

LEADERSHIP CHANGE IN ORGANIZATION THROUGH EFFECTIVE INNOVATION AND CREATIVITY: A CASE STUDY OF SELECTED TERTIARY INSTITUTIONS IN THE KUMASI METROPOLIS

Ayikue Mary Assumpta

ABSTRACT: This article examines the significant role of successful leadership and change through transformation and innovation in organizations. The researcher used descriptive research design for the study. The population for the study was 50 employees from selected tertiary institutions in the Kumasi Metropolis. Random sampling technique was used to select 22 participants for the study. Interview guide through focus group discussions was the main instrument used to collect primary data. Each of the interview sessions was coded and transcribed. Thematic analysis was used for the discussion of the data. The study results held that, for innovation to take place, leaders must insistently pursue attitudes that promote that phenomenon. Therefore, the stimulus and essence of institutional creativity and innovation is leadership effectiveness. In essence, leaders must create an environment conducive to regeneration and develop an institutional culture that facilitates creativity in order for organizations to be able to achieve continuous innovation.

I. INTRODUCTION

Internal factors that influence creative performance in an organization are usually influenced by leader or manager as Hunter and Cushenbery (2011) pointed out. These factors are environmental inspiration, visualization, policy, expertise, assets and procedures to make the environment conducive. Additionally, these elements aid to generate ideas and effective collaboration amongst different categories of employees (Mumford, Scott, Gaddis, and Strange, 2012a). The quantity of possessions according to Sonenshein (2014) cannot impede or enhance creativity, since it is the creative actions of leaders and followers that can benefit from limited or abundant resources to their advantage. Leaders can create this kind of culture and emotional atmosphere (Leonard and Swap, 2011), which can improve inclusive occupational results (Kyrgidou and Spyropoulou, 2013). While comparative variables and structural culture in the organization are also key creative antecedents this dissertation will omit them, and the focus on environmental factors will only be on transformational leadership practices (Amabile, Conti, Coon, Lazenby, and Herron, 2016).

The ability to manage change and creativity has been said to be one of the main elements of transformational leader effectiveness (Bass, and Riggio, 2016; Walck, 2016). Research shows that there are several positive findings that reveal association between transformative leadership and organizational innovation (Khan, Sarwar, Malik, and Ahmad 2014; Gumusluoglu and Ilsev, 2019). Transformational leaders are critical, innovative, and industrial: they understand and respond to society's needs as well as the entire company (Burns 2018). In addition, leaders themselves should be innovative in order to be able to serve as role models, to inspire (Mathisen, Einarsen, and Mykletun 2012), to apply unusual results to problems and challenges, to encourage innovations, and to cultivate and mentor others.

II. TALENTS AND ABILITIES OF CREATIVE AND INNOVATIVE INDIVIDUALS IN AN ORGANIZATION

Artistic processes are frequently synonymous with innovation, as Derecskei, (2016) stated leaders should transform as often as possible. The transformational phenomenon can become a springboard for constant innovation. The position of the leader can be defined as the one who influences the environment (Torrance, 2015). In all cases, a leader creates or shapes the group, communicates the vