Creswell, 2013). As compared to narrative research, in phenomenological research, on the other hand, the focus is on shared experiences that several individuals have lived. For example, the perception that cancer patient has about the disease. Also, in grounded theory research, the focus is to establish a theory for a process that all individuals have experienced the same. Therefore, a researcher could generate the data. For instance, the life of American Indians. Furthermore, in ethnographic research, again the focus is to establish a theory for a process at the same place, and interest is on shared experiences. However, it targets the population number more than 20 or more than the numbers of individuals who have been the part of grounded theory research. Finally, in the case study, the research focus is only a single case and deep dive and explores the issue accordingly. In this case, research takes an example from real life to illustrate the experience (Creswell, 2013). Amongst those, phenomenological research method suits well with my research question in collecting data to understand participant`s perspective on the impact of leadership style on employee creativity and organisational innovation. The reason is that; it focuses on the shared meaning of the phenomenon that several individuals have experienced. Consequently, phenomenological research explains the universal essence about an individual`s experience of a phenomenon (Creswell, 2013).

3.3. Research Strategy: Why Action Research?

As researcher can best understand organisations from inside, the involvement of the researcher into the research as an insider, i.e. employee or part of the organisation or situation is of utmost importance to generate embedded knowledge (Brannick and Coghlan, 2007; Evered and Louis, 1981). Insider researcher actively involves and becomes part of planning, introducing and executing new policies or change in direction in the organisation. Also, it gives an opportunity to a researcher become not only an actor in research but also scholarly researcher as well as a decision maker.

Furthermore, the action researcher obtains privileged access to the objects of study (Gummesson, 2008). Thus, insider researchers learn from the action research process by using their research experience to see and asses the effects of actions (Rowley, 2013). In this sense, Brannick and Coghlan (2007, p.63) stated that an insider researcher perspective in conducting research is essential and is a basis of three paradigms, i.e. `positivism, hermeneutics and action research`. Positivist paradigm refers that researcher should detach himself or herself from the situation and organisation and treat research process objectively. Also, positivism states that theory comprises of three pillars; ´concepts of constructs, propositions which have linkage with concepts linked to this concept and rules which connect concepts with measurement`. Consequently, positivism brings framework before testing through evidence and it stresses on `reliability, validity and accurate measurement`. As compared to positivism, the hermeneutic approach focuses on social reality and tries to understand the meanings that social actors establish organisations. Hence, a researcher could best achieve if he or she enters or becomes the part of that culture. Thus, the researcher

needs to involve in this culture and establish a relationship with others to be able to understand and interpret shared values. This approach focuses mainly on ` credibility, transferability, dependability and conformability. ` (Brannick and Coghlan, 2007, p.64).

 Action research stresses on research in action and promotes the participative process for both researcher and individuals who are part of a study (Greenwood and Levin, 2007). That is the reason why action research creates new practical knowledge and contributes to the theory while taking action in organisations (Zuber-Skerritt and Perry, 2002). Correspondingly, action research does not distinguish between practitioner experience and scientific approach while seeking solutions for organisational or social problems. In other words, the idea is to develop effective actions while establishing scientific knowledge. Action research establishes knowledge through a cyclical process. In this process, first `conscious and deliberate planning` takes place, then `taking action` component comes into the picture and the final stage is `evaluating the action` and `reflection cycle` (Brannick and Coghlan, 2007; Coghlan and Brannick, 2014; Cassell and Johnson, 2006) (Figure 3.1).

Action research is different than other research practices as there is a tight connection between research and action. For instance, in traditional research approaches theories and finding in the research establish a basis for potential future actions. Whereas in action research, research and action move in parallel to each other. Also, one of the main pillars of action research is a collaborative problem solving between researcher and participants. Therefore, both parties aim to resolve an existent problem together. Thus, this collaborative activity brings and generates new knowledge (Rowley, 2003). Reason and Marshall (1987) brought another perspective to action research by stating

that researchers design research for three audiences which are for them, for us and for me. For them refers that research produces a generalised idea. For us means research brings insight to the current problem along with solutions and for me refers that research improves researcher's learning as well. Furthermore, Lippitt, (1979) defined three

different meanings of action research along with the roles of a researcher. First, Lippitt, (1979) defined diagnostic research where the role of the researcher is to gather data and present them back to the audience who are accountable to take some actions. Second, a researcher does not only gather data but also provides some feedbacks regarding the findings and influences any ongoing action concerning the situation. Third, the researcher becomes a part of society, i.e. insider researcher and involves in data collection steps about the social system in which he or she is part of it. Then, the researcher uses the data about the social system which he or she is part of and take some actions. There are also other types of action researches such as appreciative inquiry, participatory action research, and action inquiry and action science (Rowley, 2003). Amongst different action research approaches, Participative Action Research is prevailing for me as an insider researcher since it happens through a collaborative process and brings democratic participation and partnership as a researcher and organisational members design `cyclical research process` together (Figure, 3.1). Also, Participative Action Research promotes learning continuously for both parties, i.e. insider researcher and individuals who participate study in organisations. As a result, Participative Action Research is a powerful method that brings participation, co-learning for both researcher and participants while transforming organisations. Also, Participative Action Research fits into Lippett's, (1979) third definition of action research and my

situation in the organisation as an insider researcher. Action research connects theory, research, action and existent local knowledge to change or enhance existing conditions (Greemwood and Levin, 2007). Therefore, action research along with the contribution of qualitative, interpretive frame work in social situations support making connections and identify relationships which give meaning to what researcher observes and collected information in the research setting (Willis, 2007). Thus, action research becomes a transformative strategy which incorporates theory and practice to generate knowledge which is usable in local context (Grogan et al, 2007). If researcher uses qualitative method in action research, he or she can follow eight best practices which Tracy (2010) suggested and those are; worthy topic, resonance, rich rigor, credibility, sincerity, significant contribution, meaningful contribution and ethics. Creswell (2005) in the meantime, stated that research also unveils researcher`s ontological and epistemological position while understanding the situation and obtaining new information or knowledge about the topic. Furthermore, despite action research is non-traditional research and de-legitimatized by the academic community (Herr and Anderson, 2005, p.52), conducting action research in my organisation is important to understand insights and gaining the tacit concerning current leadership style and its implication on employee creativity and organisational innovation. As a result, conducting action research would improve practice (Reason and Bradbury, 2008) to enhance current leadership practice and its implications in my organization.

As a result, the preferred research methodology in this research project is participative action research, and the method is the qualitative method in collecting data. In doing so, I am developing a method which I can make interferences that I can build upon action

and create new knowledge from this action research. I will explain in the following section why I have chosen action participative action research in details

3.4. The Action Research Cycles:

To execute action research in an organisation, a researcher should follow cyclical research process which comprises different steps such as `pre-step, context and purpose and four basic steps, i.e. ` constructing, planning action, taking action and evaluating action` (Figure 3.1.). In this sense, along with the problem, a researcher should first define the context and purpose of the projects by assessing internal forces such as existent cultural status, organisational structure and social atmosphere of organisation as well as external dynamics such as financial and political which suggest a change in the organisation. Once, the researcher defines the context, i.e. diagnosis of the problem and future goal, a researcher could implement basic steps one by one. For example, in constructing stage individuals who are part of the study involves in the process to diagnose and define the problem. This step also includes establishing a practical and theoretical foundation of prospect actions in the organisation. In this stage, it is important to identify the problem so collaboratively, action research commences with a common understanding, and that will be a basis for action (Rowley, 2003). After this stage, a researcher can start planning of actions, and this step is mainly by defining of context, the purpose of research, and construct of problem. Again, planning should be collaborative as in the previous step to ensure subsequent action (Rowley, 2003). The next stage is to execute actions in collaboration with participants. The final step is to evaluate the progress and accordingly reassess the actions. This final step gives the researcher an opportunity to focus on results and evaluate them to see if the researcher

and organisation have achieved expected outcomes. Whenever researcher finalises

this first cycle and reassesses the outcomes, he or she can plan for the next cycle

which comprises of constructing, planning and action again. Consequently, this cyclical

cycle continues until organisation reaches its ultimate goal (Coghlan and Brannick,

2014). Coghlan and Brannick (2014) also explained that if researcher conducts action

research only for the academic accreditation purpose, a researcher should include

another reflection cycle, which should take place along with initial cycles, to the core

cycles. Therefore, this gives the researcher an opportunity to assess the progress of

action research and new learning which emerges from these cycles. Adding reflection

cycle brings continuous inquiring of each four phases to see if each one of them is

consistent. In a nutshell, it is `a reflection of reflection` which results in learning from

action research. Coghlan and Brannick (2014, chapter 2) defined three forms of

reflection process in this regard, and they are `content, process and premise which

means in other words critique of underlying assumptions reflections`. As a result, adding

this cycle makes action research a methodology which contributes to theory rather than

resolving organisational issues. Coghlan and Brannick (2014) called this new

knowledge creation process meta-learning. Also, Rowley (2003, p.135) commented that

Meta cycle is about the learning process of action cycles and brings `learning about

learning`. Also, Rowley (2013) stated that the focus dissertation should be this meta-

cycle. Thus, the dissertation should be in a position to critique the research regarding

problems, approach to resolve it, underlying assumptions and point of views to be able

to demonstrate that there is process about meta-learning (Rowley, 2003). From this

perspective, Skerrit and Fletcher (2007) concluded that despite action research and

academic thesis have different components; there are also similarities since both approaches contribute to theory, knowledge and practice. In the similar vein, this thesis proposal would also have a chance to contribute to the knowledge in understanding leadership style impact on employee creativity and organisational innovation and give broader insight into enhancing leadership styles. Rowley (2003) defined the different phases of the meta-learning process as experiencing, reflecting, interpreting and taking action (Figure, 3.2) and stated that these steps form the action learning dissertation. As the purpose of this action research is to resolve organisational issue concerning current leadership style and its impact on employee creativity and organisational innovation, I followed cyclical research process. Having defined the construct i.e. diagnosis of leadership issue at Boehringer Ingelheim, I have planned the actions with HR team to improve leadership practice and its influence in Boehringer Ingelheim. Then I took the action by executing planned actions with HR function within the organization. Later on, organisation will define the gaps versus planned actions in terms of outcomes along with corrective actions if there would be any until 2020 when organization aim to have improved current leadership practice.

3.5. The First-Person Practice in Action Research:

Coghlan (2008) explained the philosophical background of the first person while experiencing his or herself as a subject instead of monitoring oneself from outside. This process leads to awareness regarding how a person could take action and learn from within. Coghlan, (2008) also mentioned that the insider action researcher is not in a position to accept anyone`s thought or idea, however, questions self-subjectivity, feeling and ideas. Moreover, Coghlan (2008) claimed that insider action researcher needs to be

authentic and he or she can achieve this by being `attentive to the data, intelligent in inquiry, reasonable in making judgments and responsible in making decisions`. Furthermore, Coghlan and Brannick (2014, chapter 3) claimed that `inquiry in action` refers to `gaining insight into our action`. Accordingly, inquiry in action causes `attending to individual knowing in action`. Hence, this approach results in awareness about our intention and how this could cause defensiveness and unexpected results. The purpose of action research is to learn how we can define our assumptions which influence our behaviours and develop a skill set to test those assumptions. Furthermore, action research brings one′s theories to public attention and testing. Whereas, the researcher

needs to take into account that, action research might also cause masking one`s behaviours because, exploring one`s assumption to public attention and test might not be the desired condition depending on the circumstances (Coghlan and Brannick, 2014). As I mentioned in the previous section, my preference regarding research methodology is in favour of participatory action research which permits a different level of participation. For instance, participation could be in the form of partnership between the researcher and participants or there could be a border between the researcher and participants. In this research, my preference is to keep the distance from the participants to avoid biased responses on research questions as an insider researcher; I have an executive role in the organisation (Dick, 2000).

Diagnosis phase

-Establish construct and purpose

-Diagnosis of leadership issue at BI

Planning Action

To improve leadership practice and its influence in BI

Taking Action

Implementation of planned activities in BI

Evaluation phase

-Defining gap versus planned

-Defining corrective actions
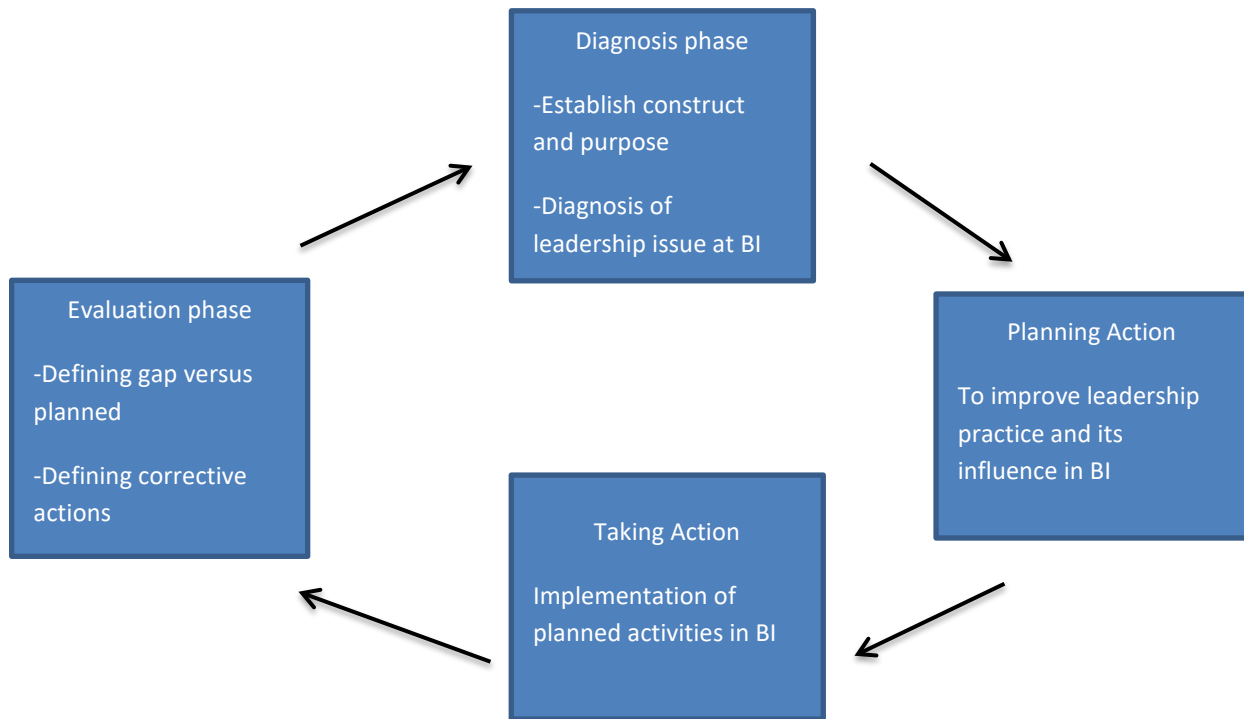
Figure 3.1: Action research cycle at BI (Yildiz, 2018)

Context & Purpose

Experiencing

Reflecting

Taking action

Interpreting
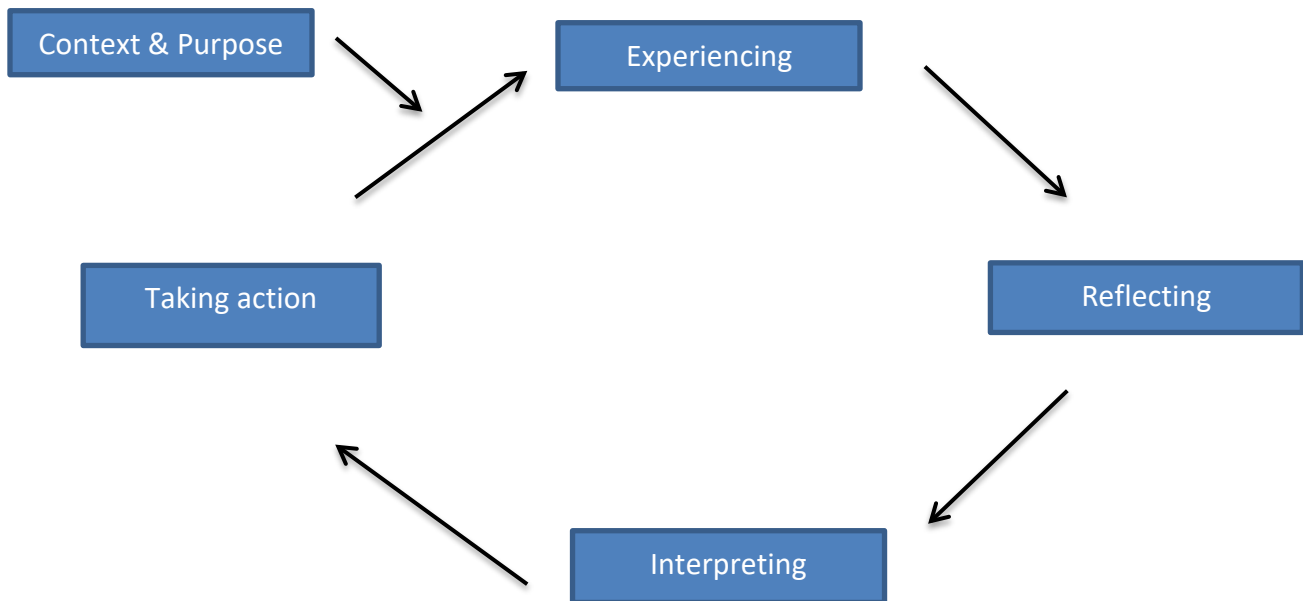
Figure 3.2: Action Research Cycle (Coglan and Brannik, 2014)

3.6. Phases of the Study:

The phases of this study comprises of several steps such as identifying organisational problem, establishing research question, developing thesis proposal, acquiring academic ethical approval as well as study approval from the organization (Appendix 3.1), conducting literature research, establishing research methodology, data collection, planning action, executing action in the organization, interpretation of outcomes of the action and agreeing with the organization and making action plans for the future activities in the organisation. In this entire process, the most curial part was to secure alignment with the organisation to execute the action and how to execute the action. In my case, as the topic is regarding leadership behaviour and its impact on employee creativity and organisational innovation, senior leaders` involvement into the action phase in which I conducted through two days` workshop and their commitment to implement outcomes was of utmost importance. Also, alignment with the organization to embed this action and outcomes to the organisational goal associated with the improvement of leadership behaviour and making long-term plan was also another key milestone to success and benefit of this study to the organisation.

3.7. Data Collection, Data Source and Data Extraction:

After diagnosing of the organisational problem and research question to resolve the problem, I developed research objective and planned the actions accordingly. To achieve my research aim, another important step in this qualitative research was to collect information, in other words, data collection. Data collection phase is one of the most important steps in this research process (Creswell, 2013) since as the researcher, I had to make a decision what data source I need to use, what sampling plan I need to

implement and how should I contact with the participants. In general, researchers could

collect data through two main patterns which are primary and secondary data. Primary

data by definition means new data and lies in the organisation for a particular purpose.

On the other hand, secondary data refers that the data already exists in the organisation

for a different purpose. Therefore, a researcher could get relevant information through

either option (Creswell, 2013). If the researcher decides to collect primary data as

secondary may not fit the research purpose, he or she can follow five patterns,

observation, focus group, surveys, behavioural data and experiments (Kotler, 2012). In

this sense, my preference was to collect data through online surveys since I aimed to

assess individual`s belief, knowledge and satisfaction about current leadership style and

its impact on their creativity and organisational innovation and measure these

parameters in the general population who were the part of a study. Besides data

collection, the researcher should also engage series of activities which go beyond data

collection such as, gaining access permission to individuals, research site, secondary

data, primary data, making a good rapport with individuals, decision makers and

potential gatekeepers, having a good sampling strategy and potential ethical issues

(Creswell, 2013). Amongst these activities, collecting primary data and good sampling

phases are of utmost importance (Creswell, 2013). Sampling process has three pillars

that are participants, size of participant`s, i.e. sampling size, and procedure of how a

researcher chooses participants. Regarding sample size, the ideas are not to generalise

the information whereas, enlighten the specific topic or issue (Creswell, 2013).

By this theoretical foundation, the data collection in my qualitative research was through

phenomenological research approach. The objective of using this method is to identify

the current leadership style and its present and future implication on the employee

creativity and organisational innovation. Accordingly, the aim was to approach the small

group of people, i.e. the organisational leaders as well as their subordinates to

understand their perspective about current leadership style and its implications since

they have experienced contemporary leadership style and aware of its effect on them as

well as the organisation. Also, if they are interested in resolving this problem if they

experience any positive outcome and enhance their situation in the organisation. In

phenomenological research approach, data collection comprises of multiple interviews

with participants and recommendation for researchers is to conduct interviews from 5 to

25 participants who have had the experience of the phenomenon, i.e. impact of current

leadership style on them (Polkinghorne, 1989).

Action research took place in Boehringer Ingelheim′s the Middle East, Turkey and Africa

(META) organisation which is in the United Arab Emirates. (n=62). The data collection

was through the online means, i.e. online surveys and filling out the online

questionnaires. This approach would avoid biased and subjective responses of

participants. Furthermore, to avoid any potential bias from myself as the researcher, I

used the established questionnaires in online means to understand how leaders and

followers perceive effective leadership and relationship between them. For example,

LMX7 questionnaire (Green and Uhl-Bien, 1995) helped me to understand how leaders

and subordinates perceive current leadership between themselves while Path-Goal

questionnaire (Northouse, 2016) supported me to understand how each parties see and

define effective leadership style in the orgasization. In addition, I include some open

ended questions in online questionnaires to define why current leadership style is

perceived in such a way. Thus, online questionnaires give a researcher a chance to

maintain distance with the participants and avoid potential biases from both sides so;

they can share their thorough perspective about the present leadership style and its

implication on them and organisation. In doing so, I would define 'how' and 'why' and

the main attributes and the outcomes of the present leadership style. The participants

are from Dubai, the United Arab Emirates-based employees in Boehringer Ingelheim`s

Middle East, Turkey and Africa regional headquarter. The total sample size is 62

including 13 functional leaders and 49 subordinates. The selection criteria of the

employees are; being subordinate and functional leaders who work in Dubai

headquarter. Participants are from the different functions with different roles and

responsibilities. For instance, they are from sales, marketing, medical and market

access teams. Also, they are at different ages and seniority levels, i.e. the duration of

their service. Furthermore, their performance evaluations which indicate their success in

the organisation are different. For instance, some participants demonstrating higher

achievements while others are either meeting the expectations or below than the

average (Table 3.1).

Participants received the online questionnaires from intranet portal designed to conduct

only surveys. The current survey system which is Fomgen sends the online

questionnaires to the e-mail addresses of each participant and anonymise the

responses. Thus, no one would be in a position to see neither each other`s names nor

responses. Participants received system generated e-mails (Appendix 3.2) directly from

the system which explains the purpose of the study along with the link to the survey.

This introduction e-mail also indicates that by clinking link to the survey, participants

give their consent to be part of the study. Therefore, the researcher does not seek any

hard copy of the signed consent form as participants indicate that they give their

consent by clicking the link and getting access to the online questionnaire. The example

of the e-mail message which system sends anonymously (Appendix 3.2).

Table 1	Well Engaged (High Leadership Competencies)	Meeting the Expectations	Less Engaged (Low Leadership Competencies)
Leaders	3	7	3
Distribution of participants	Leaders	Subordinates	Total
Sample size	13	49	62

Table 3.1: Participant distribution (n=62)

As soon as participants click the link in the e-mail message, they access to the online

survey platform and see the several questionnaires to fill. In this sense, functional heads

and subordinates have received different questionnaires, and they have completed

them accordingly (Appendix 3.3, 3.4). I have given a specific deadline to all participants

and system was able to send reminders in particular time intervals to none responders

to remind them to complete the questionnaire before the deadline.

Whenever participants have finished filling out questionnaires, the software anonymised

all the data and collated them accordingly (Appendix 3.5). Therefore, as the researcher,

I was able to see the cumulative answers for each question and the weight of the

answer amongst others for the same question. Moreover, as the researcher, I was able

to see and collect all the comments for each question. In the meantime, the

questionnaire software was flexible to extract the data from the system to an excel file.

In doing so, as the researcher I was able to analyse and compare each answer to

identify different attributes of existent leadership behaviour and its impact on employee creativity and organisational innovation.

3.8. Next Steps after Data Collection:

Brannick, and Coghlan (2007) stated that action research establishes knowledge through a cyclical process. From this perspective, the next step after data collection is to initiate this cyclical process. As the researcher has developed the construct and diagnosed the problem first, conscious and deliberate planning takes place by findings in this process. Second, taking action phase takes place to resolve the workplace problem. The third stage is the evaluating the action and outcomes. The final stage is reflection cycle, and it is about the reflection of the outcomes (Coghlan and Brannick, 2014; Cassell and Johnson, 2006). Until the organisation reaches the outcome, this action learning cycle will repeat itself

3.9. Reflection and Learning from Action Stage:

In this action research process, there are some steps which need full alignment between the researcher and the organisation. First, selection of participants is significant, and both parties need to secure data confidentiality, ethics and any harm on participants. Second, action research needs to address any ongoing organisational problem in which the organisation has been suffering. If action research would be part of an ongoing effort as complementary, then researcher likely gets more support from the organisation by any means. For instance, as my research topic and action research proposal is addressing one of the main issues concerning the existent leadership style

and its consequences in the organisation, I was able to get the full management team as well as HR support in getting access data, collecting data, conducting of 2 days workshop with the senior leaders of organisation. Also, the participant's willingness to involve and provide insight by filling the online questionnaires which internal survey platform sent two questionnaires i.e. Path-Goal (Northouse, 2016) and LMX7 (Green and Uhl-Bien, 1995) to the leaders and same two questionnaires which are the subordinate version to the employees who are reporting to that leaders and action, i.e. face to face workshop is another milestone. I organised two days workshops with the collaboration of HR team and we have invited leaders who are in different seniority level and their subordinates. Workshops were in the form of focused groups as we split the team in four groups and assigned different topics for the discussion within groups and then asked presentation to a larger audience. We mainly discussed the findings of the research, past leadership experiences in different organisations if there were any, creativity, innovation, impact of leadership styles on employee performance as well as organisation and how we can achieve creative and innovative culture mid-term and long term along with action plans.

Consequently, if the outcome of the action research would become an organisational goal and organisation has the willingness to roll it out phase by phase in the way forward, then action research would resolve an organisational problem and create new knowledge in practice. Thus, alignment of researcher and organisation in identifying the problem, constructing the action, execution action is of utmost importance for the success of action research.

3.10. Feasibility and Ethics:

Creswell (2013) contend that researcher should take into account potential ethical issues in all phases of the research process such as the role of researcher either insider or onlooker to the participants, developing communication with participants while avoiding biases, stereotypes and using labels.

The study took place in Boehringer Ingelheim's META regional headquarter in Dubai, UAE. As the researcher, I have collected all necessary approvals from HR department (Appendix 3.1). Therefore, it gives the opportunity to obtain primary and secondary data as well as identifying participants and uploading online surveys in intranet survey system which is Fomgen in conducting surveys timely manner. Also, necessary ethics approval from ethical committee obtained by providing the full ethics application form, ethics response form, consent form, participation information sheet and thesis proposal. The research did not take place before receiving ethics approval.

The system generated e-mails have made aware participants regarding the purpose of this research, how the researcher collects data anonymously and confidentiality. Moreover, I have mentioned the use of data for this specific project and possible future research. Most importantly, I have requested from all participants to confirm they consent before starting to fill any questionnaires by explaining above conditions regarding confidentiality and also I have mentioned it in the invitation e-mail that all participants have received. Also, I have informed participants that their participation is voluntary and they are free to withdraw at any time. Furthermore, I have informed the

participants that data remain confidential in password-protected computers. Thus, given conditions in the workplace make this study feasible to conduct (Johnson, 2014)

Regarding the ethics, it is about permission from both the organisation and participants at the individual level. Ethical process may include negotiating access with subordinate and manager, commitment on confidentiality about participants and data, accepting and acknowledging the right of not participating to research, getting permission to access and use of organisational data, keeping stakeholders updated about the progress of actions and outcomes, negotiating with organization and participants regarding publication of research outcomes and any other individual information and preserving insider researcher`s own intellectual property rights (Rowley, 2013)

Before initiating the Action Research in Boehringer Ingelheim META premise, as the researcher I provided all the necessary documents including official approval from Boehringer Ingelheim for the research, full ethics application form, ethics response form, consent form, participation information sheet along with thesis proposal. As a result, I received official academic ethical approval before initiating any research process in the organisation.

Chapter 4: Action Cycles and Findings:

In this chapter, I explained how I conducted action research in my organization along with findings that I obtained out of this action research and this includes (i) preparing research and gaining access to participants, (ii) preparing questionnaires, (iii) data collection and analysis (iv) enactment of the action (Eriksson and Kovalainen, 2008). I structured this section in accordance to action cycle (Coghlan and Brannick, 2010) and lastly, I mentioned every detail about different steps in the respective sub,-topics.

4.1. Constructing: Initiative

As being insider researcher and one of the senior leader in the organisation, getting access to the research site and determining participants was an easy task for me with the support of HR function. The first task in this phase was to identify potential participants who would be good fit to the purpose of this research. One of the challenges for me as the insider researcher was having a role duality, i.e. being a senior leader and insider researcher at the same time and also having the pre-existing relationship with potential participants as it had a potential to create conflict during the research. For instance, as an insider researcher, it is always issue for being loyal to the organisation versus current relationships with the individual who had a part in the study and organisational leaders. Also, identification of the problem and establishing of construct around this problem was another delicate issue in the organisation (Coghlan and Brannick, 2014; Shani and Leary, 2007).

Additionally, potential ethical issues as mentioned in chapter 3 would also couple the problem of being a senior leader in the organisation while researching with participants

who are in lower ranks within the organisation. As action research is a progressive

process, it was not easy to foresee the potential harm on both individuals who are part

of the study and insider researcher. As Coghlan and Brannick (2014) proposed to

reassess ethical questions in each cycle, I followed the same pattern to eliminate

potential ethical issues and harm on participants. The questions that I have asked

myself during each period of action research were; who could get harm and how could

they get harm? Therefore, I was able to prevent any personal and commercial

confidentially issue.

To avoid any biases in the research and any potential ethical issues in the organisation,

I conducted several meetings with HR function to conduct non-biased research with no

unexpected ethical consequences neither on participants nor on organisation. In this

sense, I decided to collect the data through the online means, i.e. online survey and

requested from participants to fill the online questionnaires since this approach gave me

chance to avoid biased and subjective responses of participants. Also, I had a chance

to maintain distance from the participants as the researcher, so they could share their

point of view regarding the present leadership style and its implication on themselves

and organisation. In doing so, as a researcher, I was able to define how and why and

figure out the primary attributes and outcomes of present leadership style. Hence, I

approached my target participants through the online means. Thus, participants

received an e-mail request (Appendix 4.1.) and questionnaires (Appendix 4.2, 4.3 & 4.4)

from, intranet portal. The existent intranet system sent anonymised online surveys to

the e-mail addresses of 62 participants. Eriksson and Kovalainen (2008) stated the

need for the action researcher and emphasised that the primary focus of an action

researcher is to resolve the organisational problem. Hence, the research project needs

to address a particular issue, which is ongoing. From this perspective, my research

required to address the issue of leadership impact on employee creativity and

organisational innovation as current leadership style in Boehringer Ingelheim`s META

organisation is at the question in creating an agile culture which tackles problems

creatively by executing those ideas in business practice without hesitation. Accordingly,

I have developed my research question which is, how does current leadership style and

behavior have an impact on employee creativity and organisational innovation in

Boehringer Ingelheim's META organization? And along with sub-questions which are,

how does leadership style impact the creativity of employee and organisational

innovation and how does employee creativity impact organisational innovation?

4.2. Data Collection:

As mentioned in chapter 3, research took place in Boehringer Ingelheim's the Middle

East, Turkey and Africa (META) organisation which is located, United Arab Emirates.

The data collection was through the online survey and filling the online questionnaires

(n=62). The all participants were from Dubai, United Arab Emirates-based employees in

Boehringer Ingelheim`s the Middle East, Turkey and Africa regional headquarter. The

total sample size is 62 including 13 functional leaders and 49 subordinates from

different departments. The selection criteria of employees were; being a functional

leader and subordinate who work in Dubai headquarter. Participants are from different

functions with different roles and responsibilities such as sales, marketing, medical and

market access teams. Also, they are at different ages and seniority levels, and the

duration of their tenure in the organization is different. Also, their performance

evaluations which indicate their success in the organization are different. For example, some participants demonstrating higher achievements while others are either meeting the expectations or below than the average (Table 4.1)

Table 4.1	Well Engaged (High Leadership Competencies)	Meeting the Expectations	Less Engaged (Low Leadership Competencies)
Leaders	3	7	3
Distribution of participants	Leaders	Subordinates	Total
Sample size	13	49	62

Table 4.1: Participant distribution (n=62)

Participants received the invitation for online questionnaires from intranet portal in their e-mail inbox. The current intranet survey systems sent the online questionnaires to the e-mail addresses of each participant and anonymised the responses. Thus, no one would be in a position to see neither each other`s names nor answers. The participants received system-generated e-mails directly from the system, which explains the purpose of the study along with the link to the survey (Appendix 3.1). This introduction e-mail also indicates that by clinking link to the survey, participants give their consent to be part of the study. I designed and used different questionnaires to understand the point of view of leaders and their subordinates regarding their relationship with each other, current leadership style and the impact of existent leadership style on them in terms of individual creativity and organisational innovation. As for 13 functional leaders, I used and modified path-goal leadership questionnaire. The theory of path-goal refers that how leaders motivate their subordinates to achieve requested goals (Northouse, 2016). In other words, the leaders use the best leadership style, which satisfies subordinates motivational needs to achieve their goals in the organization. The leaders

achieve it by choosing a style that is a compliment to what is lagging or missing in the

organisation (Northouse, 2016). Also, leaders motivate the subordinates by making path

to goal clear and more comfortable to go through for subordinates by removing

obstacles and coaching and giving direction to achieve the goal (Figure 4.1) (Northouse,

2016).

Obstacles

Followers → Path ➤ Goal(s) (Productivity)

Path Goal Leadership

Defines goals

Clarifies path

Removes obstacles

Provides support

Figure 4.1 Path Goal Theory: The Basic idea behind Path-Goal Theory (Northouse, 2016)

As a summary, path goal theory explains how the leadership style supports

subordinates through the road to achieve their goals by choosing a particular leadership

style which fits best to the need of subordinates in organisational setting. In this regard,

Northouse (2016) examined different leadership styles such as directive, supportive,

participative and achievement oriented. Directive style refers here mainly telling what to

do style and leader gives instruction regarding the task to subordinates and also explain

what he or she expects from them in accomplishing the task. Also, a leader sets clear

key performance indicators along with rules and regulations to be followed by the

subordinates. On the other hand, in a supportive leadership style, the leader demonstrates supportive behaviour regarding making the workplace more pleasant by going out of a subordinate `s way, treating them as equals and with respect. Furthermore, they take care of the well-being and human needs of subordinates. However, in a participative leadership style, a leader includes subordinates in a decision-making process, values their ideas and considers them in decisions regarding how team or organization proceeds. Lastly, achievement-oriented leadership style puts high standards of excellence and challenge that followers to achieve the task as the highest standard (Northouse, 2016).

The path-goal leadership questionnaire provides insights for participants to understand different leadership styles which are directive, supportive, and participative and achievement oriented. A hypothetical set of scores indicate the existent leadership style of participants. For example, if the participant`s score was 25 and above, which is high, the respective leadership style is directive. If the score was 20, and below which is low, the similar leadership style is supportive. If its rating was 18 which is average, it is participative leadership style, and if its score was 21 and above which is high it is achievement oriented leadership style. Accordingly, this hypothetical result suggests that this particular leadership style is more directive and achievement-oriented than other leadership styles whereas less supportive than other leaders but quite similar regarding acting participative. If scores match with these hypothetical scores, leaders are effective where tasks and procedures are uncertain for their followers, and their followers need certainty. On the other hand, this type of leaders would be less useful in an environment, which is structured and unchallenging.

Only 13 leaders who have participated survey filled path-goal leadership questionnaire and the purpose was to understand how they see themselves as a leader and if they are following any particular leadership style often, i.e. directive, supportive, participative achievement or oriented. There were 20 questions with blank lines to specify their answers if necessary in this survey (Appendix 4.2).

Apart from understanding dominant leadership style that these 13 leaders are demonstrating in the organisation often, it was also essential to follow what kind of a relationship that they have with their subordinates in a day-to-day practice. Therefore, this would give a better understanding of the impact of current leadership style on employee creativity and organisational innovation. Thus, I used leadership-follower relations questionnaire to ascertain the effect of this relationship between organisational leaders and their subordinates. This questionnaire is adapted from LMX 7` (Appendix 4.3) questionnaire to understand the relationship between followers and leaders and the impact of current leadership style on creativity and innovation. There are different questionnaires which examine LMX theory and about the quality of a relationship between leaders and followers in the work environment (Northhouse, 2016). LMX 7 questionnaire that contains seven questions brings a trustable and reasonable measure of the quality of leader-member exchanges (Green and Uhl-Bien, 1995). The LMX 7 item questionnaire measures three variables of leader-member relationship which are respect, obligation and trust as these variables are the components of a strong partnership. Therefore, the LMX 7 item questionnaire measures if leaders and subordinates have mutual respect for each other`s capabilities, sense of obligation to each other and, mutual trust (Northhouse, 2016).

Not only for leaders but I also asked subordinates to fill the same LMX 7 questionnaire to understand how they perceive their relationship with their leaders. Hence, I aimed to compare how the leaders see their communication and bond with their followers and how followers observe their leader's behaviours and the impact on them regarding individual creativity and organisational innovation. Furthermore, I included additional questions along with LMX 7 item questionnaire with open-ended answers to collect more insights from participants about leadership style and its impact on subordinates creativity and organisational innovations. These questions were mainly about if the leaders encourage subordinates to become more creative, create a working environment and culture where subordinates could speak up, encourage subordinates to execute their ideas, provide enough resources to implement new ideas if leaders prioritise creativity and their management style inspires subordinates to go beyond their daily practice. Also, another purpose in conducting this questionnaire was to understand how the subordinates see themselves regarding creativity, what they need to become a more creative employee in the workplace and what organisation needs to do more to support them and what type of leadership style to achieve or improve creative behaviour in the organisation.

In general leader-member exchange theory stresses on `social exchange relationship between leaders and followers.' De Jong and den Hartog, (2007, p.57) stated that both ways dialogue and quality of communication between a leader and his or her followers influence results. For example, results or outcomes could be in the form of 'leader and follower satisfaction, performance, individual commitment, employee turnovers, role conflict and role clarity.' LMX theory put the interaction between leader and follower in

the centre of the leadership process. Although the focus in early studies was in-group, i.e. expanded role responsibilities and out-group, i.e. formal employee contracts of followers, the latter studies, the focus was mainly on the quality of the vertical relationship between leaders and followers (Northouse, 2016). By outcomes of recent studies, the high-quality relationship between leaders and followers result in better performance of employees, less turnover, greater employee engagement, commitment and job attitudes, additional support from the leaders and better career progression. As a result, dialogue and quality of communication impact the innovative behaviour of employees and organisations (Yulk, 2002). Similarly, de Jong and den Hartog (2007, p.59) echoed that quality in dialogue and 'exchange relationship' behaviour triggers employee innovation. Thus, the vertical relationship between leader and follower becomes the focal point of this process.

4.3. Data Analysis: Findings

In this section, I have explain my finding by following a logical order to elaborate the findings more and relate them with the theoretical foundation which is discussed in Section 2. First of all I have analysed the findings concerning leadership style to be able to understand and identify the effective leadership style at Boehringer Ingelheim`s META organisation as well as the underlying reason. Second, I have examined the findings regarding leadership-follower`s relations from leaders perspective to understand how they see their relationship with their subordinates. In this sense, I have discussed the findings from LMX-7 questionnaire. Third, I have analysed and discussed the leader-subordinate relationship from subordinate perspective and how they currently see creativity and innovation in the organization. In this part of the research, I have highlighted main themes around creativity, innovation and leadership impact on them. In the summary session, I have highlighted main findings and correlated them with the theoretical foundation.

4.3.1. Leadership Style:

According to survey results and interpretation guidance of modified Pat-Goal Leadership questionnaire, leaders at BI META organization are demonstrating a mixture of different leadership styles. In this section of the survey, response was high as much as 70% and 9 leaders out of 13 have participated and responded the online questionnaire (Table 4.2)
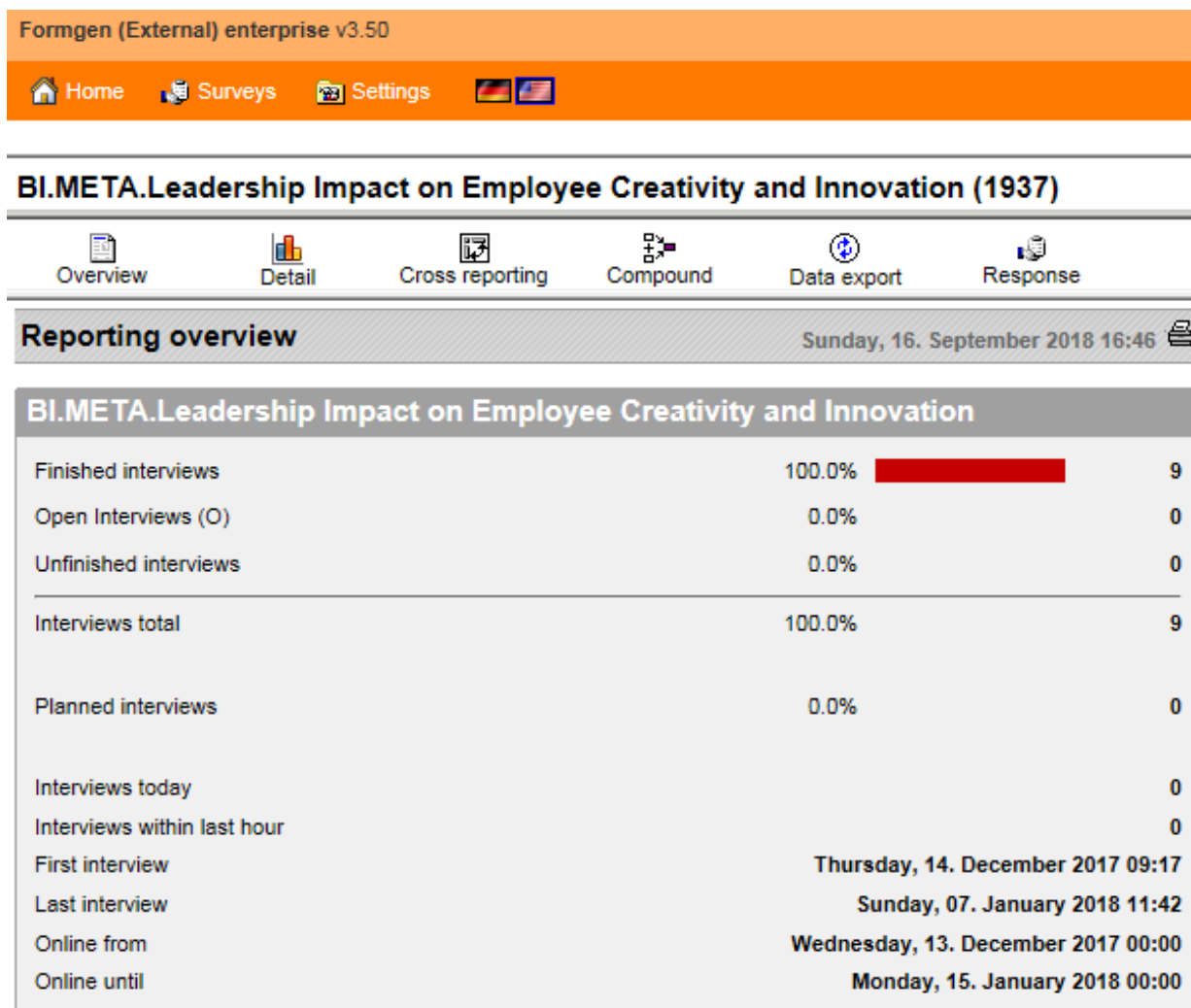
Table 4.2 Response rate for the leaders

Majority of the organisational leaders show strong directive and achievement-oriented leadership style together (Appendix 4. 5).

 Their supportive and participative styles are weaker as compared to their directive and achievement-oriented styles. None of the leaders who taken survey demonstrated neither strong supportive nor participative leadership style. Only a few leaders showed average supportive leadership and participative style according to survey results (Appendix 4. 6).

Hence, the effective leadership style at BI META organisation seems mostly directive leadership style along with achievement-oriented leadership behaviour. In all cases, supportive leadership behaviour looks very weak in these leaders. In a few responses leaders who did not confirm strong directive style, confirmed that their leadership style is participative and also achievement oriented. In sporadic cases, the leaders stress that their leadership style comprises of a directive, participative and achievement geared.

Thus, this result suggests that the current respective leadership style in the organisation is more directive and achievement-oriented than other leadership styles, whereas less supportive and participative than other leaders. As a result, the organisational leaders are effective where tasks and procedures are uncertain for their followers and when their followers have a need for certainty. On the other hand, this type of leaders would be less useful in an environment, which is structured and unchallenging.

Having seen survey results, it is not surprising to see that the leaders mostly confirm that their leadership style is directive and achievement-oriented since the region, in particular the Middle East and Africa cluster, where the organization is running the

business is full of uncertainties, instability and changes in policies overnight. Also, the organisation has short-term commercial targets that leaders are held accountable for achieving those targets. Furthermore, current organisational leaders have inherited directive and achievement-oriented leadership practice from their predecessors by assuming instinctively that it is the right leadership style in managing the business and the people.

4.3.2. Leadership-Follower Relations (For the Leaders):

As I mentioned in data collection section above, the LMX 7 item questionnaire measures three variables of leader-member relationship which are respect, obligation and trust as these variables are the components of a strong partnership. Therefore, the LMX 7 item questionnaire measures if leaders and subordinates have mutual respect for each other`s capabilities, sense of obligation to each other and, mutual trust (Northhouse, 2016). This questionnaire reflects the quality of relationship between leaders and subordinates also applicable for both leaders and followers. The interpretation of LMX7 scores is as follows; very high if score is between 30 and 35, high if it is 25-29, moderate if it is 20-24, low if 15-19 and very low if score is 7-14. Results in upper scale refers stronger quality of leader-subordinate exchanges however, if it is in the lower range, it indicates weaker or lesser quality of leader-subordinate exchanges.

According to survey results concerning how leadership- follower relations, leaders confirm that their relationship with their subordinates is ``very high`` and`` high``. In this sense, 45% of leaders confirmed that their relationship with subordinates is ``very high``

and 55% of leaders confirmed that their relationship with subordinates is ``high`` (Table 4.3).

Table 4.3 Results of leadership follower relationship questionnaire

LMX	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Total
Participant 1	4	4	5	4	2	4	3	26
Participant 2	5	4	5	4	3	5	5	31
Participant 3	4	3	4	3	4	4	4	26
Participant 4	4	4	4	3	3	4	4	26
Participant 5	4	4	4	4	4	5	5	30
Participant 6	5	5	5	5	2	4	5	31
Participant 7	5	5	5	4	3	4	5	31
Participant 8	4	4	5	4	1	5	5	28
Participant 9	5	4	5	4	1	4	5	28

None of the leaders confirms that their relationships with their subordinates are ``moderate``, ``low`` or ``very low``. This result signals that the level of communication of the organisational leaders with their subordinates is `` high`` as the leaders would like to ensure that day to day implementation to achieve commercial targets is on the track. In this regard, most of the leaders categorise that their relationship with their subordinates is ``*highly effective*`` and ``*they don`t bail them out at his or her expenses*``. Also, leaders are quite confident that their subordinates know ``*where they stand as leaders*`` with their subordinate and as leaders they know ``*how satisfied their subordinates with what they do*``. Furthermore, leaders confirm that they ``*defend and justify subordinates decision when they were not present to do so*``. Also, leaders are quite clear that ``*their subordinates understand their job problem and needs*``. On the other hand, leaders are quite sure that ``*their subordinates would use their power to help their leaders to solve their problems*``. From this perspective, leaders confirm that

their communication with their subordinates is strong and effective and they empower their subordinates as subordinates understand job problems and know how to resolve them. Thus, leaders do not see any problem in their relationship with their subordinates (Appendix 4. 7).

4.3.3. Leadership-Follower Relations (For the Subordinates):

In this section of the survey, the participation rate of subordinate is high as much as 45% (table 4.4).
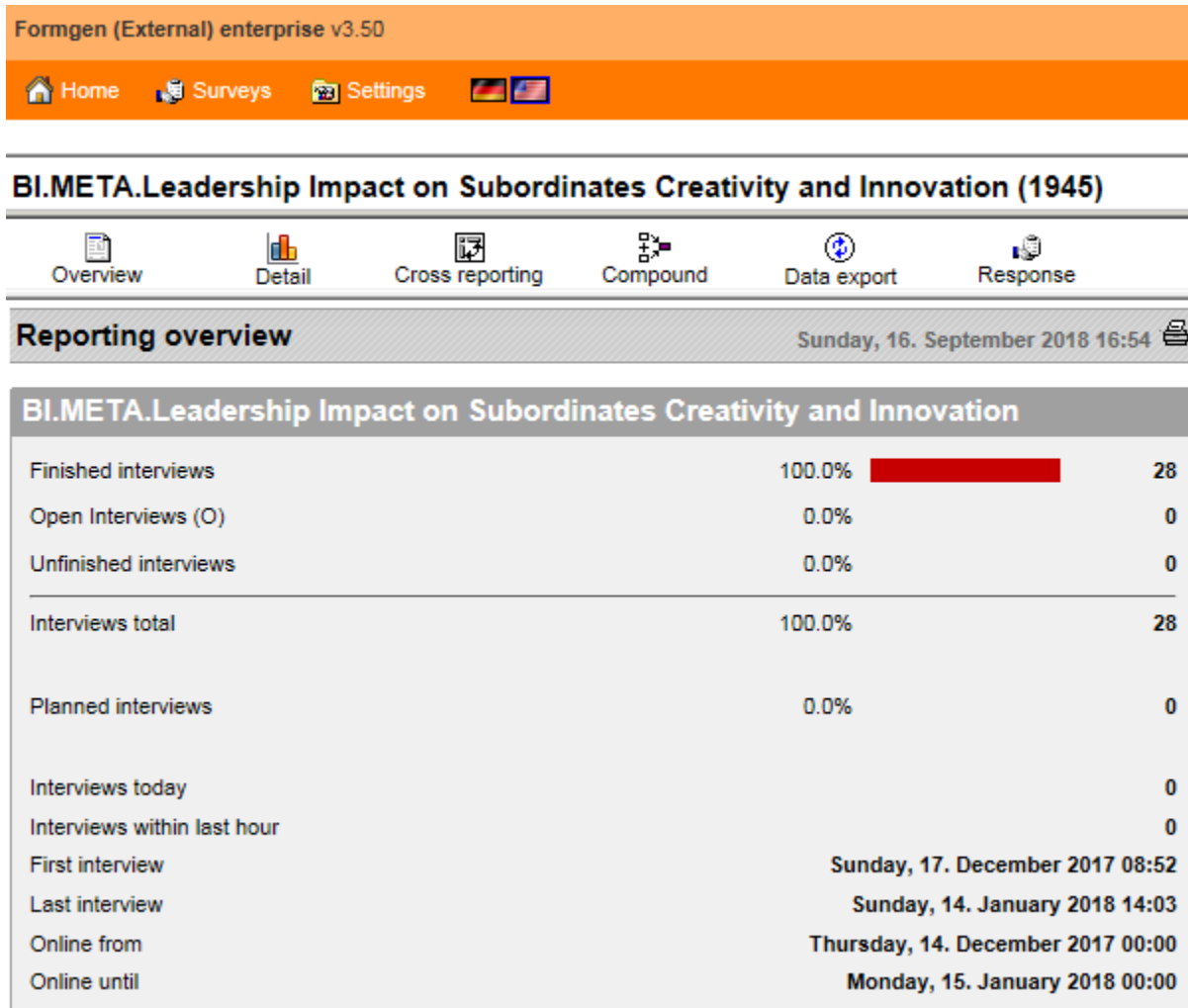
Table 4.4: Participation rate of the subordinates

According to survey results, subordinates confirm that their relationship with their

leaders is ``moderate`` and ``high``. 21% of subordinates confirmed that their

relationship with their leaders is ``moderate`` and 42% of subordinates confirmed that

their relationship with their leaders is ``high`` (table 4.5)

LMX	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Total
Participant 1	3	2	2	4	2	3	3	19
Participant 2	4	5	5	4	4	5	4	31
Participant 3	5	5	4	4	4	4	4	30
Participant 4	4	4	4	3	3	4	4	26
Participant 5	5	4	5	4	3	3	4	28
Participant 6	4	3	4	3	2	4	5	25
Participant 7	4	4	4	3	3	3	4	25
Participant 8	2	2	5	4	3	3	3	22
Participant 9	5	5	4	5	5	5	4	33
Participant 10	4	3	4	5	1	4	4	25
Participant 11	4	3	3	5	5	5	5	30
Participant 12	4	3	4	4	4	4	4	27
Participant 13	1	4	3	3	2	2	4	19
Participant 14	5	5	5	4	4	5	5	33
Participant 15	4	4	3	4	1	4	5	25
Participant 16	5	5	4	3	1	4	5	27
Participant 17	4	4	4	4	3	4	5	28
Participant 18	4	5	4	4	3	4	5	29
Participant 19	5	5	4	4	4	4	5	31
Participant 20	2	3	3	4	4	4	4	24
Participant 21	4	3	3	4	3	4	3	24
Participant 22	5	5	4	5	3	4	5	31
Participant 23	4	5	4	5	1	4	5	28
Participant 24	5	5	5	4	4	4	5	32
Participant 25	4	2	4	3	1	3	3	20
Participant 26	3	3	3	4	3	3	3	22
Participant 27	5	5	4	4	2	4	5	29
Participant 28	2	3	3	3	2	4	3	20

Table 4.5: Results of leadership follower relationship for subordinates

Only a few confirms that their relationship is ``very high`` and `` low``. In this sense, there is a slight deviation from the leader`s response that has used the same questionnaire in defining their relationship with subordinates that they defined their relationship as ``high`` and ``very high``. Hence, the subordinates to some extent did not confirm their leaders' perception of this relationship. However, none of the participants confirms that their relationship is ``very low``. One of the most interesting findings here is that most of the subordinates confirm that of regardless formal authority their leader has, ``*their leaders would bail them out at his or her expense*`` and ``*their relationship with their leaders is better than average*``. Also, subordinates confirm that ``*they fairly often know where they stand with their leaders*`` and ``*they usually know how satisfied their leaders with what they do*``. This was another deviation from the leader`s response to the same question as leaders confirm that ``*their subordinates know where they stand as leaders with their subordinate*``. Furthermore, subordinates confirm that ``*their leaders defend and justify their decision when they were not present to do so*``. Similarly, subordinates confirm that their leaders understand their job problem in ``*a great deal*`` and also subordinates indicate that their leaders ``*mostly recognise their potential*``. Besides, subordinates are also quite sure that ``*their leaders would use their power to help their subordinates to solve their problems*`` (Appendix 4.8).

As a result, though there are some similarities in responses of both leaders and subordinates regarding the perception of relationship, there are also some differences as well. However, mostly the answers are in alignment with both parties. Thus, this is

confirmatory evidence that leaders and subordinates have similar perceptions regarding the relationship and its effectiveness with each-other.

Apart from a subordinate –leader relationship, when it comes to creativity all subordinates define themselves as ``*creative*`` in their day to day work. They define creativity as ``*thinking out of the box*``, ``*finding new ways in doing the things*`, `*overcome problems through agility and innovative ways*``, ``*trying many ways*``, ``*channels to achieve what he or she needs to perform and designing new projects*``. From this perspective, it is evident that subordinates believe that they have skills for creativity and they have established a level of awareness about creativity and understand its consequences or impact on their daily practices.

Majority of the subordinates confirm that their managers often encourage them to be more creativity in what they are doing. None of the subordinates mentioned that it is only rarely. However, just a few subordinates state that their managers occasionally encourage them to be more creative. Overall, all of the subordinates share the same perspective that their managers are supportive and help them to become more creative in their daily work. In the similar vein, when it comes to an understanding if their leaders create a working environment or culture that gives an opportunity to the subordinates to speak up and share new ideas, the subordinates have given the similar responses. All of the subordinates confirmed that their leaders provide this opportunity to speak up and share new ideas. Also, they stated that the frequency of providing this opportunity is often. Only a few participants noted that this happens occasionally. Moreover, one of the subordinates explained that the communication with a manager is very open for feedback. Furthermore, subordinates contend that their managers encourage and

emphasise them to implement new ideas that they have developed in the workplace.

They also mentioned that the managers are always helping good ideas. Regarding the

resources which subordinates need to execute creative ideas, there seems there are

some problems in the workplace since subordinates state that they get ``*moderate*

support`` and some claims ``*it is very little*``. Only a few confirms that they receive

resources ``*in great deal*``. The different feedbacks regarding resourcing of

implementing creative ideas could be due to that subordinates in this survey are coming

from various functions, and each function could have some flexibility or limitation in their

budget to fund in executing creative ideas. For instance, one of the subordinate

mentioned that if the budget permits his or her manager provides resources to support

in implementing new ideas. The subordinates often see that their manager`s leadership

style inspires them to achieve more beyond their responsibility in their daily work. For

instance, one of the subordinate mentioned that the functional leader does not do

micromanagement which allows a subordinate to be more creative while other

subordinate said that he or she feels in charge and can always ask for advice. This

refers that the subordinates are ready to take an extra responsibility beyond what they

do and contribute more if necessary resources would be in place in the workplace.

When it comes to how employees see themselves regarding creativity and a creative

person, all subordinates believe that they are creative in their day-to-day work practice

or they have the potential for creativity. Also, they think that they have to be creative

due to fierce completion in the marketplace and therefore; they need to come up with

creative ideas to cope with it. In general, they defined being a creative person as

thinking out of the box or doing some activities which no one has done or considered of

it so far. For instance, ``creating different reports``, `getting work-related different ideas, ``*finding new solutions to workplace problem that they face with*``, ``*establishing different projects in their functions*``, ``*creating new tools to maximise the opportunity*``, ``*establishing different approaches*``, ``*new initiatives and innovative ways*`` and ``*designing new projects*``.

However, when the subordinates answered the question of how they see the companies if it is innovative or not, their responses were different and not supportive in this sense much. For example, most of the subordinates stated that ``*the organisation is not that innovative*`` and ``*there is no much room for executing new ideas*``. Also, they see that the `*organisation did not reach day to day creativity threshold*, *whereas it is in the right direction regarding progress and it needs to put more focus on it*``. On the other hand, they admit that though they know the areas of improvement, they don`t try to act unless their manager addresses the problem. Thus, there seems there is a sort of reactivity by the subordinates. Another point they stressed that the organisation ``*is very bureaucratic*`` and that is why innovation cannot happen at this stage. Another interesting comment was about the workload; as it is too much and there is ``*no free time to work on creative ideas*`` to execute at the organisational level. Furthermore, one of the suggestion was that the organisation needs to go more open-minded approach to open a new era for the execution of creative ideas. Employees need to know if the organisation appreciates new ideas, welcome them and feel that leaders will consider new ideas even if it is not applicable for business due to different reasons. Hence, the subordinates do not think that the organisation is innovative and there is a big room for improvement. Whereas apart from organisation innovativeness, they stated that within

their function or teams they strive to achieve innovativeness and to some extent they are successful. This feedback also confirms that they are happy with the current management style in their groups and organisation overall. Moreover, subordinates stated that apart from organisational practice in supporting creativity and innovation, they need their leaders to help, more motivation and free time, more responsibility or authority to become a more creative person in the workplace. They explained how they could become more creative is through more resources and training. Some highlighted that there is a need to change the current leadership style for them to become more creative in the organisation. Whenever it comes down on how they see their managers or leaders regarding being creative, the response was different. Although they mostly confirm their managers are supportive of them in bringing on creative ideas in execution, some of them do not perceive their managers as being creative. They see them either as experienced professionals who prefer to follow old methodologies or practices. Moreover, some other subordinates clearly stated that their managers are not creative at all. On the contrary, a few other subordinates perceive their managers as creative since they mentioned that their managers are seeking new ways, creative solutions, giving new ideas, able to advise on the best way ahead to overcome issues, and also to suggest new potential projects.

In summary, it seems that current leadership trend at BI META organisation is mostly the directive leadership style along with the achievement-oriented leadership behaviour whereas, less supportive and participative than other leadership styles. Thus, the current leaders in the organisation are effective where tasks and procedures are uncertain for their followers and when their followers have a need for certainty. Fiaz et al

(2017) and Raelin (2003) defined this leadership style as autocratic (traditional) which mainly takes care of performance and places a high value on outcome rather than employees. Accordingly, a leader holds the absolute power in the organisation or within the teams and are the sole decision making authority concerning organisational policies, work tasks, rewards, and punishments. Business directions and strategies always come from top to bottom without involving followers in any decision-making process.

Furthermore, this leadership style counts on the power, authority, control and hard work to achieve the realisation of organisational targets. Employee motivation only comes from extrinsic factors, i.e., economic rewards which are related to employee motivation. One of the consequences of this effective leadership style is that leaders perceive that their relationship between them and subordinates are very high since they are the decision makers and need to give direction to their subordinates on a frequent basis to get things done. Another confirmatory evidence of this behaviour is that subordinates response regarding the level relationship since they did not confirm it as very high. According to subordinates, their relationship with their leaders varies from ``moderate`` to ``high``. Thus, this proves that the dominant communication is through one way stream, i.e. from the leader to the subordinate. In this relation, Rost (1993) stated that influence has two components which are multidirectional and non-coercive. Multidirectional influence means that influence happens downwards and upwards with persuasive behaviour without demonstrating any dictatorial behaviour.

Furthermore, he mentioned that interaction between the leaders and the followers influence relationship, which gives an opportunity to followers to actively engage and practice leadership as well. From this definition, the current trend concerning the

relationship between leaders and subordinates leans towards the more coercive type of

relationship. That is also why subordinates stated that they reasonably often know

where they stand with their leaders and they usually know how satisfied their leaders

with what they do.

Regarding creativity, all of the subordinates see themselves as creative. Also, they

share the same perspective that their managers are supportive and encourage them to

become more creative in their daily work to achieve goals and resolve work-related

problems. Moreover, they stated that their leaders to some extent give the opportunity

to speak up and share new ideas. Furthermore, subordinates contend that their

managers encourage and emphasise them to implement new plans that they have

developed in the workplace. However, when they need to execute creative ideas to

create differences or resolve workplace problems and competitive advantage in the

marketplace; they claim that there is not much resource available to do so. It is evident

that there is a problem in the organisation to fund creative ideas into execution and

develop a platform where subordinates discuss their creative ideas with leaders

proactively and transparently. Hence, this impacts the implementation of creative ideas

in the organisation to resolve not only organisational problems but also creating a

competitive advantage in the marketplace. As a result, it limits building innovative

organisational behaviour. In this respect, Gumusluoglu and Ilsev (2007) stated that

creativity is about individuals who can create new and novel ideas whereas; innovation

is regarding the execution of those new and unique ideas at an organisational level.

Hence, innovation happens whenever creative ideas reach the implementation level in

organisations (Oldham and Cummins, 1996). Thus, creativity is an individual's ability to

produce new and novel ideas which innovation is the execution of those new and unique ideas in the organisation (Amabile, 1998; Amiable et al, 1996). Another problem seems that there is no much room for the subordinates to take a proactive approach to resolve this issue whereas, they expect from the organisation or their leaders to do something to overcome the problems. Hence, there is a lack of proactivity from subordinates in this sense. Concerning this, leaders seem to be the gatekeeper to execute proactive approach since; subordinates expect from their leaders to take action. The reason being is that without leader's permission or request, subordinates hesitate to take any responsibility to decide and take action in resolving organisational issues or creating competitive advantage in the market due to potential negative consequences on them. For instance, Gazi and Alam (2014) summarised the impacts that result from different leadership style in their study. According to Gazi and Alam, (2014. P.258) the effects of 'traditional/autocratic leadership' or directive style are; 'restriction and limitation on outputs', brings hostile attitudes and suppression of conflicts to organisations', absenteeism and high employee turnover', 'low productivity and work quality', 'preoccupation with procedures, rules, red tape and working conditions', 'uncreative and dependent employees who hesitate to take any responsibility'. In the similar vein, subordinates do not see the organisation is innovative nor have an innovative culture since there is no platform to express the creative ideas or exchange new ideas openly. Also, they mentioned that organisation is very bureaucratic and it prevents organisation to become innovative. The suggestion on this topic from subordinates is that organisation and leaders could follow open minded-approach to be able to change the paradigm into a new era where they could execute creative ideas.

Furthermore, it is essential for them to understand if the leaders and organisation would appreciate new ideas and encourage them to execute. To achieve it, some of the subordinates stated that ``there needs to be a change in leadership for them to become more creative``. In this respect, some of the subordinates perceive their leaders are not creative. To achieve creativity at an individual level and innovation at an organisational level, subordinates suggested that leadership style need to be more interactive with them and supportive in executing new ideas in the organisation. Also, they highlighted that the leadership style should motivate them in bringing new ideas to execution, give more responsibility and authority. In addition, their expectation from their leaders to be more open to new ideas, embrace challenges and discussions by subordinates and ready to provide funds, alternatives and potential solutions from their experience. In this respect, some subordinates mentioned transformational leadership which gives enough accountability and observe the outcomes, drives an instant feedback mechanism in both ways.

4.4. Enactment of the action:

Boehringer Ingelheim strives to improve the effective leadership to boosts employee creativity and organisational innovation to be able to establish a competitive advantage in the marketplace since some time. In this regard, Boehringer Ingelheim defines effective leadership as leading effectively. However, the critical question here is; if the organisation has the right leaders to implement this business strategy. In developing this effective leadership capability at global as well as at local scale, Boehringer Ingelheim focuses on a core question which is; what is currently driving the pharmaceutical industry and our company? . Accordingly, the organisation has identified

that above all it is the topics of change, partnerships and innovation. As a result,

Boehringer Ingelheim decided to put in place a long-term program which includes

''effective leadership'', ''customized employee experience'', and ''diverse and inclusive

organisation''. In this context, ''effective leadership'' means leading effectively and the

key question remains as if Boehringer Ingelheim has the right leaders to implement this

strategy. On the other hand, ''customized employee experience'' refers providing

tailored offers for the workforce. With ''diverse and inclusive organization'', Boehringer

Ingelheim would remain flexible, agile, creative, and integrate a wide variety of people

into the organization. To achieve this new strategy, leaders and employees need to

react to this change in mindset quickly. Hence, ''effective leadership'' has become the

central focus in all Boehringer Ingelheim`s organisations including META regional office.

Similarly, accountability, agility, creativity and intrapreneurship, i.e. innovation also

becomes essential for the organisation to replace, lead and learn and the leadership

competencies in the future.

In parallel with this new HR strategy, META management team in which I am part of as

one of the senior leaders and researcher have decided to roll out long-term people`s

strategy to secure sustainability in business growth and achieve our commercial targets.

In this respect, we have defined the position of senior leaders as ''senior leaders drive

the growth agenda and steer META region forward through strategic capability to focus

on right allocation of resources, through clarity of vision about where we want to go and

how we will get there and ensuring fast decision making in the dynamic environment to

stay competitive''. We have also defined the main strategic pillars to achieve this

objective as; enhancing senior leader`s strategic capabilities to steer the organisation in

a fast-changing environment, the senior leaders to deliver clear vision and strategy and

senior leaders to enable fast decision making. Having defined strategic pillars, we have

also decided to execute ''agility (creativity), accountability and intrepreneurship

(innovation) (AAI) '' concept to improve current leadership skills and capabilities and

thus achieve META people`s strategy. The main purpose of this concept is regarding

improve the leader's skills and capabilities about creativity, accountability and

innovation. The underlying reason to implement creativity, accountability and innovation

concept is that Boehringer Ingelheim sees a problem in the current leadership style in

the entire organisation. Hence, changing leader's behaviours or styles, i.e. making

leaders more creative, accountable, action takers and innovative seem to be a solution

to overcome the leadership issue. Boehringer Ingelheim defines intrapreneurship

(innovation) as ''intrapreneurs monitor changing market and come up with innovative

ideas for business opportunities''. In this sense, expected leadership style from

intrapreneur leaders are; serve the needs of customers by turning innovative ideas into

business results, taking smart risks by leveraging all possible resources and talents,

demonstrating winning spirit through creating a can-do attitude and positive energy

among others and delivering high-quality results despite challenging conditions. Also,

accountability means that ''even if leaders performed under ambiguous circumstances,

they always show accountability for their work and outcome''. Expected leadership style

is; being a role model for Boehringer Ingelheim`s values by doing what is said and

saying what is thought, making timely decisions with well-balanced analysis and

intuition, prioritising things ruthlessly then driving execution through collaboration and

identifying talents and realising their full potential through empowerment. Lastly, agility

(creativity) refers that ''leaders demonstrate agility by quickly adapting their work to the changing circumstances''. With agility, the expected leadership style is; searching and responding to drivers of changes through active experimentation, challenging status-quo and assumptions of self and other without any political bias, quickly turning data into insights, insights into actions and mobilize resources and learning with an open mind and rarely making the same mistake twice.

However, without knowing the current leadership style and its impact on the organisation regarding employee creativity, organisational innovation and performance, taking any action to improve the current leadership style and practice would not be a viable step. Thus, including this research into ongoing effective leadership initiative aims to improve the leadership style and make them more effective. As a result, it gave the organisation more insight and flexibility in executing the effective leadership concept. According to outcomes of the study, we planned the activities to improve leadership style which would bring more creativity, accountability and innovation to the organisation. Firstly, execution started at META management level and then we planned to cascade to the lower level of management team all across the organisation including countries. In this phase, the proposed activity was action learning through group discussions and workshops. The purpose was that as the senior leaders, we discussed what types the leadership style that we are currently demonstrating and what are the gaps and limiting factors to achieve more agile, accountable, creative and innovative culture in the organisation by the findings from the study. The discussions were in the form of exchange the leadership practices, past practices, best case sharing, benchmarking with other industry examples and discussing the theoretical

foundation of different leadership styles. Having discussed principles and come up with an alignment regarding the effective leadership style which would fit best to foster accountability, agility, creativity and intrapreneurship, innovation at Boehringer Ingelheim, each leader will take it further up to their departments and cascade the same types of discussions within their teams. Consequently, senior leaders and other leaders/managers in different hierarchy levels will be in a position to execute and demonstrate agreed leadership styles and implement effective leadership style. In the final phase of the first cycle of action research, we planned necessarily follow up and assessments with the leaders to see the progress of those actions. We expect to see progress and positive outcomes by 2020.

4.4.1. Leadership Forum:

We organised Leadership Forum on the 15th and 16th of April, 2018 and invited senior leaders who are working at META headquarter from different functions. We sent out the invitation and agenda prior two weeks of the meeting (Appendix 4.9). The central theme of the conference was to focus on creativity and innovation and the role and responsibility of leaders in making this to happen at BI through BI terminology which is agility, creativity, accountability, intrapreneurship, innovation. We organised a meeting in an off-site venue to avoid any business related interfaces and secure full concentration and motivation to come up with robust outcomes and actions to plan accordingly. Before the workshop, we sent another short survey comprises of four questions to capture senior leader`s insight about agility, creativity, accountability, intrapreneurship and innovation. We sent a questionnaire to all participants (n= 39) of which 29 are the senior leaders, and 8 are the executive committee member in META

organisation. The response rate was high as seven executive committee members out of 8, and 21 senior leaders out of 29 responded timely manners. The first question was if they feel that as leaders they live agility, creativity, accountability, intrapreneurship, innovation in day to day. Almost half of the participants confirmed that they live this concept in their daily practice and other half disconfirmed that they don`t live it. The second question was about the work environment if it permits to execute agility (creativity), accountability and intrapreneurship (innovation) and the majority of the participants disconfirmed it. In the third question, we asked them what are the factors that could enable agility (creativity), accountability and intrapreneurship (innovation) in the organisation. The insights are; having enough information and insights to guide my decisions, being given freedom to operate in my area of accountability, encouragement and recognition, good team alignment and spirit on the way of working, my first enabling factor is myself as a self-motivated and result driven person, my boss is second enabling factor giving the trust and the space and opportunity to implement new things in different ways and my team who supports me. On the other hand, the last question was about the limiting factors of agility (creativity), accountability and intrapreneurship (innovation) in the organisation. In this sense, the responses are; nobody wants to take over the accountability - still a high level of blaming culture, intrapreneurship is limited due to internal resources, high level of firefighting instead of trying to change things, communication blocks, decisions are taken without consultation, the detachment or lack of vision of many employees slow down agility and hinder an innovative spirit, firm focus on top and bottom line doesn't allow for experiments (innovation), top-down approaches in some areas, more efforts to raise accountability of ownership of matters by clearly

identifying personal responsibilities & accountability vs functional responsibility &

accountabilities (Figure 4.2). Those insights that we collected before the workshop also

helped us to give final shape to the agenda the content of the workshop.

Figure 4.2. Survey results regarding agility, creativity, accountability, intrapreneurship and
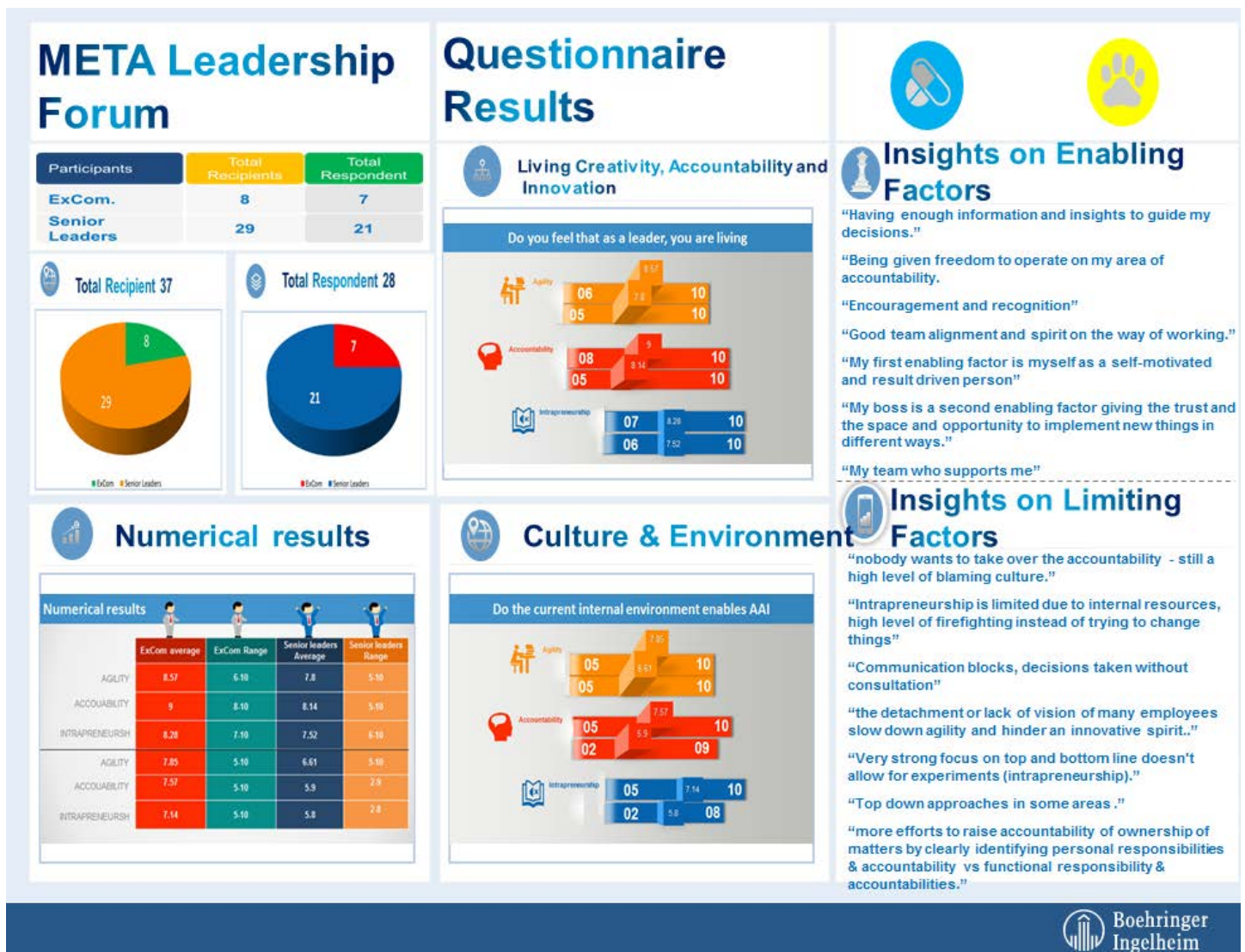
innovation before the workshop

In the opening of the workshop, we defined the goal of the meeting, expectations from

the workshop and defined do`s and don`ts to secure transparency and openness in the

discussions. After that, we introduced some business cases and best practices coming

from within and external companies to define why we need creativity (agility),

accountability and innovation (intrapreneurship) in our organisation and the role of the

leaders to achieve it. For instance, we started with our financial goal, which is 1.5 billion

Euro commercial sales by 2025, and our expectation that we will face ongoing

challenges and problems in the internal and external environment. The idea here was to

prepare the stage why we need creativity, accountability and innovation in our

organisation and to stress that it is the right time to execute this concept within entire

organisation to cope with internal and external challenges (Appendix, 4.10). Moreover,

we presented different examples from different organisations namely Beckton

Dickenson and Novartis regarding creativity (agility) and innovation (intrapreneurship)

by defining today`s reality which is pertaining to rapid technological change, change in

the competition landscape, shorter product life cycle, the impact of globalization,

environmental instability, changes in workforce demography and customer`s needs and

high commercial ambitions of organisation (Appendix, 4.10). In this sense, we

discussed what type of leadership style in BI, for example, top-down, bottom-up or

inclusive would help and to cope with all those external challenges and to boost our

business practice to achieve our commercial ambition in 2025. Lastly, in this section of

the meeting, we brainstormed around our current challenges in the marketplace as well

as our past commercial affords and discussed why we need agility (creativity) and

intrapreneurship (innovation) and responsibility of leaders to resolve our problems and

leap ahead to achieve our targets. The central message here to organisational leaders

was that mostly organisations are trying to execute creativity and innovation without

questioning existent leadership practice which might conversely impact employee participation in the decision-making process as well as organisational learning. Organisation learning is total sum of reflection and questioning inside (Marquardt and Waddill, 2010). Therefore, the leadership if it is top-down approach limits reflection and questioning inside and results in only `single loop learning` which is detecting and correcting errors (Argyris, 1977, p.118). Hence, the organisations cannot create an environment where employees openly speak up, challenge the status quo and organisational politics (Argyris, 1977). Thus, this type of leadership, i.e. top-down negatively impact employee creativity, organisational performance, efficiency and creativity. The question why BI needs to implement agility, creativity, accountability, and intrapreneurship, innovation concept and leaders to follow the same in their teams is due to external competition. The main reasons that we discussed are; rapid technological changes, globalisation and shorter timeline of competitive advantage as product life cycles are shorter than it used to be and this makes organisations to bring new products to the markets frequently (Gumusoglu and Ilsev, 2007). As a result of this rapid changes in the marketplace organisations need to be more agile (creative), accountable and intrapreneur (innovative) to grow and compete. From this perspective, creativity at employee level and innovation at the organisational level become critical in BI as well as leadership approach and effective management (Zang and Bartol, 2010).

In the latter section of the day, we organized world café workshops and divided groups into four teams. In this format, we asked one group to discuss building on the past experiences of the leaders what enabled them to achieve agility (creativity), accountability and intrapreneurship (innovation) (Appendix 4.11). Another group

discussed failed past attempts at agility (creativity), accountability and intrapreneurship (innovation) and what was the reason or cause behind it. The third and fourth group discussed if we as BI were in 2025, and BI META organisation is truly implementing agility (creativity), accountability and intrapreneurship (innovation), what we would hear and feel that is different in the organisation as compared to today`s reality and practice. In the last session of the first day workshop, we asked leaders that building on what they heard in the world café workshop session, what should they do to i.e. executive committee, senior leaders and employees enable agility (creativity), accountability and intrapreneurship (innovation) in the organisation as they are part of one of the respective groups. Furthermore, we asked each group to establish a clear action plan for executive committee, senior leaders and employees to implement agility (creativity), accountability and intrapreneurship (innovation) in the organisation.

In the second day of the leadership forum, we started with the recap of the first day outcomes in terms of agility (creativity), accountability and intrapreneurship (innovation) and the role of the leader and expectation from the executive committee, senior leaders and employees enable agility (creativity), accountability and intrapreneurship (innovation) in the organisation. After this session, we requested participants to define their constellation on collaboration following by having a functional discussion to define functional collaboration constellation. The aim here was to share the findings with the broader group and open for debate. Accordingly, functional heads would take the feedback that the other function gave to consider and implement. In doing so, we could be in a position to improve cross collaboration and secure continuous communication between departments. Therefore, different functions would benchmark and implement

some `best cases` when it comes to agility (creativity), accountability and intrapreneurship (innovation). In this sense, to emphasise and cement the importance of cross collaboration between different departments within the organisation, we asked leaders for a speed dating with another leader to learn more about themselves. We gave each participant a card to capture some personal and functional information and requested them to present what they captured. The purpose here was to get to know other functions and leaders who may not be jointly working with some other services. Therefore, leaders would avail experience and knowledge of some other functions as well as their leaders to exchange ideas and come up with creative solutions and innovations. Upon figuring out and getting know more other functions and the leaders individually, we went through three different cases which took place recently in META organisation and different functions and analysed them to see what we could have done differently if they were happening today. This supported our purpose of using different resources in terms of knowledge and personal experiences in the organisation to come up with creative ideas and implement them in the form of innovation to find solutions or establish a competitive advantage. Lastly, we worked on platforms that we can use in the organisation to achieve effective collaboration, exchange and present new ideas. Moreover, we discussed unnecessary meetings which keep leaders and employees busy and engaged with irrelevant topics. Therefore, it diminishes the individual time to think about creative alternatives and innovation. Thus, by limiting and improving the effectiveness of current platforms, leaders and employees would be more focus on their day to work problems and have more time for effective information exchange and focus on creative solutions.

Chapter 5: Outcomes of Action and Actionable Items for the Future:

During the workshops with the organisational leaders from different functions, we divided the team into four groups and given them different topics to discuss, brainstorm and present findings to the rest of the group. Accordingly, the rest of the audiences were also able to review and contribute to the outcomes. Each of the groups recorded their findings and action on flip charts having discussed their topics in details and presented to the rest of workshop groups. Having done the workshops, I collected all of the records which comprise of findings and action plans and analysed them accordingly. As a result, I developed below tables that summarizes the findings as well as action items. The topics that we have given to four different groups were; building on your experience what enabled you to be creative, accountable and innovative? When you look at failed attempts at being creative, accountable and intrapreneur, what was the cause? What will it take to move creativity, accountability and intrapreneurship from something we talk about to something we live? If we were in 2025, and the META organisation was truly creative, accountable and intrapreneurship, what would we see, what would we hear and what would we feel that is different? (Table 5.1)

Workshop Group 1	Building your experience, what enabled you to be creative, accountable and innovative?
Workshop Group 2	When you look at failed attempts at being creative, accountable and intrapreneur, what was the cause?
Workshop Group 3	What will it take to move creativity, accountability and intrapreneurship from something we talk about to something we live?
Workshop Group 4	If we were in 2025, and META organisation was truly creative, accountable and intrapreneurship, what would we see, what would we hear and what would we feel that is different?

Table 5.1. Workshop groups and topics

Therefore, in this section, I explained what the outcomes of the action were and what actionable items that the organisational leaders decided to enhance subordinate creativity, accountability and organisational innovation.

5.1. Outcomes of Workshop Group 1: *Building on your experience what enabled you to be creative, accountable and innovative?*

This group discussed the question of building on your experience what enabled you to be creative, accountable and innovative. And the team came up with some findings as I explained below.

Regarding the accountability, the group presented that their findings were; authority and empowerment to act, trust, rewards and recognition, consequence management, clarity of roles and responsibilities, sense of belonging. As for creativity, the group highlighted that decisions were clear and fast, there was acceptance of change, they have utilised challenging situations and market pressures as best learning opportunities for themselves. Lastly, their comments on what has enabled them to be innovative were;

freedom to fail in their implementation when there is the ability to influence, where

people are connected and involved in finding opportunities to contribute.

Workshop Group 1	Accountability	Creativity	Innovation
	Authority	Clear and fast decision	Freedom to fail
	Empowerment	Acceptance of change	Involvement
	Trust	Learning from challenging situations	Contribution
	Recognition		
	Consequence Management		
	Clarity on roles and responsivities		
	Sense of belonging		

Table 5.2. Outcomes of Workshop group 1

These outcomes were very much in alignment with the findings in the literatures. For

instance, Fiaz et al (2017) stated that the leadership styles make the organisations

more productive and more commercially profitable since; this potential success mainly

correlated to the leadership style and the business environment that is established for

employees to work well. The leadership style could result in valuable organisational

outcomes such as better organisational effectiveness, lower employee turnover,

customer satisfaction and reduced absenteeism. It was evident that in the past, BI

senior leaders in different organisations have demonstrated necessary leadership

behavior that has given them empowerment, responsibility, opportunity to speak up and

execute their ideas. Also, Raelin (2003) mentioned that whenever leaders encourage

their subordinates and engage them in decision making process, employees become

more motivated, committed, do not hesitate to take any responsibility. In addition, this

behavior brings better teamwork, employee satisfaction and high productivity.

Furthermore, Voon et al (2011) claimed that if the leaders address the internal needs of

employees and focus on intrinsic motivation, this would trigger employee creativity.

Moreover, leaders also address extrinsic motivational needs of employees such as

monetary rewards or better status in the organisation, this behavior would lead short

term success (Northouse, 2016).

5.2. Outcomes of Workshop Group 2: *When you look at failed attempts at being creative, accountable and innovative, what was the cause?*

This workshop group 2 discussed the failed attempts at being creative, accountable and

innovative and the cause of it. They presented outcomes in their discussion through

three topics which are team dynamics, ways of working and, work culture. One of the

causes which are of the failed attempts was the team dynamics, and underlying reasons

were ambiguous role clarity since; there were no clarity, and people focus was on `ME`

rather than `WE`. Regarding the ways of working, the team stated that underlying

reasons were; lack of visibility beyond own function, lack of empowerment, lack of clear

accountability, alignment versus accountability, i.e. more alignment need than

accountability, lack of feedback and, the need for less chat and more action. The last

causes of failed attempts was work culture, and the key points here were; improper

balance between rewards and punishment, need to get alignment with everyone for

everything, trying to keep everyone happy, corporate i.e. global headquarter impact on

decision making (bottleneck), lack of speak up at the right moment, fast pace with

continuous change, blaming culture and risk averseness.

Workshop Group 2	Team dynamics	Ways of working	Work culture
	Ambiguous role clarity	Lack of visibility	Imbalance between reward and punishment
	`Me` approach rather than` We`	Lack of empowerment	Need to get alignment with everyone
		Lack of accountability	Trying to keep everyone happy
		Lack of feedback	Corporate impact on decision making
		The need for less chat and more action	Lack of speak up
			Fast pace with continuous change
			Blaming culture and risk averseness

Table 5.3. Outcomes of Workshop group 2

These outcomes indicated that there was no clarity between the leaders and the

followers concerning roles, responsibilities and what to expect from each-other. In this

sense, Bass (1985) defined laissez-faire leadership style and stated that laissez-faire

leaders do not take any leadership responsibility and exchange any information with

their followers. Furthermore, there is no clarity regarding expectations between leaders

and followers. Bass (1985) also called this type of leadership style as passive- avoidant

which refers that leaders avoid responsibility, postpone decisions, do not give any

feedback, and make no effort to their followers. Hence, it causes confusions within the

team members and leads fails and errors.   Also, Gazi and Alam (2014, p.258) stressed

that the impacts of 'traditional/autocratic leadership' style are; 'restriction and limitation

on outputs', brings hostile attitudes and suppression of conflicts to organisations',

absenteeism and high employee turnover', 'low productivity and work quality',

'preoccupation with procedures, rules, red tape and working conditions', 'uncreative and dependent employees who hesitate to take any responsibility'.

5.3. Outcomes of Workshop Group 3: `*What will it take to move creativity, accountability and innovative from something we talk about to something we live?*

This workshop group collated their answers under four topics which understand what creativity, accountability and innovation mean to me, keeping communication platform open, accountability, creativity and innovation.

In regards to understanding what does creativity, accountability and innovation mean to me, the feedback was is that creativity, accountability and innovation are something not a deliverable per se but it is a way of behaving in day to day business conduct, looking at the behavioral anchors under agility, accountability and innovation, need for line managers to focus not only on the `WHAT` but also on the `HOW` during performance management discussions with the subordinates, more proactivity at employee level and ask further creativity, accountability and innovation should look like in my role, using "live projects" and everyday situation to exemplify creativity, accountability and innovation and finally following ``just do it`` concept. Regarding keeping communication platforms open, the message was here to stay open any potential communications channels not only with the leadership team but the whole organisation, maintaining target setting challenging yet realistic to keep a high performing positive environment and positive recognition and consequence management.

The understanding about accountability was; allowing time for proper planning; understand who is doing what; who is accountable for what; when delegating responsibility to ensure you allow for authority. Also for creativity, it was; not at the expense of compliance, create tolerance for failure, encourages people to find solutions, reflect on lessons learnt, build those learnings in your ways of working, share personal lessons learnt. Regarding innovation, the definitions were; addressing short-term pressures and supporting employees to take a chance or risk.

Workshop Group 3	What creativity, accountability and innovation mean to me?	Keeping communication platform open	Accountability	Creativity and Innovation
	Way of behaving in a day to day conduct	Stay open any potential communication channel	Allowing time for proper planning	Not at the expense of compliance
	`Focus on `What` and `How`	High performing positive environment	Understanding who is doing what	Create tolerance for failure
	Proactivity	Positive recognition	Understanding who is accountable for what	Encourage people to find solutions
	Live projects	Consequence management	Ensure authority when delegating work	Reflect on lessons learnt
	Every day situation to exemplify creativity			Build those learnings in your ways of working
	Accountability and innovation			Addressing short term pressure
	`Just do it`			Supporting employees to take chance or risk

Table 5.4. Outcomes of Workshop group 3

To achieve above objectives, researchers defined different leadership styles. For instance, Yulk (2002) described participative leadership style which gives chance to followers to engage and involve in decision-making process. Therefore, leaders give followers empowerment and authority to plan their actions and execute them accordingly. Furthermore, participative leaders ask recommendations from their

followers and collect their ideas and opinions for the final decision-making process. In doing so, participative leaders form final decision concerning how working groups or organisation overall proceed (Nothouse, 2016).

5.4. Outcomes of Workshop Group 4: *If we were in 2025, and META organisation was genuinely creative, accountable and innovative, what would we see, what would we hear and what would we feel that is different?*

In this workshop group discussion, the aim was to discuss where the leaders would want to react in the execution of creativity, accountability and innovation in day to day business conduct in the future by 2025 in BI META organisation. The outcomes of the discussions were; we will not be talking about creativity, accountability and innovation as it becomes a natural way of behaving, BI META will be a center of excellence, A FOCUS example to others, how to approach Market expansion projects (Iran/ Africa), inclusive leadership runs across the board, a strong identity as "ONE", market leaders in ALL our therapeutic areas that we operate, more solutions to patients and healthcare system beyond the pill, leader in disruptive technology within healthcare solutions, more conscious with regards to environmental and sustainability actions, more operationally efficient, transparent governance and structured way of working, faster, better and more efficient than competitors, more proactive and anticipation of end users and customer needs, higher external focus in our agendas (80% outer), customer centric decisions, high confidence on our ability to deliver on promises, from good to great place to work, leading in innovation, right trial and experimentation atmosphere, confident, proud,

newly formed country clusters become the leading clusters, not only a Regional

Operating Unit (META) but possibly a bigger region, get closer to an established

market and delivering our contribution to profitability.

To transform the organisation to achieve long term organisational targets Bass (1985)

mentioned about transformational leadership behavior. According to Bass (1985)

transformational leadership behaviour gives inspiration to followers with a clear vision,

which gives a picture of the future of the organisation. Transformational leaders focus

on the transformation of the organisation as well as the employees working for the

organisation. Accordingly, they influence their employees to transcend their self-

interests for the benefit of the organisation and groups within by bringing their

determination and commitment to the importance of the organisation's future. Also, it

includes securing togetherness around a common purpose. Also, Morales (2010)

concluded that transformational leadership style encourages employee engagement

and collaboration and gives more empowerment to the followers, therefore it triggers

innovation. Furthermore, authentic leadership behaviour brings positive ethical

environment and psychological capabilities to 'internalize moral perspective, foster self-

awareness, balanced processing of information and self-development, and lastly

transparency between leaders and followers in their relationship in the organisation'

(Walumbwa et al, 2008, p.94). As a result of this behavior, organisations could create a

creative, accountable and innovation cultures.

5.5 Action Points and the Next Step:

Having discussed outcomes of the different topics regarding creativity, accountability and innovation from four workshop groups, we discussed actions that the each leader needs to take in their respective functions to make creativity and innovation, in particular, an existing business practice in the organisation. In this respect, we classified actions at three levels which are the executive committee, senior leaders and subordinates (Figure 5.5.1). Organisational structure comprises of the executive committee on top of the pyramid and its senior executive leaders, senior leaders who are reporting to executive committee members and all remaining subordinates who are reporting to senior leaders. Also, we kept subordinate definition broader here as not only employees having a role in the lower level of the pyramid, but senior leaders are also subordinates of executive leaders in the organisation. Therefore, we divided participants into three groups according to their role as being a member of executive committee, senior leaders and subordinates and asked them to work on expectations that they have from their leaders and actions that they would take as leaders in their team to enable creativity, accountability and innovation.

Figure 5.5.1: The team set up for the action points (Employees, senior leaders and executive-comittee)

5.5.1. Outcomes and Action Points to Executive Committee:

One of the most important expectations from the executive committee was that to have regular meetings with the senior leaders to understand the current situation, challenges and constraints to co-create a path forward. The executive committee informed that they would organise quarterly and ad-hoc information sessions with question and answers which could last up to 2 hours. Therefore, they would secure reciprocal communication, and both parties would be in better understanding regarding progress or hurdles in implementing creativity, accountability and innovation concept. The executive committee will ask senior leaders to provide proposals for discussion for these

meetings, and they will define the agenda accordingly. Also, executive committee members will distribute and share the synopsis of their regular internal meetings with senior leaders to provide more transparency about hot topics in the organisation. As an action point from executive committee members, they will provide direction, trust and allow space for execution and decision making. Moreover, they will focus on and prioritise key projects so; senior leaders and their teams will have more clarity where to divert energy, focus and resources. Furthermore, they will conduct one on one meeting with senior leaders regarding priority and workload and revise focus and priorities. In this sense, there will be alignment and same understanding between the executive committee stakeholders and senior leaders. Furthermore, the executive committee will create focus groups for suggestions during challenging times, and they will inform the senior leaders on the creation of focus groups. They will distribute the outcomes of these focus group discussions via synopsis to the rest of the organisation and each executive committee members to his/ her senior manager and senior manager to his/her team. Another action point of the executive committee is to foster the speak up culture through enhanced communication and appreciation. In doing so, everyone will be able to share their opinion, give feedback and critically reflect on current policies or procedures for the betterment. Thus, this helps to execute creativity, accountability and innovation in the organisation. As final action points, the executive committee will seek feedback proactively through one on one from their senior leaders as this will maintain communication channels open, transparency and reciprocity. As a result, this will permit correct some mistakes or wrongdoings in creating an environment where everyone can speak up and take actions to resolve organisational problems in a timely manner. On

the other hand, the executive committee commits to share some delicate issues and topics with senior leaders on one on one basis to secure transparency.

5.5.2. Outcomes and Action Points to the Senior Leaders:

To foster creativity, accountability and innovation, the senior leaders will firstly look at the capabilities and competencies of their subordinates. In this sense, they will update job descriptions and establish competency modules where required. In this respect, they will give more clarity on roles and responsibilities and secure alignment with the executive committee on this. In parallel with this, the executive committee will also check with their direct reports on clarity and understanding of roles, responsibility, and accountability and will check on how well they are informed and aware. Having done this, the senior leaders will establish focus groups to educate the employees and how to execute creativity, accountability and innovation into roles. Regarding assessing and closing the gaps in developing the subordinates and fostering creativity, accountability and innovation, they will work on more structured career path and progression, secure new experiences and orientation in different functions and different exposures within BI global organisations. Furthermore, senior leaders will give more visibility to their subordinates regarding changing priorities through monthly discussions with functional teams and impacted functions to be aligned and communicated whenever they receive the same from the executive committee. Also, they will establish regular touch points with the executive committee (Excom META) to give feedbacks. They will communicate the outcomes of the leadership platform and inform the teams about the outcomes regarding creating the environment where speak up culture prevails, roles and definition of responsibilities and functions to take lead on defining roles and responsibilities,

activate change management i.e. team and process, empowering local operating units, identify major projects and gaps, defining action plan i.e., buddy system and establishing communication platform where every individual share creative and innovative ideas along with best case practice.

5.5.3. Outcomes and Action Points to the Employees:

The team defined and explained expectations and action points from the employees under three topics which are communication, one goal and approach. Regarding the communication either vertical or horizontal within the organisation, they will establish a chain of communication which means who is communicating what, when to whom. Also, they communicate upfront before initiating any new projects within the functional leadership team so, they can get support and fund to be able to execute creative ideas and happen to know the flexibilities in their responsibilities. Moreover, they will clarify upfront who needs to involve and at which point to manage the expectations with their senior leaders. Most importantly, they will ensure to get buy-in from middle management or from other employees, where extra efforts are in need. When it comes to the one goal topic, they will clarify the goal that they are aiming for across the different participants and operating units within the META region. They will ensure that they consider all strategic pillars, i.e., people, process, financials, customers. Lastly, with approach topic; they will clarify what the scope of the work is, what is the need and what are the major milestones. Therefore, they will take the time upfront to identify the right stakeholders and involve them in decision making, prioritise what is critical or must have and stay pragmatic and realistic. As for the structured approach to planning, they will clarify expectations, deliverables and timelines. To ensure visibility regarding

activities or project that they would work on, they will think of platforms where them and other stakeholders will be in the chain of activities. Beyond these actions, they will aim ` better to do something than wait for perfection` and follow lessons learnt approach to improve at each step.

5.5.4. Outcomes of Case Studies and Learnings to Take Forward:

Apart from the outcomes of different working groups and future action plans, we had a group discussion regarding past practices which comprises the components of creativity, accountability and innovation examples. Before the workshop sessions on the second day, we presented one example which failed due to lack of creativity, another example in which the team has demonstrated creative and innovative behaviour and the third one with lack of accountability. Accordingly, we have asked four workshop groups to discuss these past practices and shared their learnings with the rest of the audiences. Regarding the creativity, the main learnings were that flexibility of the people enables thing move faster. Also, search for ways to be more proactive rather than reactive and take solutions orientation actions. When it comes to accountability these were; the leaders should upfront clearly define accountability of their subordinates and stand behind the decision that the team takes. Also, the leaders and subordinates need to be persistent in the face of challenge. Furthermore, the leaders and the employees need to take time to think through potential challenges/risks to plan for them. Lastly, the main take away regarding innovative behaviour is to look at the challenge together from all angles. Also, ensuring to equip the employees and teams to deliver results on expectations is another important milestone. Lastly, the leaders need to acknowledge the positive intention even if things do not go as planned.

5.5.5. Outcomes for the Organisation:

According to Zuber-Skerritt and Fletcher (2007), a good quality action research should comprise of some key elements. For instance, contribution to practice as it can enhance current practice. Also, action research involves respective stakeholders and others that will feel the results of research on them. Furthermore, action research needs to focus on an issue which is relevant not only for individuals but also the organisation and community as well. From these perspectives, as an insider researcher, I believe that this action research reached its primary objectives since organisational leaders developed an alignment about the problem, i.e. leadership style and its influence on the employee creativity, accountability and innovation. Also, they discussed the issue at different length levels, i.e., executive committee, senior leaders and subordinates and came up with the action plan in the way forward accordingly. In this regard, it was clear to all stakeholders that from the executive committee leaders to the subordinates, every individual has different roles and responsibilities to make creative and innovative organisation and they need to take the expected actions from them timely manner. Another benefit to the organisation is to enhance current leadership practice to achieve creativity and innovation culture is that stakeholders developed action plans and follow-up mechanism until they reach the ultimate goal. As the organisation wanted to expend the timelines of actions and to see the outcomes in the long term, executive committee leaders decided to put in place some touch points over the coming two years until the end of 2020 to observe the progress. In this sense, we sent one follow up e-mail after two months of the workshops to collect some feedbacks from executive committee leaders, senior leaders and subordinates (Appendix 5.1). In this e-mail, we asked

respective parties to share with us if they are implementing actionable items that we have discussed in the workshops, problem that hinder the execution and feedbacks to improve the process. Once, we collected the feedbacks in e-mails, we conducted first touch point meeting (Appendix 5.2) to discuss proposals and reflect on the actions that we have decided for different stakeholders. The observation after this touch point meeting was that though some functional leaders had time reflect on outcomes of the workshop and took some actions in their functions, some other leaders had no time to discuss it with their subordinates or take any actions. The feedback was to organise frequent touch-points to discuss the progress and difficulties and disseminate the same workshop to each function in the organisation. Thus, the organisation would be in a position to review the progress and make some changes depending on the feedback and outcomes and also secure alignment at all levels so; every individual would understand what their role and expectation from them in improving leadership style, employee creativity and organisational innovation are. Thus, we have decided to organise frequent touch-point meetings with respective stakeholders every quarter and conduct the same workshop at the functional level until the end of 2019.

5.6. Discussion:

As an insider researcher in this action research, I developed my research question as; why current leadership style and behaviour impacts employee creativity and organisational innovation negatively in Boehringer Ingelheim's META headquarter? With this research question, as the researcher I would like to answer; how does current leadership style and behaviour have a negative impact on employee creativity and organisational innovation in Boehringer Ingelheim's META headquarter?, and 'what is the role of traditional leadership style, i.e., coercive and unidirectional (Raelin, 2003) on the employee creativity and organisational innovation? Moreover, how does leadership style impact employee creativity and organisational innovation? Concerning creativity and innovation Gumusluoglu and Ilsev (2007) defined these terms stated that creativity is about individuals who can create new and novel ideas whereas, innovation is regarding the execution of those new and unique ideas at an organisational level. In this regards, innovation happens whenever creative ideas reach the implementation level in organisations (Oldham and Cummins, 1996). The conclusion is that creativity is individual's ability to produce new and novel ideas which innovation is the execution of those new and unique ideas in the organisation (Amabile, 1998; Amiable et al., 1996).

In today's competitive and ever-changing business environment, the leadership approach to cope with competition by creating a competitive advantage is to foster an organisational atmosphere which supports and encourages creativity and change. If leadership approach foster creativity at an individual level, it would lead innovation at an organisational level such as innovative products and services (Lutz Allen, Smith, and Da Silva, 2013).

Thus, leadership style and efficient management become one of the primary determinants in organisations to achieve creative culture and innovative organisations (Zang and Bartol, 2010; Lutz Allen et al., 2013). In a similar vein, Fiaz at al. (2017) echoed that leadership styles could able to make organisations more productive and more commercially profitable, however, this potential success mainly correlated to leadership style and the business environment that is established for employees to work well. The leadership style could result in valuable organisational outcomes such as better organisational effectiveness, lower employee turnover, customer satisfaction and reduced absenteeism.

On the other hand, the leadership style also results in interpersonal punishment and reward, which influence an employee's attitude, motivation, and behaviour. Hence, it impacts overall organisational performance. Thus, the leadership style might cause two ultimate results, i.e., either motivation or inspiration and frustration on employees producing better or worse individual and organisation performance and productivity. Consequently, it is the organisations to understand what type of leadership behaviour that their leaders demonstrate and its impact on the employee creativity and organisational innovation to establish competitive advantage and cope with dynamic competition in the marketplace. Accordingly, the organisations can modify and transform their leadership capabilities to remain competitive and secure their existence for longer terms in the market. Hartono (2013) stated that changes are essential for future leaders who need to improve their leadership practice, creativity and innovation as strategic pillars since these parameters are imperatives for the success of the organisation to grow in the global business arena. From this perspective, if the right

leadership behaviour, which permits and foster creativity and innovation, is not in place or organisations do not improve leadership practice adequately, the creative and innovative cultures cannot survive in the organisations. However, like most of the organisations, Boehringer Ingelheim`s META organisation is still implementing the traditional type of leadership while striving to be more creative, innovative and competitive.

Regarding the leadership style at Boehringer Ingelheim`s META organisation, the major finding was that the effective leadership style is leaning towards directive and achievement-oriented style. Fiaz et al (2017) and Raelin (2003) positioned this leadership style as autocratic style. In their definition, this leadership style took care of performance and placed a great value on outcome rather than employees. The leader holds the absolute power in the organisation or within the teams and the sole decision-making authority regarding organisational policies, work tasks, rewards, and punishments. Furthermore, the business directions and strategies always come from top to bottom without engaging followers in any decision-making process. Therefore, this leadership style counts on power, authority, control and hard work to achieve the realisation of organisational targets. Employee motivation only comes from extrinsic factors, i.e., economic rewards which are related to employee motivation. Moreover, Tannenbaum and Schmidt (1973) defined this type leadership style as a boss centred style that the leader has the stronghold on a decision and he or she makes the decision and pick up one alternative to resolve the problem. In this case, a leader does not involve followers in any decision-making process. Also, Gazi, and Alam (2014, p.258) mentioned the impacts of this sort of autocratic leadership style and those are;

`restriction and limitation on the outputs, brings hostile attitudes and suppression of conflicts to organisations', absenteeism and high employee turnover', 'low productivity and work quality', 'preoccupation with procedures, rules, red tape and working conditions', 'uncreative and dependent employees who hesitate to take any responsibility'. In the findings section, one of the findings that I mentioned is the lack of proactivity of subordinates when it comes to coming up with creative ideas and executing them in the organisation. The reason subordinates believe that there is no much room for them to be proactive since the effective leadership does not create such a platform to speak up and execute the ideas. Also, the subordinates made another comment that organisation is bureaucratic which prevents organisation to become innovative. Therefore, they expect from their leaders to take some actions to resolve and overcome the problems. Thus, the effective leadership seems to be the gatekeeper to give opportunity or authority to subordinates to take proactive action. In this sense, subordinates suggestion to boost the creativity and organisational innovation is that the leaders need to embrace speak up culture and open-minded approach. To change the paradigm and establish a creative and innovative culture within the organisation, some of the subordinates suggested a change in the effective leadership style so, they could become more creative. The suggested leadership style in this respect needs to have more interaction with them and supportive to execute new ideas in the organisation. Also, the leadership style should motivate and encourage them to bring new ideas to implementation. Moreover, new leadership style should open to new ideas, embrace challenges and discussions by subordinates and ready to provide funds, alternatives and potential solutions from their experience. Also, this suggested new leadership style

gives them more responsibility and authority. Furthermore, some of the subordinates intentionally mentioned about transformational leadership style and stated that transformational leadership style could give enough accountability, observes outcomes, and drives an instant feedback mechanism in both ways. As a result, the transformational leadership style would help them execute creative ideas. In this regard, Bass (1985) mentioned transformational and transactional leadership as the active and efficient form of leadership. Bass (1985) argued that the most active and efficient form of leadership is transformational leadership. Bass (1985) stated that transformational leadership behaviour gives inspiration to the followers with a clear vision, which gives a picture of the future of the organisation. Transformational leaders focus on the transformation of the organisation as well as the employees working for the organisation. Accordingly, they influence their employees to transcend their self-interests for the benefit of the organisation and groups within by bringing their determination and commitment to the importance of the organisation's future. Also, it includes securing togetherness around a common purpose. Transformational leaders act as change agents and actively participate in establishing the environment and culture that fosters change and growth. On the contrary of transformational leadership, transactional leadership style strives to work within the existing system and environment instead of trying to change it. Transactional leadership style inclines to fulfil the needs of followers by giving rewards if the leader's' fulfil their expectations. Transactional leaders articulate the transaction which occurs between leader and follower, such that there is clarity about what to expect from a follower and what rewards will be offered in return if followers fulfil the expectations. Also, Fiaz et al (2017) suggested some other leadership

styles such as production-centred and employee-centred leadership. As definition refs, production-centred leadership style only focuses on results and gives more power to supervisory work related to results. On the other hand, employee-focused leadership style gives more focus on employee satisfaction and their tasks. When it comes to the impact of leadership style on creativity and innovation, Cheung (2011) highlighted that the most impactful and examined leadership styles in this sense are transformational and transactional styles. According to Voon (2011), transformational leadership style mainly focuses on the intrinsic motivation of subordinates. In doing so, leaders can address internal needs of their subordinates to improve their creativity. Also, another factor in enhancing subordinate creativity in this style is that leaders involve their subordinates in a decision-making process, empower and authorise them taking accountability and necessary actions. As this type of leadership style foster subordinate dedication on their task, it inspires subordinate to come up creative ideas in their day to day practice (Bass and Riggio, 2006). On the other hand, transactional leadership style stresses short-term success by fulfilling immediate needs of subordination such as monetary rewards. Hence, it motivates subordinates to develop more creative ideas in resolving workplace issues (Northouse, 2016). However, both leadership styles could be a practice at the same time since leaders and organisations have short-term and long-term objectives. Accordingly, transformational leadership has transactional component as well this type of mixed leadership style could be a good fit for some leaders and organisations as it can address both immediate and intrinsic needs of subordinates (Voon, 2011).

Concerning the leadership style impact on innovation, Morales (2011) discussed that transformational leadership is one the mediators which influence innovation. Morales (2011) said that as transformational leadership style gives empowerment to subordinates and encourages them to engage and collaborate, it triggers innovation. Furthermore, Morales (2010) contend that leader's self-perception about themselves and their role also impacts the capability to stimulate transformational leadership style in the organisation. Thus, it affects the innovative organisational behaviour.

Apart from transactional and transformational leadership styles, there are some other studies examined different leadership theories such as participative leadership theory (Yukl, 2002), (Northouse , 2016)   path-goal theory (Northouse , 2016) and leader-member exchange theory (de Jong and Den Hartog, 2007), (Northouse , 2016) and styles, for instance, authentic leadership (Turan and Erdil, 2013), thought leadership (McCrimmon, 2005), leaderful practice (Raelin, 2003), servant leadership (Tuhfat et.al, 2014), adaptive leadership (Northouse, 2016), inclusive leadership (Hawlet et al, 2013) and their impact on subordinate creativity and organisational innovation. In a nutshell, studies prove that the leadership styles and behaviour influence the subordinate`s creativity and developing innovative cultures in the organisations.

However, cultural differences and the impact on the different leadership styles of these different cultures regarding creativity and organisational innovation has not been discussed much in the studies. For instance, the nationality composition of Boehringer Ingelheim`s META organisation is multinational and comprises twenty different nationalities at regional headquarter (Figure 5.6.1).
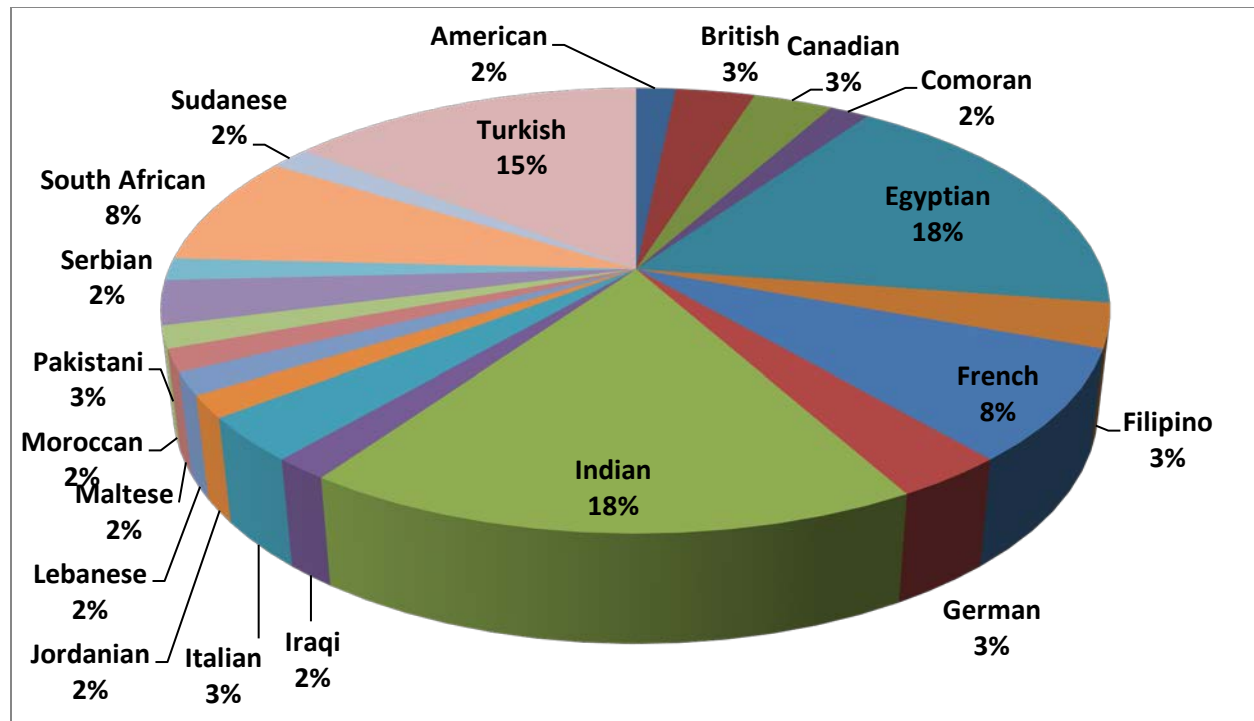
Figure 5.6.1: National Split of all regional operating unit roles

Therefore, this composition brings cultural differences and their perception of a leader

and leadership and expectation from a leader. For example, some cultures might

legitimise leadership to personal characteristics while others are de-legitimising it

(Heifetz, 1998). Also, some cultures may put more heroic meaning to the word `leader`

and leadership. Therefore, the personality of a leader becomes key to the leadership of

different cultures (Raelin, 2003). In this sense, Raelin (2003) mentioned that charisma is

one of the most contributing personal characteristics to the directive and result oriented

leadership style that prevails in Boehringer Ingelheim`s META organisation. For

instance, when the business environment in the marketplace leads to more changes,

subordinates may not necessarily figure out which direction to go and what would be the

possible results that they may face. Also, subordinates may not be sure if response or

reaction of organisation would be successful or it risks the existence of the whole

organisation in the market-place. Hence, this situation leads uncertainties to subordinates. Under these conditions, a charismatic leader who inspires subordinates may change the picture and turn uncertainties to success and alleviate stress and anxiety of subordinates. Thus, subordinates accept such type of directive leadership style well since; they look for psychological comfort (Raelin, 2003). In the similar vein, Raelin (2003) stated that as subordinates feel more comfortable physiologically, they would not have to strive for the things to happen and take no risks as it might jeopardise their existent status in organisations but instead, hand over their responsibility to charismatic leaders. About this point, I observed the similar trend in this action research since survey result indicated that the current respective leadership style at Boehringer Ingelheim`s META organisation is more directive and achievement-oriented. Organisational leaders are effective where tasks and procedures are uncertain for their followers and when their followers have a need for certainty. By considering the region, i.e., the Middle East and Africa cluster where the organisation is operating, uncertainty prevails in day-to-day business due to instability and frequent changes in policies overnight. Also, adding the cultural differences and how different cultures perceive leadership or give a value to the meaning of leader on top of this complexity, it is not surprising to see that current leadership style is directive and achievement-oriented, Furthermore, the organisation has short-term commercial targets to achieve in the region and leaders are held accountable for making those targets. Thus, it fuels and cements the active leadership practice in the organisation.

Hence, the effective leadership practice at Boehringer Ingelheim META risks organisation to achieve long-term organisational, commercial targets because decision-making depends solely on the leaders.

At this stage, it would be difficult to recommend one particular leadership style to the organisation as a prescription to resolve the leadership issue to give more opportunities to subordinates to speak up, being more creative and executing creative ideas in their routine without creating any awareness concerning the potential risks and consequences of effective leadership style in the organisation. The reason is that adopting a new leadership style from starch would be time consuming by considering organisation`s short term commercial goals due to the fierce competition in the market place. In the regard, organisation expects execution and outcomes in the short term to create competitive advantage in the market place. As changing existent leadership practice or style to a new one would need training of current leaders and improvement of their competencies. Also organization would have to deal with potential resistance from the leaders since new leadership style may not necessarily fit their characters. Therefore as a first step instead of imposing one particular leadership style, it makes more sense to make aware of organisational leaders about their leadership style and the outcomes of such leadership behavior. As a result they can understand why they need to enhance their leadership style to maximize their subordinate`s potential in the form of creativity and improve organisational results in the form of innovation. Furthermore, organisation has very diverse cultural composition therefore adopting one particular leadership style might cause different impacts or outcomes on employee`s creativity as well as organization`s innovation than expected since some cultures may

perceive new leadership style well but others would resist to accept. From this perspective and considering the cultural composition of the organisation, inclusive leadership approach would help leaders at the first stage to enhance their leadership practice in align with organisational expectations to improve subordinates` creativity and to establish an innovative culture in the organisation (Hawlet et al, 2013). In executing inclusive leadership behaviour, leaders could involve subordinates to many processes in taking decision and action, empower and fund them in implementing creative ideas and creating competitive advantage in the marketplace. Also, this would eliminate potential resistance from organisational leaders as they would be in a position to see the benefits in the form of business outcomes in the short term. Thus, they would not be gatekeepers but become implementers. In this respect Lorenzo et al (2018) mentioned that the clear pathway to create more innovative organisations is through inclusiveness of diverse work force as people with different experience and backgrounds could see the problems differently. Therefore, inclusiveness of diverse teams would bring different solutions and lead more innovation. Hence, organisations which foster inclusion of diversified team to the decision making process foster innovation and perform better. Thus, these organisations would find unconventional ways to solve the problems and create more and unique ideas. In a similar vein, Hawlet et al (2013) stated that diverse workforce drives innovation and maintains growth as long as leaders embrace differences, disruption and promote speak up culture in organisations. In this respect, inclusive leadership style unleashes innovative potential of such diverse workforce and enabling companies to increase their market performance accordingly.

Chapter 6: Reflection

In this chapter, I will explain what I have learned and experienced from this action research. Firstly, I will talk about my practice and learnings as an insider researcher. In this section, I will share my reflection about my leadership practice in the organisation and challenges that I have faced while conducting action research in my own organisation. Secondly, I will share my reflection about what I have learned about my company concerning current leadership style, decision-making process, change management and level of creativity and organisational innovation. Lastly, I will reflect on my profession and what I have learned about it. In this sense, I will mention about the importance of my role as an executive leader in the organisation when it comes to execution of creativity and innovation and establishing this notion amongst the team members.

6.1. What I Have Learned About my Practice

In this section, I will mention about what I have learned about my practice as an insider researcher and what I have learned about my leadership practice and behaviour in the organisation.

In this action research process, I had different experiences as insider researcher. First of all, I experienced what is it like being an insider researcher in the organisation where I have a senior role. As many authors like Björkman and Sundgren (2005) and Moore (2007) highlighted that becoming an insider researcher has many facets. For instance, while I was conducting action research, I had different engagements with first, second and third person while conducting action research (Coghlan and Brannick, 2014; Shani

and Leary, 2007). As for the engagement with first person, I recognised that I have vast knowledge about the organisation, systems, politics and the organisational life including formal and informal. Regarding the second person engagement, I experienced to establish collaboration with respective stakeholders in this action research. Collaborative problem solving with participants (Rowley, 2003) was another experience for me as an insider action researcher. Hence, both parties aimed at resolving an organisational issue. In the third person engagement, we generated understanding around the leadership issue in the organisation and developed clear path to improve current leadership style in the organisation. As a result, this collaborative activity and approach brought organisation necessary consensus on action steps to solve the organisational problem and thus generated new knowledge. In this sense, as an insider researcher, I have understood that my role was not only collect data and present them back to the participants but also, provide feedbacks concerning the findings and influence ongoing any action to resolve the organisational problem (Lippitt, 1979; Coghlan and Brannick, 2014; Shani and Leary, 2007).

Furthermore, action research helped me to improve my awareness concerning my capabilities to take action and learn from that action. In other words, I did not accept anyone`s idea about leadership practice in my organisation, but I learned to question self-subjectivity, ideas and feelings of others and myself. Therefore, I have become more attentive to data to demonstrate more authentic behaviour to make reasonable judgements and objectively influence the process. Most importantly, this action research gave me as an insider researcher an opportunity to bring my theory which is about

effective leadership behaviour in my organisation and its impact on employee creativity and organisational innovation to public attention and test it accordingly.

When I reflect on research questions which are as follow;

> What triggers employee creativity and organisational innovation?
>
> What diminished employee creativity and organisational innovation?
>
> What is the role of leadership in organisations in triggering or reducing employee creativity and organisational innovation?

I see now that these were accurate questions for this action research in order to identify and address the current leadership issue in the organisation since outcomes confirm that the leadership behaviour is pivotal and has influence on the employee creativity and organisational innovation. Furthermore, participative action research helped me to address research questions as well as organisational problem since researcher can best understand organisation from inside by being an insider researcher as an employee. Therefore, researcher can generate new knowledge (Brannick and Coghlan, 2007; Evered and Louis, 1981). As an insider researcher, I was able to actively involving in planning, establishing and executing changes or new directions to the organisation. Moreover, being an insider researcher given me opportunity to become scholarly researcher and decision maker in implementing changes in the organisation. Thus, this qualitative Participative Action Research led me participate and learn with the participant in transforming effective leadership style to a better practice. As Greenwood and Levin (2017) mentioned that I can see better now how action research connects theory, research, action and local knowledge to improve existent practices in the organisation.

On the other hand, I have also faced challenges while conducting action research as an insider researcher. I am very much aware now that managing ethical issues and taking necessary precautions not to cause any potential harm on participants is of utmost importance (Creswell, 2013; Rowley, 2013). In this sense, I managed and addressed this concern well by conducting anonymous online surveys in collecting data. This approach has given confidence and comfort to all participants in responding questionnaires transparently. In the end, none of the leaders nor participants has received any critics or negative feedback. Also, it was essential to manage organisational politics in taking action (Björkman and Sundgren, 2005) as all leaders want their subordinates to perceive them as competent leaders in supporting creativity and organisational innovation. As I was able to bring all senior leaders into the action, this prevented masking their behaviour or saving their face regarding consequences of their effective leadership style in the organisation.

When I compare the challenges that I have faced during the research process with the academic ideas derived from literature review, I see lots of similarities. For instance, role duality, i.e. being a senior leader and insider researcher at the same time and also having the pre-existing relationship with potential participants as it had a potential to create conflict during the research. Also, organisational politics in identifying of organisational problem and establishing of the construct around this problem was another sensitive issue (Coghlan and Brannick, 2014; Shani and Leary, 2007). Also, potential ethical issue that I mentioned in Chapter 3 and Chapter 4 would have caused additional problems if I hadn`t followed the pattern proposed by Coghlan and Brannick (2014) to eliminate potential ethical issues. Accordingly, I have asked myself that who

could potentially get harm and how could they get harm questions during each period of the study. Thus, I was able to prevent any personal and commercial confidentiality issue.

Another finding that contrasted with academic ideas derived from the literature review is the need for action researcher. In this regard, Eriksson and Kovalainen (2008) stated the need for the action researcher and emphasised that the primary focus of an action researcher is to resolve the organisational problem. However, not only resolving the organisational problem or generating new knowledge this action research helped me to improve my awareness regarding my capabilities in taking action and learning from that action. For instance, I did not accept anyone`s idea about leadership practice in my organisation, but I learned to question self-subjectivity, ideas and feelings of others and myself. Hence, this action research gave me an opportunity to bring my theory which is about effective leadership behaviour in my organisation and its impact on employee creativity and organisational innovation to public attention and test it accordingly.

When it comes down to my leadership behaviour and practice in the organisation, this action research contributed a lot to enhance my awareness about my current leadership practice as well. Before conducting this action research, I was quite aware of the leader`s direct impact on employee creativity and organisational innovation through different means such as triggering intrinsic and extrinsic motivation (Turan and Erdil, 2013; Fiaz et al, 2017). Having gone through literature reviews and reviewed different leadership modalities and their impact on creativity and innovation, I become more aware of my leadership practice and its consequences on my subordinates. For instance, my effective leadership style leans towards situational leadership style as I

see my followers are at different experience and maturity level. For example, some of

them need my more guidance, which means that I tell them what they need to do while

some others need more autonomy or empowerment to decide on their own and

execute. Having conducted this action research, I realise now that I have never thought

about how I could improve their creativity and innovative behaviour in the organisation

since my focus has always been to maximise their potential and get things done

promptly. However, the leaders need some other tools or skills to achieve creativity and

develop innovative behaviour in the organisation. Also, the research results also

suggested that employees need a platform where they can speak up, challenge the

status quo and bring new ideas to a discussion. Furthermore, the organisational leaders

should ensure that they establish such platforms to support creativity at the individual

level and also fund creative ideas until the execution at the organisational level.

Furthermore, the leaders should demonstrate inclusive behaviour which permits

employees to have their voice heard in the decision-making process. As a result,

leaders should enable employee creativity by providing necessary support and creating

an environment in which employees freely express their ideas and executes them

accordingly (Hawlet et al, 2013). Thus, my learning as one of the executive leader in the

organisation is if I am creating such environment to enable creativity and execution of

creative ideas in my organisation. Hence, I am critically reflecting about it and taking

conscious and deliberate actions to make that happen. In the meantime, I am also

critically reflecting on my creativity and innovative skills at work-place as it is essential to

boost subordinate`s creativity and innovative behaviour as well. The reason is that

subordinates also confirmed that leader's creativity and innovative practice is critical for

them as it inspires and motivates them to bring more creative ideas into execution. As a result, I explored the relevance of literature to practice in my action research.

6.2. What I Have Learned About my Company

Conducting this action research given me an opportunity to learn more about my company concerning implementing change initiatives and the way of doing business.

The current operating model of the organisation is imposing strong leadership profile, which supports the effective leadership style. In this sense, organisation expects from the leaders to deliver the results timely manner, cope with the problems, enhance current business model, develop people, improve productivity, grow business and organisation, bring creativity and innovation to the organisation. Therefore, the organisation has authorised, empowered and equipped leaders to achieve all organisational targets and hold them accountable. From this perspective, it gives more power to the meaning of the leadership and therefore, leaders demonstrate dominant behaviour in taking action and decision-making process. Hence, this does not provide much room for the subordinates to participate any decision making process or takin any effort on their own without leader`s endorsement. Also, uncertainty and complexities in the marketplace pave the way such type of dominant leadership style in the organisation (Northouse, 2016).

On the other hand, the organisation is trying to involve employees in taking decision and action to improve creativity while having a dominant leadership style in place. Hence, it leads a dilemma in the organisation since without changing the mind-sets of organisational leaders, it seems not viable to create such working environment where

creativity and organisational innovation prevails. This practice is not only specific to leadership topic or enhancing leadership practice in the organisation whereas, any change activity also follows a similar pattern. As a result, change initiatives fail as there is no change in the mind-sets of critical stakeholders and they become gatekeepers in the end (Fleming, 2003). Whenever organisation created awareness concerning effective leadership style and its potential consequences on them and organisation now, and in the future, organisational leaders have become aware of them concerning their leadership practice and understood the underlying reason well (Kotler, 2007). Accordingly, they have agreed to take some steps and actions which I described in Chapter 5.

As a result, whenever the organisation creates awareness about the potential consequences of any behaviour including leadership style and involves key stakeholders to define the problem and action steps, respective stakeholders become part of the change initiative and execute the actions. Also, the organisational climate is vital to implement changes. For instance, this action research results indicated that the organisation is lack of innovative atmosphere as necessary platforms or sources to support execution of creative ideas are not in place. This means that the organisation has overlooked some other parameters as such to achieve creativity and innovation, however, only assumed that the top-down approach, i.e. from organisational leaders to subordinates would work in making the targets. As an insider researcher, this was another valuable learning about my organisation.

6.3.   What I Have Learned about My Profession

This action research also brings some more awareness and learning about my profession which is senior regional director role of Market Access and Government Affairs. The scope of the responsibility of this role is mainly to secure the access of new innovative medicines to national formularies, establish health policies with the respective Ministries in countries, support patient access to new innovative treatments and develop solid partnerships with respective Governments in the Middle, East, Turkey and Africa region. Apart from my role as researcher, I am one of the executive regional director in the organisation where I conducted action research. I am leading Market Access function and have direct reports throughout the Middle East, Turkey and Africa. My primary responsibility is to deal with the governments, secure prices and access of medicines to national formularies for the reimbursement, conduct local production and establish partnerships with the health authorities. Therefore, having creative mind-set and innovation are must have behaviour for my team as well as myself since; we frequently face new situations and challenges. To resolve the issues and overcome the challenges that we are facing, we need to have the knowledge, experience and new ideas, more importantly; we need to test our new ideas to establish innovation and competitive advantage in the market place. Hence as a team, we should demonstrate creative and innovative behaviour in our day-to-day practice. In this sense, to promote creativity skills at an individual level and bring innovation by executing creative ideas is essential in my level .Otherwise, we only follow traditional patterns, which are outdated and cannot achieve our goals in this specific business field. Therefore, creativity and innovation are the main pillars in my profession to achieve company`s short term and

long term goals. Hence, in today's competitive and ever-changing business environment, the leadership approach in my profession to cope with competition should foster team or organisational atmosphere, which supports and encourages creativity and change. If leadership approach foster creativity at individual level, it would lead innovation at functional or organisational level such as innovative products and services (Lutz Allen, Smith and Da Silva, 2013). Thus, the leadership style and efficient management become one of the primary determinants in my profession to achieve creative and innovative team culture (Zang and Bartol, 2010; Lutz Allen and Da Silva, 2013).

Furthermore, trust between the leader and team member is another essential component in my profession since it gives confidence to them in developing new approaches, testing assumptions and implementing new ideas (Conger et al, 2000). As long as subordinates trust their leaders and organisation, it also triggers creative and innovative behaviour in the organisation as they tend to speak up more, take the risk and test the new idea without any hesitation (Fiaz et al, 2017; Realin, 2013). From this perspective, my profession should be more inclusive of new ideas, thoughts and empower and equip my subordinates to implement new ideas. Inclusive leadership approach in my profession ensures that every team member is valued, can contribute in a collaborative manner and respected by leader. Therefore, they would establish entrepreneurship spirit and inspire each other to test new approaches in resolving problems or creating a partnership with our customers. If a leader in profession demonstrates lack of inclusion then agility, creativity, innovation and ability to adapt to

ever changing environment, leader would never achieve organisational targets (Global

D&I office, 2017; Hawlet et al, 2013).

6.4.   Future Research:

This part of the thesis considers areas of potential future research. One area of next

research opportunity concerning leadership impact on creativity and innovation would

be leadership impact on different cultures. In general, studies focus on leadership

impact on either creativity or innovation separately. Some studies concerned leadership

impact on both creativity and innovation. However, there is no many detailed research

or analysis concerning cultural differences and leadership impact on different cultures

accordingly. It would be essential to distinguish the leadership impact concerning

individual creativity and organisational innovation in homogenous societies versus

heterogeneous societies. As homogenous societies demonstrate similar behaviours or

reactions in different situations due to the dominant cultural mind-set, leadership impact

on them concerning creativity and innovation and expectations from a leader likely is the

same (Northouse, 2016). On the other hand, if organisations have diverse cultural

setup, then one particular leadership style may not necessarily boost individual

creativity and organisational innovation as different cultures perceive leadership

differently or give a different meaning to the word leadership. Also, ability to adapt fast

in changing environment and having creativity skills might differ from one culture to

another. Hence, a particular leadership style which has the potential to improve

creativity and innovation may not be necessarily a prescription to those organisations

which have a more diverse cultural workforce. Thus, this type of organisation would

have to develop different leadership styles to achieve creativity and innovative culture.

Furthermore, another potential avenue for the research would be a creative and innovative behaviour of the leaders. If the leaders have the creativity or they are good at generating new ideas and execute them, it would impact positively the entire organisation without even changing effective leadership style in the organisation since this type of leaders would better encourage their subordinates by being a role model and provide conditions and environment to their subordinates more than other leadership styles. Thus, creativity and innovation would become a habit in daily work practice in organisations.

6.5. Limitations:

Although BI META organisation has granted approval and exceptional opportunity to execute action cycles in the organisation, one major limitation emerged during this action research is the time to complete the action cycles. BI META organisation decided to expand the actions and follow up outcomes until the end of 2020 and put in place touch points twice a year to evaluate the results and take necessary corrective actions if necessary. Also, it takes time in organisational setting to execute the action and monitor the outcomes as it needs minimum six months to observe the changes. Thus, a corporate timeline to track the results is beyond the timeframe of this action research. In addition, potential employee turnover at organisational management and in the teams impacts the execution of the actions.

Chapter 7: Conclusion

The concluding chapter explains the summary of main findings concerning effective leadership in the organisation and its impact on employee creativity and organisational innovation. Also, it describes how these were used to leverage the effective leadership style at BI META organisation as well as my contribution as an insider researcher to a scholarship from both academic and practitioner point of views.

7.1. Effective Leadership Style and its Consequences in the Organisation:

The main finding concerning effective leadership at BI META organisation is mostly directive leadership style along with achievement-oriented leadership behaviour. This leadership style is less supportive and participative than other leadership styles. Thus, the current leaders in the organisation are effective where tasks and procedures are uncertain for their followers and when their followers have a need for certainty (Northouse, 2016). This leadership style counts on power, authority, control and hard work to achieve the realisation of the organisational targets (Fiaz et al, 2017; Raelin, 2003). Employee motivation only comes from extrinsic factors, i.e., economic rewards which are related to employee motivation. One of the consequences of this effective leadership style is that leaders perceive that their relationship between them and subordinates are very high since; they are the decision makers and need to give direction to their subordinates on a frequent basis to get things done. On the other hand, according to subordinates their relationship with their leaders varies from

``moderate`` to ``high``. Hence, this proves that dominant communication is through one way stream, i.e. from leader to subordinate (Raelin, 2003).

Regarding creativity, although the subordinates see themselves as creative and contend that they get some encouragement from their leaders in some extent, they claim that there is not much resource available to execute creative ideas in the organisational setting. Therefore, it is evident that there is a problem in the organisation to fund creative ideas into execution and develop a platform where subordinates speak up and, discuss their creative ideas with leaders proactively and transparently. As a result, this impacts the implementation of the creative ideas in the organisation to resolve, not only organisational problems but also creating a competitive advantage in the marketplace. Consequently, it limits building innovative organisational behaviour. Another problem that action research identified is that there is no much room for the subordinates to take a proactive approach to resolve this issue since they expect from their leaders to do something to overcome the problems. Hence, there is a lack of proactivity from the subordinates in this sense. In this regards, the leaders seem to be the gatekeeper to let their subordinates to take a proactive approach. The reason is that without the leader's permission or request, the subordinates hesitate to take any extra responsibility to decide and take action in resolving the organisational issues or creating competitive advantage in the market due to fear to jeopardise the business or potential negative consequences on them. When it comes to innovation, the subordinates similarly do not see the organisation as innovative nor have an innovative culture since there is no platform to execute creative ideas or exchange new ideas openly. Also, they mentioned that the organisation is very bureaucratic and it prevents organisation to

become innovative. To achieve creativity at the individual level and innovation at the organisational level, subordinates suggested that the leadership style need to be more inclusive, interactive with them, and supportive in executing new ideas in the organisation. Also, they highlighted that leadership style should motivate them in bringing new ideas to execution, give more responsibility and authority.

7.2. New Leadership Style to Improve Employee Creativity and Organisational Innovation:

Findings of this action research were used to enhance and change the effective leadership style to improve creativity at the employee level and innovation at the organisational level. In doing so, the organisation is aiming to maximise the employee`s potentials while resolving organisational issues and creating competitive advantage in the marketplace. To achieve it, the organisation decided to put the leadership style, creativity and innovation into the core of its long-term focus and initiated actions accordingly. In this sense, the organisation aims to implement the inclusive leadership style first to enhance the effective leadership style to be able to boost employee creativity and organisational innovation. One of the main reasons to follow an inclusive leadership style is that the cultural composition of the organisation is very diverse and it comprises of twenty different cultures. In this sense, Lorenzo et al (2018) highlighted that the clear pathway to create more innovative organisations is through inclusiveness of diverse workforce as people with different experience and backgrounds could see the problems differently. As a result, inclusiveness of diverse teams would bring different solutions and lead more innovation. Thus, the organisations which foster inclusion of

diversified team to decision making process foster innovation and perform better. Consequently, these organisations would find unconventional ways to solve problems and create more and unique ideas. Similarly, Hawlet et al (2013) mentioned that a diverse workforce drives innovation and maintains growth as long as leaders embrace differences, disruption and promote speak up culture in organisations. Therefore, inclusive leadership style unleashes the innovative potential of such a diverse workforce and enabling companies to increase their market performance accordingly.

As a result of these findings, actions started at META headquarter level within the senior leaders, and the senior leaders gave their commitment to execute the same within their teams. Therefore, actions will be cascaded down to the rest of the organisation until the end of 2019. The senior leaders at META headquarter will review and revise the outcomes of actions in every quarter until teams and the organisation establish the creative and innovative culture by 2020.

7.3. My Contribution to Scholarship in the Practitioner and Academic Knowledge

Regarding my contribution to the scholarship as the practitioner, Boehringer Ingelheim META organisation included creativity and innovation into the core of its long-term focus while dealing with the issues of the effective leadership style. The outcomes of this research gave the organisation another perspective and reason to enhance the effective leadership style. Also, the results of this research created more awareness on the role of the leadership styles and its potential impacts on the employee creativity and organisational innovation and let the organisation take immediate steps to change the current practice. As Zuber-Skerritt and Fletcher (2007) highlighted that a good quality of action research should focus on a particular problem and contribute to practice, therefore, it can improve current practice. Moreover, action research should involve respective stakeholders and others who would feel the consequences of them in changing their behaviours or work practices. From this point of view, this action research reached its primary objective to enhance the effective leadership in Boehringer Ingelheim`s META organisation since the senior organisational leaders agreed on the action plan and took immediate steps. In this respect, the organisation decided to transform the effective leadership style to inclusive leadership style in the first phase to achieve creativity at the individual level and innovative at the organisational level. Therefore, the organisational executive leaders defined the roles and responsibilities of the leaders with clear timelines and action to execute action plans and achieve this objective. The leaders convene on a quarterly basis to discuss the progress and outcomes to see if they are establishing speak up culture, include the subordinates to

processes efficiently, and support them executing their creative ideas in resolving the work-based problem. These actions in the organisation reinforce the concept of creativity and innovation in every level of the structure. As a result, the organisational leaders in respective functions and the subordinates understand well that they have to jointly establish a creative and innovative culture to grow and continue the existence of the organisation in the market-place.

My contribution to academic knowledge is assessing the application of the theory that I explored in the critical literature review concerning enhancing or improving leadership style which positively impacts the employee creativity and the organisational innovation. While examining the academic knowledge in practitioner application, some of the main findings were that the theory does not indicate how to change leadership model from one style to another one. Also, theories regarding different leadership styles and their impact on the creativity and innovation did not discuss much about cultural differences and diversities and how different cultures perceive the different leadership modalities. Therefore, the effect of different leadership styles on the creativity and innovation may vary from one culture to another. From this perspective, future studies would also include these different parameters into studies concerning leadership style and its impact on the creativity and innovation to establish a bigger picture in this field.

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Appendices:

Appendix 3.1: Consent form from the organization

Boehringer
Ingelheim

Boehringer Ingelheim International GmbH · 55216 Ingelheim am Rhein

University of Liverpool

August 23, 2017

Boehringer Ingelheim
International GmbH

To Whom It May Concern

Dear Sir/Madam,

This is to confirm that Mr. A.Levent YILDIZ, Head of Market Access, Middle East, Turkey and Africa (META) region is authorized to conduct the study for his thesis within Boehringer Ingelhem`s META head office premise.

Nevertheless, we reiterate that all the data and information which is provided for the research and its output should remain property of the company and should be exclusively used for academic purposes. Any further request for utilization of outcomes of this study will require a prior consent from Boehringer Ingelheim META organization.

Ebru Kurtulus
Head of Human Resources
Middle East, Turkey, Africa (META)

Board
Prof. Dr Dr Andreas Barner
Dr Wolfgang Baiker
Hubertus von Baumbach
Prof. Dr Wolfram Carius
Dr Joachim Hasenmaier
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Registered Office
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HR B 21063

Deutsche Bank AG
BLZ 550 700 40
Account No. 012 258 000
BIC (SWIFT-CODE):
DEUTDE5M
IBAN:
DE72 5507 0040 0012 2580 00

Appendix 3.2 System generated e-mail message to participate online survey

``*Dear Colleagues,*

We are currently supporting an internal research program through a selected group of employees, to gain insight into how the leadership style and behaviour impacts employee creativity and organizational innovation. The research aims to define attributes of leader behaviours which are likely to enhance employees' new idea generation, innovative and execution behaviour. (We would like to integrate the findings and observations reached to further enhance our Management and Leadership development offerings across META. Participation is voluntary, and responses will be anonymous. By clicking on the survey link, it is deemed that you give your consent for participation``

Appendix.3.3. Online questionnaire for subordinates

#46503
1. Do you know where you stand with your manager and you usually know how satisfied your manager is with what you do? Other, please briefly explain.
- ○ Rarely
- ○ Occasionally
- ○ Sometimes
- ○ Fairly often
- ○ Very often

#46504
2. How well does your manager understand your job problem and needs? Other, please briefly explain.
- ○ Not a bit
- ○ A little
- ○ A fair amount
- ○ Quite a bit
- ○ A great deal

#46505
3. How well does your manager recognize your potential? Other, please briefly explain.
- ○ Not at All
- ○ A little
- ○ Moderately
- ○ Mostly
- ○ A great deal

#46506
4. Regardless of how much formal authority your manager has built into his or her position, what are the chances that your manager would use his or her power to help you solve problems in your work? Other, please briefly explain.
- ○ None
- ○ Small
- ○ Moderate
- ○ High
- ○ Very High

#46507
5. Again, regardless of amount of formal authority your manager has, what are the chances that he or she would 'bail you out 'at his or her expense? Other, please briefly explain.
- ○ None
- ○ Small
- ○ Moderate
- ○ High
- ○ Very High

#46508
6. Do you have enough confidence in your manager that you would defend and justify his or her decision if he or she were not present to do so? Other, please briefly explain.
- ○ Never enough
- ○ Not enough
- ○ Don't know
- ○ I am neutral
- ○ I have enough
- ○ Definitely

A. Levent Yildiz

#46509

7. How would you characterize your working relations with your manager? Please briefly explain
- ○ Extremely ineffective
- ○ Worse than average
- ○ Average
- ○ Better than average
- ○ Extremely effective

#46510

8. Does your manager encourage you to be more creative in what you are doing? Please briefly explain
- ○ Rarely
- ○ Occasionally
- ○ Sometimes
- ○ Fairly often
- ○ Very often

#46511

9. Does your manager create a working environment/culture that you could openly speak up and share new ideas? Other, please briefly explain.
- ○ Rarely
- ○ Occasionally
- ○ Sometimes
- ○ Fairly often
- ○ Very often

#46512

10. Does your manager encourage you to implement new ideas that you have created in what you are doing? Other, please briefly explain.
- ○ Not at All
- ○ A little
- ○ Moderately
- ○ Mostly
- ○ A great deal

#46513

11. Does your manager provide enough resources to support you in executing your new ideas in what you are doing? Other, please briefly explain.
- ○ Not at All
- ○ A little
- ○ Moderately
- ○ Mostly

#46514

12. Does your manager emphasize on creativity i.e. new & novel ideas and execution of this creative ideas i.e. innovation in workplace? Other, please briefly explain.
- ○ Rarely
- ○ Occasionally
- ○ Sometimes
- ○ Fairly often
- ○ Very often

#46515

13. Does your manager`s management style inspires you to achieve more beyond your responsibility in terms of creativity and agility? If 'fairly often', please briefly explain `how`
- ○ Rarely
- ○ Occasionally
- ○ Sometimes
- ○ Fairly often
- ○ Very often

#46516 T

14. Are you a creative person? Please briefly explain

#46517 T

15. Do you think that your team and organization is innovative i.e. execution of creative ideas in day to day operation? Please briefly explain

#46518 T

16. Are you happy with the current leadership management style in your team/organization? Please briefly explain

#46519

17. In your opinion, briefly explain what do you need to become more creative and innovative in what you are doing? Other, please briefly explain.
- ○ More flexibility
- ○ Leadership support
- ○ More authority
- ○ More responsibility
- ○ Motivation

#46520

18. In your opinion, briefly explain what should the organization do to stimulate creativity at individual level and innovation at organizational level?Other, please briefly explain.
- ○ Change in leadership
- ○ More resources
- ○ Training
- ○ Support employees
- ○ Nothing

#46522   **19. Is your manager a creative person? Please briefly explain**

[ ]

#46523   **20. What type of leadership style that you would want to see in your manager to stimulate your creativity in your day to day operation? Please briefly explain.**

[ ]

Appendix.3.4. Online questionnaire for Leaders: Path-Goal & Leaders & Follower Relationship

#46373   **1. Do you let your subordinate(s) know what is expected of them?**
- ○ Never
- ○ Hardly Ever
- ○ Occasionally
- ○ Frequently
- ○ Usually
- ○ Always

#46374   **2. Do you maintain a friendly working relationship with your subordinate(s)?**
- ○ Never
- ○ Hardly Ever
- ○ Occasionally
- ○ Frequently
- ○ Usually
- ○ Always

#46375   **3. Do you consult with your subordinate(s) when facing a problem?**
- ○ Never
- ○ Hardly Ever
- ○ Occasionally
- ○ Frequently
- ○ Usually
- ○ Always

#46376   **4. Do you listen receptively to subordinate(s) ideas and suggestions?**
- ○ Never
- ○ Hardly Ever
- ○ Occasionally
- ○ Frequently
- ○ Usually
- ○ Always

#46389   **5. Do you inform your subordinate(s) about what needs to be done and how it needs to be done?**
- ○ Never
- ○ Hardly Ever
- ○ Occasionally
- ○ Frequently
- ○ Usually
- ○ Always

#46391   **6. Do you let your subordinate(s) know that you expect them to perform at their highest level?**
- ○ Never
- ○ Hardly Ever
- ○ Occasionally
- ○ Frequently
- ○ Usually
- ○ Always

#46392   **7. Do you act without consulting your subordinate(s)?**
- ○ Never
- ○ Hardly Ever
- ○ Occasionally
- ○ Frequently
- ○ Usually
- ○ Always

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#46393

8. Do you do little things to make it pleasant to be a member of the group?
- ○ Never
- ○ Hardly Ever
- ○ Occasionally
- ○ Frequently
- ○ Usually
- ○ Always

#46394

9. Do you ask your subordinate(s) to follow standard rules and regulations?
- ○ Never
- ○ Hardly Ever
- ○ Occasionally
- ○ Frequently
- ○ Usually
- ○ Always

#46395

10. Do you set goals for your subordinate(s) performance that are quite challenging?
- ○ Never
- ○ Hardly Ever
- ○ Occasionally
- ○ Frequently
- ○ Usually
- ○ Always

#46396

11. Do you say things that hurt your subordinates' personal feelings?
- ○ Never
- ○ Hardly Ever
- ○ Occasionally
- ○ Frequently
- ○ Usually
- ○ Always

#46397

12. Do you ask for suggestions from your subordinate(s) concerning how carrying out assignments?
- ○ Never
- ○ Hardly Ever
- ○ Occasionally
- ○ Frequently
- ○ Usually
- ○ Always

#46398

13. Do you encourage continual improvements in your subordinate(s)' performance?
- ○ Never
- ○ Hardly Ever
- ○ Occasionally
- ○ Frequently
- ○ Usually
- ○ Always

#46399

14. Do you explain the level of performance that is expected of your subordinate(s)?
- ○ Never
- ○ Hardly Ever
- ○ Occasionally
- ○ Frequently
- ○ Usually
- ○ Always

#46400

15. Do you help your subordinate(s) to overcome problems that stop them from carrying out their tasks?
- ○ Never
- ○ Hardly Ever
- ○ Occasionally
- ○ Frequently
- ○ Usually
- ○ Always

#46401

16. Do you show that you have doubts about your subordinate(s)` ability to meet most objectives?
- ○ Never
- ○ Hardly Ever
- ○ Occasionally
- ○ Frequently
- ○ Usually
- ○ Always

#46402

17. Do you ask your subordinate(s) for suggestions on what assignments should be made?
- ○ Never
- ○ Hardly Ever
- ○ Occasionally
- ○ Frequently
- ○ Usually
- ○ Always

#46403

18. Do you give vague explanations of what is expected of your subordinate(s) on the job?
- ○ Never
- ○ Hardly Ever
- ○ Occasionally
- ○ Frequently
- ○ Usually
- ○ Always

#46404

19. Do you consistently set challenging goals for your subordinate(s) to attain?
- ○ Never
- ○ Hardly Ever
- ○ Occasionally
- ○ Frequently
- ○ Usually
- ○ Always

#46405

20. Do you behave in a manner that is thoughtful of your subordinate(s) personal needs?
- ○ Never
- ○ Hardly Ever
- ○ Occasionally
- ○ Frequently
- ○ Usually
- ○ Always

#46406

21. Do you know where you stand with your subordinate and you usually know how satisfied your subordinate is with what you do?
- ○ Rarely
- ○ Occasionally
- ○ Sometimes
- ○ Fairly often
- ○ Very often

A. Levent Yildiz

Appendix 3.5: Data extraction
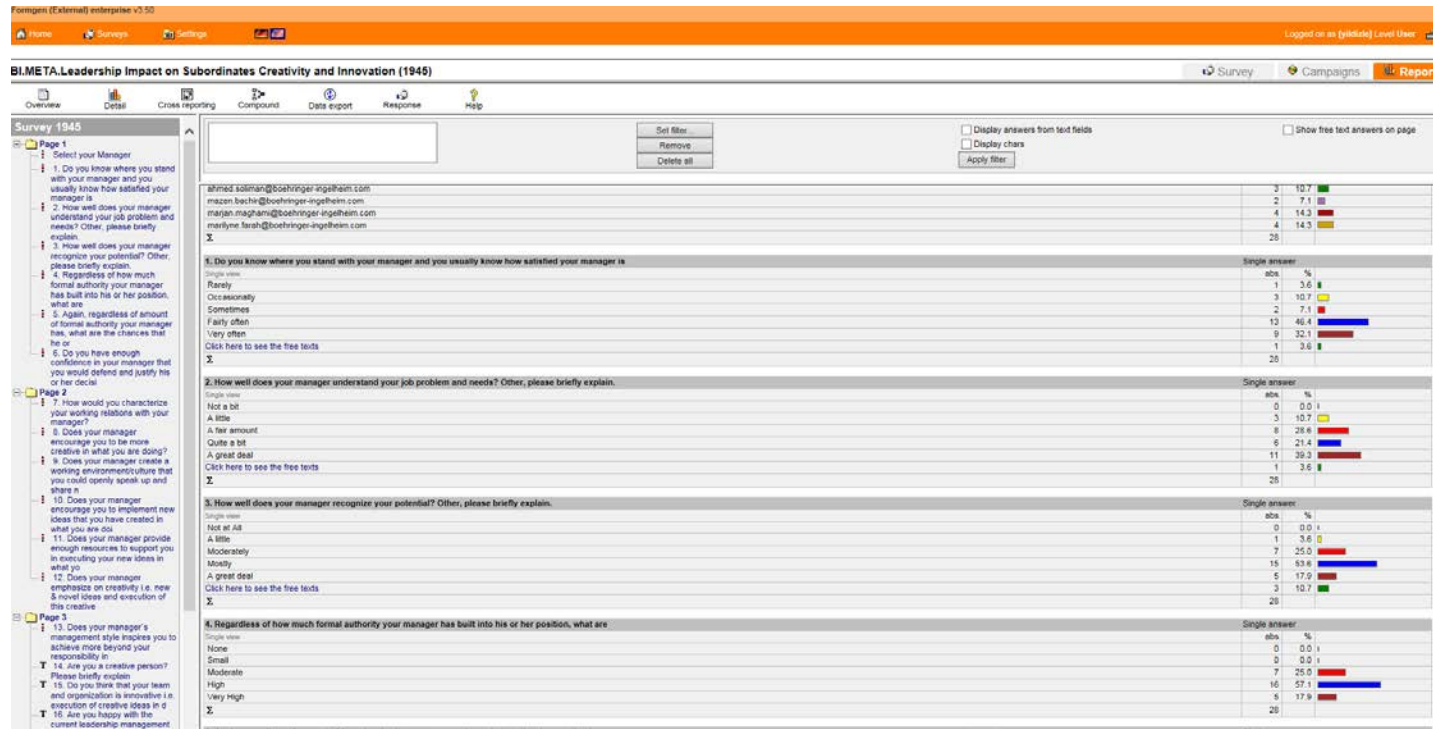
Appendix 4.1: E-mail invitation to participate online survey

``*Dear Colleagues,*

We are currently supporting an internal research program through a selected group of employees, to gain insight into how the leadership style and behaviour impacts employee creativity and organizational innovation. The research aims to define attributes of leader behaviours which are likely to enhance employees' new idea generation, innovative and execution behaviour. (We would like to integrate the findings and observations reached to further enhance our Management and Leadership development offerings across META. Participation is voluntary, and responses will be anonymous. By clicking on the survey link, it is deemed that you give your consent for participation``

Click here to START.

Appendix 4.2: Path Goal Leadership Questionnaire (for leaders)

Below questionnaire is adopted from Path Goal leadership questionnaire which aims to provide information for respondents about four different leadership styles: directive, supportive, participative and achievement oriented.

This questionnaire contains questions about different styles of path goal leadership. Participants indicate how often each statement is true of their own behaviour

1. Do you let subordinate(s) know what is expected of them?

   a) Never b) Hardly ever c) Occasionally d) Frequently e) Usually f) Always
   Weighting: 1   2   3   4   5   6

   Please specify briefly your perspective…………………………………………………………..

2. Do you maintain a friendly working relationship with subordinate(s)?

   a) Never b) Hardly ever c) Occasionally d) Frequently e) Usually f) Always
   Weighting: 1   2   3   4   5   6

   Please specify briefly your perspective……………………………………………………………

3. Do you consult with subordinate(s) when facing a problem?

   a) Never b) Hardly ever c) Occasionally d) Frequently e) Usually f) Always

Weighting: 1   2   3   4   5   6

Please specify briefly your perspective……………………………………………………………

4. Do you listen receptively to subordinate(s)` ideas and suggestions?

a) Never b) Hardly ever c) Occasionally d) Frequently e) Usually f) Always
Weighting: 1   2   3   4   5   6

Please specify briefly your perspective……………………………………………………………

5. Do you inform subordinate(s) about what needs to be done and how it needs to be done?

a) Never b) Hardly ever c) Occasionally d) Frequently e) Usually f) Always
Weighting: 1   2   3   4   5   6

Please specify briefly your perspective……………………………………………………………

6. Do you let subordinate(s) know that you expect them to perform at their highest level?

a) Never b) Hardly ever c) Occasionally d) Frequently e) Usually f) Always
Weighting: 1   2   3   4   5   6

Please specify briefly your perspective……………………………………………………………

7. Do you act without consulting your subordinate(s)?

a) Never b) Hardly ever c) Occasionally d) Frequently e) Usually f) Always
Weighting: 1   2   3   4   5   6

Please specify briefly your perspective……………………………………………………………

8. Do you do little things to make it pleasant to be a member of the group?

a) Never b) Hardly ever c) Occasionally d) Frequently e) Usually f) Always
Weighting: 1   2   3   4   5   6

Please specify briefly your perspective……………………………………………………………

9. Do you ask subordinate(s)to follow standard rules and regulations?
a) Never b) Hardly ever c) Occasionally d) Frequently e) Usually f) Always
Weighting: 1   2   3   4   5   6

Please specify briefly your perspective……………………………………………………………

10. Do you set goals for subordinate(s) performance that are quite challenging?

A. Levent Yildiz

a) Never b) Hardly ever c) Occasionally d) Frequently d) Usually f) Always
Weighting: 1   2   3   4   5   6

Please specify briefly your perspective………………………………………………………………

11. Do you say things that hurt subordinate(s) personal feelings?
    a) Never b) Hardly ever c) Occasionally d) Frequently e) Usually f) Always
Weighting: 1   2   3   4   5   6

Please specify briefly your perspective………………………………………………………………

12. Do you ask for suggestions from subordinate(s) concerning how out assignments?

    a) Never b) Hardly ever c) Occasionally d) Frequently e) Usually f) Always
Weighting: 1   2   3   4   5   6

Please specify briefly your perspective………………………………………………………………

13. Do you encourage continual improvements in subordinate(s) performance?

    a) Never b) Hardly ever c) Occasionally d) Frequently e) Usually f) Always
Weighting: 1   2   3   4   5   6

Please specify briefly your perspective………………………………………………………………

14. Do you explain the level of performance that is expected of subordinate(s)?

    a) Never b) Hardly ever c) Occasionally d) Frequently e) Usually f) Always
Weighting: 1   2   3   4   5   6

Please specify briefly your perspective………………………………………………………………

15. Do you help subordinate(s) to overcome problems that stop them from carrying out their tasks?

    a) Never b) Hardly ever c) Occasionally d) Frequently e) Usually f) Always
Weighting: 1   2   3   4   5   6

Please specify briefly your perspective………………………………………………………………

16. Do you show that you have doubts about subordinate(s) ability to meet most objectives?

    a) Never b) Hardly ever c) Occasionally d) Frequently e) Usually f) Always

A. Levent Yildiz

Weighting: 1   2   3   4   5   6

 Please specify briefly your perspective……………………………………………………………

17. Do you ask subordinate(s) for suggestions on what assignments should be made?

a) Never b) Hardly ever c) Occasionally d) Frequently d) Usually f) Always
Weighting: 1   2   3   4   5   6

 Please specify briefly your perspective……………………………………………………………

18. Do you give vague explanations of what is expected of subordinate(s) on the job?

a) Never b) Hardly ever c) Occasionally d) Frequently e) Usually f) Always
Weighting: 1   2   3   4   5   6

 Please specify briefly your perspective……………………………………………………………

19. Do you consistently set challenging goals for subordinate(s) to attain?

a) Never b) Hardly ever c) Occasionally d) Frequently e) Usually f) Always
Weighting: 1   2   3   4   5   6

 Please specify briefly your perspective……………………………………………………………

20. Do you behave in a manner that is thoughtful of subordinate(s) personal needs?

a) Never b) Hardly ever c) Occasionally d) Frequently d) Usually 7) Always
Weighting: 1   2   3   4   5   6

 Please specify briefly your perspective……………………………………………………………

Scoring:

1. **Directive styles: Indicators are the questions of 1,5,9,14 and 18**
2. **Supportive style: Indicators are the questions of 2,8,11,15, and 20**
3. **Participative style: Indicators are the questions of 3,4,7,12, and 17**
4. **Achievement oriented styles: Indicators are the questions of 6,10,13,16 and 19**

The scores will provide information about which of leadership that leaders of the organization use most often and which they use less often

Scoring Interpretation:

Directive Style: A common score is 20, scores above 25 are considered high, and scores below 15 are considered low

Supportive Style: A common score is 25, scores above 30 are considered high and, scores below 20 are considered low

Participative Style: A common score is 18, scores above 23 are considered high and, scores below 13 are considered low

Achievement oriented styles: A common score is 16, scores above 21 are considered high and, scores below 10 are considered low

Appendix 4.3: Leadership-follower relations questionnaire (For leaders)

This questionnaire is adopted from LMX 7 questionnaire to understand the relationship between leaders and followers

1. Do you know where you stand with your subordinate and you usually know how satisfied your subordinate is with what you do?
   a)   Rarely b) Occasionally c) Sometimes d) Fairly often e) Very often
Weighting: 1   2   3   4   5

   Other, please briefly explain…………………

2. How well does your subordinate understand your job problem and needs?

   a)   Not a bit b) A little c) A fair amount d) Quite a bit e) A great deal
Weighting: 1   2   3   4   5

   Other, please briefly explain…………………

3. How well does your subordinate recognize your potential?
   a)   Not at all b) A little c) Moderately d) Mostly e) A great deal
Weighting: 1   2   3   4   5

   Other, please briefly explain…………………

4. Regardless of how much formal authority your subordinate has built into his or her position, what are the chances that your subordinate would use his or her power to help you solve problems in your work
   a)   None b) Small c) Moderate d) High e) Very high
Weighting: 1   2   3   4   5

   Other, please briefly explain……………………….

5. Again, regardless of amount of formal authority your subordinate has, what are the chances that he or she would 'bail you out 'at his or her expense?
   a) None b) Small c) Moderate d) High e) Very high
Weighting: 1   2   3   4   5

   Other, please briefly explain……………………………….

6. I have enough confidence in my subordinate that I would defend and justify his or her decision if he or she were not present to do so

   a) Never enough b) Not enough c) Don't know (I am neutral) d) I have enough e) Definitely
   Weighting: 1   2   3   4   5

   Other, please briefly explain…………………………………

7. How would you characterize your working relations with your subordinate?
   Please briefly explain
   a) Extremely ineffective b) Worse than average c) Average d) Better than average

    e) Extremely effective

Weighting: 1   2   3   4   5

    Other, please briefly explain……………………………………………………………

Scoring Interpretation:

30-35 very high

25-29 high

20-24 moderate

15-19 low

7-14 very low

Appendix 4.4: Leadership-follower relations questionnaire and open ended questions concerning creativity and organizational innovation (For subordinates)

This questionnaire is adopted from LMX 7 questionnaire to understand the relationship between

followers and leaders and the impact of leadership style on creativity and innovation

1. Do you know where you stand with your leader and you usually know how satisfied your leader is with what you do?

   a) Rarely b) Occasionally c) Sometimes d) Fairly often e) Very often

   Other, please briefly explain…………………

2. How well does your leader understand your job problem and needs?

   a) Not a bit b) A little c) A fair amount d) Quite a bit e) A great deal

   Other, please briefly explain…………………

3. How well does your leader recognize your potential?

   a) Not at all b) A little c) Moderately d) Mostly e) A great deal

   Other, please briefly explain…………………

4. Regardless of how much formal authority your leader has built into his or her position, what are the chances that your leader would use his or her power to help you solve problems in your work
   Please briefly explain

   a) None b) Small c) Moderate d) High e) Very high

   Other, please briefly explain……………………….

5. Again, regardless of amount of formal authority your leader has, what are the chances that he or she would 'bail you out 'at his or her expense?
   Please briefly explain

   a) None b) Small c) Moderate d) High e) Very high

Other, please briefly explain…………………………………...

6. Do you have enough confidence in your leader that you would defend and justify his or her decision if he or she were not present to do so?

    a) Never enough b) Not enough c) Don't know (I am neutral) d) I have enough e) Definitely

    Other, please briefly explain…………………………………

7. How would you characterize your working relations with your leader?
    Please briefly explain
    a) Extremely ineffective b) Worse than average c) Average d) Better than average

     e) Extremely effective

     Other, please briefly explain…………………………………..

8. Does your leader encourage you to be more creative in what you are doing?
    Please briefly explain
        a) Rarely b) Occasionally c) Sometimes d) Fairly often e) Very often

        Other, please briefly explain…………………

9. Does your leader create a working environment/culture that you could openly speak up and share new ideas?

    a) Rarely b) Occasionally c) Sometimes d) Fairly often e) Very often

    Other, please briefly explain…………………

10. Does your leader encourage you to implement new ideas that you have created in what you are doing?

    a) Not at all b) A little c) Moderately d) Mostly e) A great deal

    Other, please briefly explain…………………

11. Does your leader provide enough resources to support you in executing your new ideas in what you are doing?

    a) Not at all b) A little c) Moderately d) Mostly e) A great deal

Other, please briefly explain…………………

12. Does your leader emphasize on creativity i.e. new & novel ideas and execution of this creative ideas i.e. innovation in workplace?

   a) Rarely b) Occasionally c) Sometimes d) Fairly often e) Very often

   Other, please briefly explain…………………

13. Does your leader`s management style inspires you to achieve more beyond your responsibility in terms of creativity and agility?

   a) Rarely b) Occasionally c) Sometimes d) Fairly often e) Very often

   If 'fairly often', please briefly explain `how`
14. Are you a creative person?
   - Please briefly explain……………………………………

15. Do you think that your team and organization is innovative i.e. execution of creative ideas in day to day operation?
   - Please briefly explain………………………………

16. Are you happy with the current leadership management style in your team/organization?

   - Please briefly explain………………………………

17. In your opinion, briefly explain what do you need to become more creative and innovative in what you are doing?

   a) More flexibility b) Leadership support c) More authority d) More responsibility e) Motivation

   Other, please briefly explain,

18. In your opinion, briefly explain what should the organization do to stimulate creativity at individual level and innovation at organizational level?

a) Change in leadership b) More resources c) Training d) Support employees e) Nothing
   Other, please briefly explain,

19. Is your manager is a creative person

Please briefly explain,

20. What type of leadership style that you would want to see in your manager to stimulate your creativity
    Please briefly explain,

Scoring Interpretation: LMX (Questions 1- 7)

30-35 very high

25-29 high

20-24 moderate

15-19 low

7-14 very low

Appendix 4.5: Results of leadership style questionnaire

Leadership Style								
Parcitipant 1	**Directive Style**	**Score**	**Supportive Style**	**Score**	**Participative Style**	**Score**	**Achievement Oriented**	**Score**
	Question 1	5	Question 2	5	Question 3	6	Question 6	6
	Question 5	4	Question 8	3	Question 4	5	Question 10	5
	Question 9	6	**Question 11**	**-1**	**Question 7**	**-3**	Question 13	5
	Questin 14	6	Question 15	5	Question 12	5	**Question 16**	**-3**
	Question 18	**-1**	Question 20	6	Question 17	2	Question 19	5
	Total	20	Total	18	Total	15	Total	18
Participant 2	**Directive Style**	**Score**	**Supportive Style**	**Score**	**Participative Style**	**Score**	**Achievement Oriented**	**Score**
	Question 1	5	Question 2	6	Question 3	5	Question 6	6
	Question 5	4	Question 8	5	Question 4	6	Question 10	5
	Question 9	5	**Question 11**	**-2**	**Question 7**	**-4**	Question 13	6
	Questin 14	6	Question 15	5	Question 12	4	**Question 16**	**-2**
	Question 18	**-2**	Question 20	5	Question 17	4	Question 19	6
	Total	18	Total	19	Total	15	Total	21
Participant 3	**Directive Style**	**Score**	**Supportive Style**	**Score**	**Participative Style**	**Score**	**Achievement Oriented**	**Score**
	Question 1	6	Question 2	4	Question 3	3	Question 6	6
	Question 5	5	Question 8	4	Question 4	6	Question 10	3
	Question 9	6	**Question 11**	**-1**	**Question 7**	**-3**	Question 13	5
	Questin 14	6	Question 15	6	Question 12	3	**Question 16**	**-2**
	Question 18	**-2**	Question 20	6	Question 17	3	Question 19	3
	Total	21	Total	19	Total	12	Total	15
Participant 4	**Directive Style**	**Score**	**Supportive Style**	**Score**	**Participative Style**	**Score**	**Achievement Oriented**	**Score**
	Question 1	6	Question 2	6	Question 3	6	Question 6	5
	Question 5	5	Question 8	4	Question 4	5	Question 10	4
	Question 9	6	**Question 11**	**-2**	**Question 7**	**-2**	Question 13	6
	Questin 14	5	Question 15	6	Question 12	4	**Question 16**	**-4**
	Question 18	**-2**	Question 20	6	Question 17	4	Question 19	6
	Total	20	Total	20	Total	17	Total	17
Participant 5	**Directive Style**	**Score**	**Supportive Style**	**Score**	**Participative Style**	**Score**	**Achievement Oriented**	**Score**
	Question 1	6	Question 2	5	Question 3	5	Question 6	6
	Question 5	5	Question 8	5	Question 4	6	Question 10	4
	Question 9	4	**Question 11**	**-1**	**Question 7**	**-3**	Question 13	5
	Questin 14	6	Question 15	6	Question 12	5	**Question 16**	**-2**
	Question 18	**-1**	Question 20	4	Question 17	5	Question 19	5
	Total	20	Total	19	Total	18	Total	18
Participant 6	**Directive Style**	**Score**	**Supportive Style**	**Score**	**Participative Style**	**Score**	**Achievement Oriented**	**Score**
	Question 1	6	Question 2	6	Question 3	6	Question 6	6
	Question 5	6	Question 8	6	Question 4	6	Question 10	5
	Question 9	6	**Question 11**	**-1**	**Question 7**	**-3**	Question 13	6
	Questin 14	6	Question 15	6	Question 12	5	**Question 16**	**-3**
	Question 18	**-6**	Question 20	6	Question 17	4	Question 19	5
	Total	18	Total	23	Total	18	Total	19
Participant 7	**Directive Style**	**Score**	**Supportive Style**	**Score**	**Participative Style**	**Score**	**Achievement Oriented**	**Score**
	Question 1	6	Question 2	6	Question 3	6	Question 6	6
	Question 5	5	Question 8	5	Question 4	5	Question 10	6
	Question 9	6	**Question 11**	**-2**	**Question 7**	**-3**	Question 13	6
	Questin 14	5	Question 15	5	Question 12	5	**Question 16**	**-3**
	Question 18	**-1**	Question 20	5	Question 17	5	Question 19	5
	Total	21	Total	19	Total	18	Total	20

Participant 8	Directive Style	Score	Supportive Style	Score	Participative Style	Score	Achievement Oriented	Score
	Question 1	5	Question 2	5	Question 3	6	Question 6	6
	Question 5	5	Question 8	4	Question 4	5	Question 10	6
	Question 9	4	Question 11	-3	Question 7	-2	Question 13	5
	Questin 14	5	Question 15	4	Question 12	5	Question 16	-2
	Question 18	-2	Question 20	4	Question 17	4	Question 19	5
	Total	17	Total	14	Total	18	Total	20
Participant 9	Directive Style	Score	Supportive Style	Score	Participative Style	Score	Achievement Oriented	Score
	Question 1	6	Question 2	6	Question 3	6	Question 6	6
	Question 5	6	Question 8	5	Question 4	6	Question 10	5
	Question 9	5	Question 11	-1	Question 7	-2	Question 13	6
	Questin 14	6	Question 15	5	Question 12	5	Question 16	-1
	Question 18	-1	Question 20	6	Question 17	6	Question 19	3
	Total	22	Total	21	Total	21	Total	19

Appendix 4.6: Path Goal Leadership Questionnaire Results: Leadership Styles at BI META

1. Do you let your subordinate(s) know what is expected of them?		Single answer	
Single view		abs.	%
Never		0	0.0
Hardly Ever		0	0.0
Occasionally		0	0.0
Frequently		0	0.0
Usually		2	22.2
Always		7	77.8
Σ		9	

2. Do you maintain a friendly working relationship with your subordinate(s)?		Single answer	
Single view		abs.	%
Never		0	0.0
Hardly Ever		0	0.0
Occasionally		0	0.0
Frequently		1	11.1
Usually		3	33.3
Always		5	55.6
Σ		9	

3. Do you consult with your subordinate(s) when facing a problem?		Single answer	
Single view		abs.	%
Never		0	0.0
Hardly Ever		0	0.0
Occasionally		1	11.1
Frequently		0	0.0
Usually		2	22.2
Always		6	66.7
Σ		9	

4. Do you listen receptively to subordinate(s) ideas and suggestions?		Single answer	
Single view		abs.	%
Never		0	0.0
Hardly Ever		0	0.0
Occasionally		0	0.0
Frequently		0	0.0
Usually		4	44.4
Always		5	55.6
Σ		9	

5. Do you inform your subordinate(s) about what needs to be done and how it needs to be done?		Single answer	
Single view		abs.	%
Never		0	0.0
Hardly Ever		0	0.0
Occasionally		1	11.1
Frequently		1	11.1
Usually		5	55.6
Always		2	22.2
Σ		9	

6. Do you let your subordinate(s) know that you expect them to perform at their highest level?		Single answer	
Single view		abs.	%
Never		0	0.0
Hardly Ever		0	0.0
Occasionally		0	0.0
Frequently		0	0.0
Usually		1	11.1
Always		8	88.9
Σ		9	

7. Do you act without consulting your subordinate(s)?		Single answer	
Single view		abs.	%
Never		0	0.0
Hardly Ever		3	33.3
Occasionally		5	55.6
Frequently		1	11.1
Usually		0	0.0
Always		0	0.0
Σ		9	

8. Do you do little things to make it pleasant to be a member of the group?		Single answer	
Single view	abs.	%	
Never	0	0.0	
Hardly Ever	0	0.0	
Occasionally	1	11.1	
Frequently	3	33.3	
Usually	4	44.4	
Always	1	11.1	
Σ	9		

9. Do you ask your subordinate(s) to follow standard rules and regulations?		Single answer	
Single view	abs.	%	
Never	0	0.0	
Hardly Ever	0	0.0	
Occasionally	0	0.0	
Frequently	2	22.2	
Usually	2	22.2	
Always	5	55.6	
Σ	9		

10. Do you set goals for your subordinate(s) performance that are quite challenging?		Single answer	
Single view	abs.	%	
Never	0	0.0	
Hardly Ever	0	0.0	
Occasionally	1	11.1	
Frequently	2	22.2	
Usually	4	44.4	
Always	2	22.2	
Σ	9		

11. Do you say things that hurt your subordinates' personal feelings?		Single answer	
Single view	abs.	%	
Never	5	55.6	
Hardly Ever	3	33.3	
Occasionally	1	11.1	
Frequently	0	0.0	
Usually	0	0.0	
Always	0	0.0	
Σ	9		

12. Do you ask for suggestions from your subordinate(s) concerning how carrying out assignments?		Single answer	
Single view	abs.	%	
Never	0	0.0	
Hardly Ever	0	0.0	
Occasionally	1	11.1	
Frequently	2	22.2	
Usually	6	66.7	
Always	0	0.0	
Σ	9		

13. Do you encourage continual improvements in your subordinate(s)' performance?		Single answer	
Single view	abs.	%	
Never	0	0.0	
Hardly Ever	0	0.0	
Occasionally	0	0.0	
Frequently	0	0.0	
Usually	4	44.4	
Always	5	55.6	
Σ	9		

14. Do you explain the level of performance that is expected of your subordinate(s)?		Single answer	
Single view	abs.	%	
Never	0	0.0	
Hardly Ever	0	0.0	
Occasionally	0	0.0	
Frequently	0	0.0	
Usually	5	55.6	
Always	4	44.4	
Σ	9		

15. Do you help your subordinate(s) to overcome problems that stop them from carrying out their task

Single view	abs.	%
Never	0	0.0
Hardly Ever	0	0.0
Occasionally	0	0.0
Frequently	2	22.2
Usually	3	33.3
Always	4	44.4
Σ	9	

16. Do you show that you have doubts about your subordinate(s)` ability to meet most objectives?

Single view	abs.	%
Never	1	11.1
Hardly Ever	4	44.4
Occasionally	3	33.3
Frequently	1	11.1
Usually	0	0.0
Always	0	0.0
Σ	9	

17. Do you ask your subordinate(s) for suggestions on what assignments should be made?

Single view	abs.	%
Never	0	0.0
Hardly Ever	1	11.1
Occasionally	1	11.1
Frequently	4	44.4
Usually	2	22.2
Always	1	11.1
Σ	9	

18. Do you give vague explanations of what is expected of your subordinate(s) on the job?

Single view	abs.	%
Never	4	44.4
Hardly Ever	4	44.4
Occasionally	0	0.0
Frequently	0	0.0
Usually	0	0.0
Always	1	11.1
Σ	9	

19. Do you consistently set challenging goals for your subordinate(s) to attain?

Single view	abs.	%
Never	0	0.0
Hardly Ever	0	0.0
Occasionally	2	22.2
Frequently	0	0.0
Usually	6	66.7
Always	1	11.1
Σ	9	

20. Do you behave in a manner that is thoughtful of your subordinate(s) personal needs?

Single view	abs.	%
Never	0	0.0
Hardly Ever	0	0.0
Occasionally	0	0.0
Frequently	2	22.2
Usually	2	22.2
Always	5	55.6
Σ	9	

21. Do you know where you stand with your subordinate and you usually know how satisfied your subord

Single view	abs.	%
Rarely	0	0.0
Occasionally	0	0.0
Sometimes	0	0.0
Fairly often	5	55.6
Very often	4	44.4
Σ	9	

	1. Do you let your subordinate(s	2. Do yo	3. Do you c	4. Do yo	5. Do yo	6. Do yo	7. Do yo	8. Do yo	9. Do yo	10. Do y
Participant 1	Always	Usually	Always	Usually	Frequentl	Always	Occasiona	Occasiona	Always	Usually
Participant 2	Usually	Always	Usually	Always	Occasiona	Always	Frequentl	Usually	Usually	Usually
Participant 3	Always	Frequentl	Occasionally	Always	Usually	Always	Occasiona	Frequentl	Always	Occasiona
Participant 4	Always	Always	Always	Usually	Usually	Usually	Hardly Eve	Frequentl	Always	Frequentl
Participant 5	Always	Usually	Usually	Always	Usually	Always	Occasiona	Usually	Frequentl	Frequentl
Participant 6	Always	Always	Always	Always	Always	Always	Occasiona	Always	Always	Usually
Participant 7	Always	Always	Always	Usually	Usually	Always	Occasiona	Usually	Always	Always
Participant 8	Usually	Usually	Always	Usually	Usually	Always	Hardly Eve	Frequentl	Frequentl	Always
Participant 9	Always	Always	Always	Always	Always	Always	Hardly Eve	Usually	Usually	Usually

	11. Do y	12. Do y	13. Do y	14. Do y	15. Do y	16. Do y	17. Do y	18. Do y	19. Do y	20. Do y
Participant 1	Never	Usually	Usually	Always	Usually	Occasiona	Hardly Eve	Never	Usually	Always
Participant 2	Hardly Eve	Frequentl	Always	Usually	Frequentl	Hardly Eve	Frequentl	Hardly Eve	Usually	Usually
Participant 3	Never	Occasiona	Usually	Usually	Always	Hardly Eve	Occasiona	Hardly Eve	Occasiona	Always
Participant 4	Hardly Eve	Frequentl	Always	Usually	Always	Frequentl	Frequentl	Hardly Eve	Always	Always
Participant 5	Never	Usually	Usually	Always	Always	Hardly Eve	Usually	Never	Usually	Frequentl
Participant 6	Never	Usually	Always	Always	Always	Occasiona	Frequentl	Always	Usually	Always
Participant 7	Hardly Eve	Usually	Always	Usually	Usually	Occasiona	Usually	Never	Usually	Usually
Participant 8	Occasiona	Usually	Usually	Usually	Frequentl	Hardly Eve	Frequentl	Hardly Eve	Usually	Frequentl
Participant 9	Never	Usually	Always	Always	Usually	Never	Always	Never	Occasiona	Always

	21. Do you kn	22. How well	23. How wel	24. Regardles	25. Again, regardles	26. I have enough confid	27. How would yo
Participant 1	Fairly often	Quite a bit	A great deal	High	Small	I have enough	Average
Participant 2	Very often	A great deal	Mostly	High	Moderate	Definitely	Extremely effective
Participant 3	Fairly often	A fair amount	Mostly	Moderate	High	I have enough	Better than average
Participant 4	Fairly often	Quite a bit	Mostly	Moderate	Moderate	I have enough	Better than average
Participant 5	Fairly often	Quite a bit	Mostly	High	High	Definitely	Extremely effective
Participant 6	Very often	A great deal	A great deal	Very High	Small	I have enough	Extremely effective
Participant 7	Very often	A great deal	A great deal	High	Moderate	I have enough	Extremely effective
Participant 8	Fairly often	Quite a bit	A great deal	High	None	Definitely	Extremely effective
Participant 9	Very often	Quite a bit	A great deal	High	None	Definitely	Extremely effective

Appendix 4.7: Leadership-follower relations questionnaire: Results for leaders
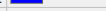
22. How well does your subordinate understand your job problem and needs?	Single answer	
Single view	abs.	%
Not a bit	0	0.0
A little	0	0.0
A fair amount	1	11.1
Quite a bit	5	55.6
A great deal	3	33.3
Σ	9	

| 23. How well does your subordinate recognize your potential?	Single answer	
Single view	abs.	%
Not at all	0	0.0
A little	0	0.0
Moderately	0	0.0
Mostly	4	44.4
A great deal	5	55.6
Σ	9	

24. Regardless of how much formal authority your subordinate has built into his or her position, wha	Single answer	
Single view	abs.	%
None	0	0.0
Small	0	0.0
Moderate	2	22.2
High	6	66.7
Very High	1	11.1
Σ	9	

25. Again, regardless of amount of formal authority your subordinate has, what are the chances that	Single answer	
Single view	abs.	%
None	2	22.2
Small	2	22.2
Moderate	3	33.3
High	2	22.2
Very High	0	0.0
Σ	9	

26. I have enough confidence in my subordinate that I would defend and justify his or her decision i	Single answer	
Single view	abs.	%
Never enough	0	0.0
Not enough	0	0.0
Don't know (I am neutral)	0	0.0
I have enough	5	55.6
Definitely	4	44.4
Σ	9	

27. How would you characterize your working relations with your subordinate?	Single answer	
Single view	abs.	%
Extremely ineffective	0	0.0
Worse than average	0	0.0
Average	1	11.1
Better than average	2	22.2
Extremely effective	6	66.7
Σ	9	

Appendix 4.8: Leadership-follower relations questionnaire and open ended questions concerning creativity and innovation: Results for subordinates

1. Do you know where you stand with your manager and you usually know how satisfied your manager is	Single answer	
Single view	abs.	%
Rarely	1	3.6
Occasionally	3	10.7
Sometimes	2	7.1
Fairly often	13	46.4
Very often	9	32.1
Click here to see the free texts	1	3.6
Σ	28	

2. How well does your manager understand your job problem and needs? Other, please briefly explain.	Single answer	
Single view	abs.	%
Not a bit	0	0.0
A little	3	10.7
A fair amount	8	28.6
Quite a bit	6	21.4
A great deal	11	39.3
Click here to see the free texts	1	3.6
Σ	28	

3. How well does your manager recognize your potential? Other, please briefly explain.	Single answer	
Single view	abs.	%
Not at All	0	0.0
A little	1	3.6
Moderately	7	25.0
Mostly	15	53.6
A great deal	5	17.9
Click here to see the free texts	3	10.7
Σ	28	

4. Regardless of how much formal authority your manager has built into his or her position, what are	Single answer	
Single view	abs.	%
None	0	0.0
Small	0	0.0
Moderate	7	25.0
High	16	57.1
Very High	5	17.9
Σ	28	

5. Again, regardless of amount of formal authority your manager has, what are the chances that he or	Single answer	
Single view	abs.	%
None	5	17.9
Small	5	17.9
Moderate	9	32.1
High	7	25.0
Very High	2	7.1
Σ	28	

6. Do you have enough confidence in your manager that you would defend and justify his or her decisi	Single answer	
Single view	abs.	%
Never enough	0	0.0
Not enough	1	3.6
Don't know	2	7.1
I am neutral	4	14.3
I have enough	10	35.7
Definitely	11	39.3
Click here to see the free texts	1	3.6
Σ	28	

7. How would you characterize your working relations with your manager?

Single view	abs.	%	Single answer
Extremely ineffective	0	0.0	
Worse than average	0	0.0	
Average	6	21.4	
Better than average	10	35.7	
Extremely effective	12	42.9	
Click here to see the free texts	1	3.6	
Σ	28		

8. Does your manager encourage you to be more creative in what you are doing?

Single view	abs.	%	Single answer
Rarely	0	0.0	
Occasionally	6	21.4	
Sometimes	1	3.6	
Fairly often	9	32.1	
Very often	12	42.9	
Click here to see the free texts	2	7.1	
Σ	28		

9. Does your manager create a working environment/culture that you could openly speak up and share n

Single view	abs.	%	Single answer
Rarely	0	0.0	
Occasionally	3	10.7	
Sometimes	4	14.3	
Fairly often	7	25.0	
Very often	14	50.0	
Click here to see the free texts	1	3.6	
Σ	28		

10. Does your manager encourage you to implement new ideas that you have created in what you are doi

Single view	abs.	%	Single answer
Not at All	0	0.0	
A little	3	10.7	
Moderately	6	21.4	
Mostly	7	25.0	
A great deal	12	42.9	
Click here to see the free texts	2	7.1	
Σ	28		

11. Does your manager provide enough resources to support you in executing your new ideas in what yo

Single view	abs.	%	Single answer
Not at All	0	0.0	
A little	3	10.7	
Moderately	9	32.1	
Mostly	11	39.3	
A great deal	5	17.9	
Click here to see the free texts	1	3.6	
Σ	28		

12. Does your manager emphasize on creativity i.e. new & novel ideas and execution of this creative

Single view	abs.	%	Single answer
Rarely	1	3.6	
Occasionally	3	10.7	
Sometimes	6	21.4	
Fairly often	9	32.1	
Very often	9	32.1	
Σ	28		

13. Does your manager's management style inspires you to achieve more beyond your responsibility in

Single view	abs.	%	Single answer
Rarely	2	7.1	
Occasionally	5	17.9	
Sometimes	5	17.9	
Fairly often	10	35.7	
Very often	6	21.4	
Click here to see the free texts	3	10.7	
Σ	28		

14. Are you a creative person?Please briefly explain

Single view	abs.	%	Text
Click here to see the free texts	28	100.0	
Σ	28		

15. Do you think that your team and organization is innovative i.e. execution of creative ideas in d

Single view	abs.	%	Text
Click here to see the free texts	28	100.0	
Σ	28		

16. Are you happy with the current leadership management style in your team/organization?

Single view	abs.	%	Text
Click here to see the free texts	28	100.0	
Σ	28		

17. In your opinion, briefly explain what do you need to become more creative and innovative in what

Single view	abs.	%	Single answer
More flexibility	5	17.9	
Leadership support	3	10.7	
More authority	3	10.7	
More responsibility	7	25.0	
Motivation	9	32.1	
Click here to see the free texts	5	17.9	
Σ	28		

18. In your opinion, briefly explain what should the organization do to stimulate creativity at indi	Single answer		
Single view	abs.	%	
Change in leadership	2	7.1	
More resources	6	21.4	
Training	8	28.6	
Support employees	11	39.3	
Nothing	0	0.0	
Click here to see the free texts	8	28.6	
Σ	28		

19. Is your manager a creative person?	Text		
Single view	abs.	%	
Click here to see the free texts	28	100.0	
Σ	28		

20. What type of leadership style that you would want to see in your manager to stimulate your creat	Text		
Single view	abs.	%	
Click here to see the free texts	28	100.0	
Σ	28		

	1. Do you know v	1. Do you kno	2. How well do	2. How	3. How	3. How	4. Regar	4. Regar	5. Again	5. Again	6. Do yo	6. Do yo	7. How would you	7. How would you characte
Participant 1	Sometimes		A little		A little		High		Small		Don't know		Average	
Participant 2	Fairly often		A great deal		A great deal		High		High		Definitely		Better than average	
Participant 3	Very often		A great deal	still practi	Mostly	we work o	High		High		I have enough		Better than average	
Participant 4	Fairly often		Quite a bit		Mostly		Moderate		Moderate		I have enough		Better than average	
Participant 5	Very often		Quite a bit		A great de	Regular fe	High		Moderate		I am neutral		Better than average	
Participant 6	Fairly often		A fair amount		Mostly		Moderate		Small		Definitely		Extremely effective	
Participant 7	Fairly often		Quite a bit		Mostly		Moderate		Moderate		I am neutral		Better than average	
Participant 8	Occasionally		A little		A great deal		High		Moderate		Don't know		Average	
Participant 9	Very often		A great deal		Mostly		Very High		Very High		Definitely		Better than average	
Participant 10	Fairly often		A fair amount		Mostly		Very High		None		I have enough		Better than average	
Participant 11	Fairly often		A fair amount		Moderately		Very High		Very High		Definitely		Extremely effective	
Participant 12	Fairly often		A fair amount		Mostly		High		High		I have enough		Better than average	
Participant 13	Rarely		Quite a bit		Moderate	People pe	Moderate		Small		Not enoug	doesn't de	Better than average	
Participant 14	Very often		A great deal		A great deal		High		High		Definitely		Extremely effective	We do discuss my tasks but I h
Participant 15	Fairly often		Quite a bit		Moderately		High		None		I have enough		Extremely effective	
Participant 16	Very often		A great deal		Mostly		Moderate		None		Definitely		Extremely effective	
Participant 17	Fairly often		Quite a bit		Mostly		High		Moderate		Definitely		Extremely effective	
Participant 18	Fairly often		A great deal		Mostly		High		Moderate		I have enough		Extremely effective	
Participant 19	Very often		A great deal		Mostly		High		High		I have enough		Extremely effective	
Participant 20	Occasionally		A fair amount		Moderately		High		High		I have enough		Better than average	
Participant 21	Fairly often		A fair amount		Moderately		High		Moderate		I have enough		Average	
Participant 22	Very often		A great deal		Mostly		Very High		Moderate		Definitely		Extremely effective	
Participant 23	Fairly often		A great deal		Mostly		Very High		None		Definitely		Extremely effective	
Participant 24	Very often		A great deal		A great deal		High		High		Definitely		Extremely effective	
Participant 25	Fairly often		A little		Mostly		Moderate		None		I am neutral		Average	
Participant 26	Sometimes		A fair amount		Moderately		High		Moderate		I am neutral		Average	
Participant 27	Very often		A great deal		Mostly		High		Small		Definitely		Extremely effective	
Participant 28	Occasionally	within the MAG	A fair amount		Moderately		Moderate		Small		I have enough		Average	

	8. Does your ma	8. Does your ma	9. Does	9. Does your ma	10. Doe	10. Does your n	11. Doe	11. Doe	12. Does your	12. Does your man	13. Does your mana	13. Does your manager`s n
Participant 1	Occasionally		Fairly often		Mostly		Moderately		Sometimes		Sometimes	
Participant 2	Very often		Very often		A great deal		A great deal		Very often		Very often	
Participant 3	Fairly often		Very often		Mostly		Mostly		Fairly often		Fairly often	
Participant 4	Fairly often		Sometimes		Moderately		Moderately		Sometimes		Sometimes	
Participant 5	Very often		Very often		Mostly		Mostly		Sometimes		Fairly often	
Participant 6	Occasionally		Fairly often		A great deal		Moderately		Fairly often		Rarely	
Participant 7	Occasionally		Occasionally		Moderately		Moderately		Occasionally		Occasionally	
Participant 8	Fairly often		Sometimes		Moderately		A little		Occasionally		Rarely	
Participant 9	Very often		Very often		A great deal		Mostly		Very often		Very often	
Participant 10	Very often		Sometimes		Moderately		Mostly		Fairly often		Fairly often	
Participant 11	Very often		Very often		A great deal		A great deal		Very often		Fairly often	
Participant 12	Very often		Fairly often		A great deal		Mostly		Very often		Fairly often	
Participant 13	Occasionally	saftey zone is mo	Fairly often		Moderate	new ideas have ri	A little		Rarely		Occasionally	
Participant 14	Very often	We regularly talk	Very ofte	Our communicatio	Mostly	Good ideas are al	Mostly	As budget	Fairly often		Very often	I feel in charge but can alway
Participant 15	Fairly often		Very often		A great deal		A great deal		Very often		Sometimes	
Participant 16	Fairly often		Very often		A great deal		A great deal		Fairly often		Very often	
Participant 17	Fairly often		Very often		A great deal		Mostly		Very often		Fairly often	
Participant 18	Very often		Very often		A great deal		A great deal		Very often		Very often	
Participant 19	Fairly often		Very often		Mostly		Mostly		Fairly often		Fairly often	
Participant 20	Very often		Sometimes		Mostly		Moderately		Fairly often		Fairly often	Does not micromanager- allo
Participant 21	Sometimes		Fairly often		Moderately		Moderately		Sometimes		Occasionally	
Participant 22	Very often		Very often		A great deal		Mostly		Fairly often		Sometimes	
Participant 23	Fairly often		Fairly often		A great deal		Mostly		Very often		Fairly often	
Participant 24	Very often		Very often		A great deal		Mostly		Very often		Fairly often	leading by example
Participant 25	Occasionally		Occasionally		A little		A little		Occasionally		Occasionally	
Participant 26	Occasionally		Fairly often		A little		Moderately		Sometimes		Occasionally	
Participant 27	Very often		Very often		Mostly		Moderately		Sometimes		Very often	
Participant 28	Fairly often		Occasionally		A little		Moderately		Fairly often		Sometimes	

	14. Are you a creative person? Please briefly explain	15. Do you think that your team and organization is innovative i.e. execution of creative ideas in d
Participant 1	yes, getting new Ideas work related	yes.
Participant 2	I think yes. Every time I am reviewing my business style and find ideas to	Not too much. It can be increased by allocating free time to create new ideas and review current situat
Participant 3	Driving new ideas to life and convinceing my colleagues to follow even f	we didnt reach day to day creativity bar , and we are in the right direction with good progression . som
Participant 4	Yes, I have created new reporting system at of my responsible countries	Yes ,as the META monthly meeting with sharing the experience of the departments on monthly basis.
Participant 5	Yes i am , i have came with diffrent project in 2017 -2018 inspired by crea	Moderate we need to put this more in our focus
Participant 6	i am with the right guidance	no, it is more bureaucratic
Participant 7	i can have some good new ideas, i would say i am somewhat creative	not that often, we are more overloaded in day to day work tasks rather than innovative
Participant 8	I would like to think I am more or less creative, in the sense I like to thin	Yes i do believe my team is innovative and have lots of new ideas to offer
Participant 9	Currently working on 2 proposals where we can integrate technologies t	Agile and willing to adopt new ideas
Participant 10	Yes I'm. Me and the team are doing marvelous work in terms of perform	Yes. The biggest example is how we are performing in new launches like Diabetes and even in establi
Participant 11	I think so,alwyes go for milestones and prefere knocking un knocked doc	Of course yes, as a member of performe team we always have new initiatives and innovative work st
Participant 12	Yes I used to find solutions and capture opportunities by creating ideas	To some extent.
Participant 13	over creative, creating programs and materials matching customers nee	not much, we prefer safe zones
Participant 14	Most projects have to be addressed on an ad-hoc basis and often require	The team is only my manager and myself. We do have discussions about specific problems and how to
Participant 15	Yes, because I always come with new initiatives and innovative ways to s	Yes... their main aim is us... they thrive to make us the best. They give us space to innovate, and they b
Participant 16	Yes I had some initiatives on this year to support BI business such as phil	Yes for some extent like the cerebrovascular projects with some hospitals.
Participant 17	Yes, Looking to things from different perspective & even if doing the san	Yes
Participant 18	Yes, always trying to come up with new initiatives to overcome the new	Yes
Participant 19	Yes, i have developed new ideas in communicating scientific data, and i	Mostly yes and all looking to provide new ideas for internal and external interactions.
Participant 20	Yes, I like to think outside the box and tackle every problem with a crea	Yes, We aim at best practice sharing- and encourage innovative methods of operating on daily basis
Participant 21	i think i am - (hope to believe so) as per a medical assessment done in r	yes and No- yes we have the right stamina , people and sometimes good resources to be very innova
Participant 22	I believe so, I have the ability to design new projects that BI hasn't been	Yes, the team has great capabilities and experience that supports this concept
Participant 23	yes	team and organization having innovative ideas and initiatives and yet to do more with execution
Participant 24	I would say that my ambition is to achieve absolute excellence in execut	I would say yes, to a large extent. Of course there are always a space for improvement, & as well I wou
Participant 25	Yes, to a certain extent. I'm creative at finding solutions to problems.	I think my team has the capcity to be innovative and creative, but there are certain restrictions by natu
Participant 26	I am trying to inject creativity for my each duty that I believe creativity is	Being innovative is very large scale to be evaluated, However, organization needs to go more open mi
Participant 27	Sometimes.	Sometimes but there is a big room for improvement
Participant 28	I am creative in doing things in different way - try many ways and channe	My team is innovative and bringing really good ideas, but sometimes the company system is not suppo

	16. Are you happy with the	17. In your opinion, briefly ex	17. In yc	18. In your opinion, briefly explain v	18. In your opinion, briefly explain wh	19. Is your manager a
Participant 1	fairly	Leadership support		Support employees		Yes
Participant 2	I am happy. by the way, they c	More flexibility		More resources		Yes and also an open m
Participant 3	in general we a have space to	Motivation	and time a	Support employees		Fairly often , and we ar
Participant 4	Often Iâ€™m happy with the c	Motivation	More emc	Support employees	Guiding employees & provide clear care	Created healthy atmos
Participant 5	Yes	More responsibility		Training		Moderate to high
Participant 6	not much	Leadership support		Training		can be as my manager l
Participant 7	starting 2018 all my managme	More flexibility		Support employees		no
Participant 8	more or less, it would be nice	Motivation		Training		no
Participant 9	Yes with a need to build a stor	Motivation		Training	We need also strong succession plan	Yes knows how to work
Participant 10	Yes . The current manageme	More responsibility		Support employees		Yes.
Participant 11	*Yes,as long as there are an ec	Motivation		Support employees	How to be,workshop,champion,good gi	Yes so much
Participant 12	Yes	Motivation		More resources		Yes
Participant 13	no i feel not empowered and	More authority		Change in leadership	have more flexible and confident leade	no. no new program or
Participant 14	Very happy. I am given full responsibility for my project and h	More resc	Training	Most colleagues were never trained to l	Yes, and combined witl
Participant 15	Yes. They trust our capabilitie	More authority		Training		Yes... she gives us idea
Participant 16	Yes and off course could be in	More responsibility		Support employees		Yes
Participant 17	Yes	More responsibility		Training		Yes
Participant 18	Yes it gives us a autonomy and	More responsibility		Training		Yes , she is always supp
Participant 19	fair enough, we need to impre	Leadership support		More resources		Mostly and she seeks n
Participant 20	Yes	More authority		More resources		Yes, Provide creative s
Participant 21	top down - yes i am happy. t	Motivation	and accou	Support employees		yes she is - needs to co
Participant 22	Yes for sure.	More flexibility		More resources		Yes she is
Participant 23	yes	Motivation		Change in leadership		yes
Participant 24	I would say I have never been	More responsibility			sharing some role models of creativity i	Coming from a backgro
Participant 25	Not entirely, it can definitley	More flexibility		Support employees		N
Participant 26	I am, however more AAI princ	Motivation	More resp	Support employees		Fair enough
Participant 27	yes	More flexibility		More resources	Time	Sometimes.
Participant 28	yes , new structure give ROPU	More responsibility		Support employees	flexiblity & authority to employees	NA - structure changes

	20.What type of leadership style that you would want to see in your manager to stimulate your creat
Participant 1	interactive, supportive role.
Participant 2	Out of box thinking.
Participant 3	Transformational style would like the most where it motivate us to work beyond comfort zone for better solutions
Participant 4	Motivating leader
Participant 5	Global engagement and experience , project lead initiator , Trainings
Participant 6	more open in discussions, challenging, and ready to provide solutions and alternatives from experience
Participant 7	the trustful leader where he trusts his employee and let him express his ideas
Participant 8	n/a
Participant 9	Operational system for monitoring implementation
Participant 10	More flexibility and more opportunity to speak up .
Participant 11	Be more calm more not nervous,not to be all about sales some companies canceled targets totally to build more peaceful environment inside company
Participant 12	Collaborative Leadership
Participant 13	Confident leader, flexible, driver
Participant 14	I'm happy with the present style where I'm fully empowered to achieve our goals in the way I envision, but I can also ask my manager to step in any time for constructive feedback and support, without being judged negatively for it
Participant 15	More understanding of the career path we want
Participant 16	Delegation
Participant 17	Transformational
Participant 18	The HR leadership style the consider an employee as the most important asset
Participant 19	motivatioal and consistent
Participant 20	Provide her team more authority and clear support in term of resources whether as time or team structure (allow creation of task forces for execution of innovative ideas rather than responsibility falling onto one person)
Participant 21	accountability , trust and confidence in team needs more attention
Participant 22	Interactive leadership style where mkre and more platforms of interaction and shared updates are provided readily and not delayed.
Participant 23	my manager is creative and what the organization need with whatever leadership style is doing focus groups; its main role to find innovative solution fo rmajor challnegs through workshops including memebrs from differnet functions establish rewarding system special questionaire that te
Participant 24	It is already there implementing leading by example, to see him finding new & creative solutions for major challenges we face
Participant 25	A combination of the democratic and coaching leader
Participant 26	Transformational leadership style; give enough accountability and observe the outcomes,drive instant feedback mechanism in both ways
Participant 27	Support, Encouragment, Motivation, put new ideas into practice.
Participant 28	flexibility - give authority to subordinate to take decision

Appendix 4.9: Invitation to Leadership Forum & Agenda

DAY 1		
1.00 – 1.10	introduction	Hamburg 1 & 2
1.10 – 1.30	Welcome and Opening to the Leadership Forum MD.	
1.30 – 1.45	Defining the expectations of the Meeting Defining the Way of Working and Do's and Don'ts for the workshop	
LEADERS ENABLING AAI		
1.45 – 2.30	**(WHY?)** Defining the Business case for AAI	Library Space
2.30 – 2.45	**COFFEE BREAK**	Hamburg 1 & 2
2.45 – 4.00	**(HOW?)** World Café	
4.00 – 4.15	**COFFEE BREAK**	
4.15 – 5.45	**(WHAT?)** Building on what we heard in the World Café, what should be done to enable AAI	
6.30	Dinner	

DAY 2		
8.30 – 9.30	Breakfast	Foyer to the Ballroom
9.30 – 9.50	Opening	Berlin Ballroom
9.50 – 10.50	Paper Constellation	
10.50 – 11.10	Speed dating - where people are asked to go to speak to someone they would not interact with.	
11.10 – 11.30	COFFEE BREAK	
11.30 -12.30	Case study analysis	Berlin Ballroom
12.30 – 1.30	Defining better platforms	
1.30 – 2.15	Closing remarks + Commitments	
2.15	Lunch	Bayside Restaurant & Terrace

A. Levent Yildiz

Appendix 4.10: Posters

THE BUSINESS CASE FOR CREATIVITY, ACCOUNTABILITY AND INNOVATION

Rapid Technological Change

High Ambition of the organisation

Competition Landscape Change – New Players

TODAY'S REALITY

Customer Needs are changing

Shorter Product Life Cycle

Work Force Demographic Changes

Globalisation

Environmental Instability

What Leadership Style will enable AAI

Top Down | **Bottom** | **Inclusive**

Beckton Dickensons — Arogyra Parivar
Needleless syringe systems worth 2 Billion dollars & 20% of total turnover / Happy Family Novartis India Profitable after 31 Months

Safe Syringes — Access to Medicines
Develop syringes that Safeguard caregivers / Providing access to medicines to poor/emerging markets Serving 42 Million Patients

Addressed the need for safety — Addressed AAA
Minimising prick induced spread of Blood borne disease in care givers / Awareness - Health educators Availability – Local distributor network Affordability – smaller pack size

Behavioral Approach — Leadership Approach
Agility Accountability Intrapreneurship / Leveraging internal capabilities Embracing social entrepreneurship Changed the business model

THE META CASE FOR CREATIVITY, ACCOUNTABILITY AND INNOVATION

Currency impact -28.6 M Euro

Metalyse supply Issues, -4.6M

Pradaxa risk of reimbursement in Algeria

Jardiance reimbursement In Turkey – limited to Endo

Market volatility Iraq & Egypt – Lower sales

VUCA
Ambiguity
Uncertaintty
Volatility
Complexity

Our Reality
-17.9M

One of the Highest growing regions globally

8.8% CAGR for Previous 5 Years

8% projected CAGR for next 5 Years

Missed Budget achievement, 3 Years in a row.

Our Legacy

Deterioration of Top line with consequent Bottom line miss

Appendix 4.11: Workshop

Appendix 5.1 Follow up e-mail

Appendix 5.2 Leadership Touch-Point Meeting Invitation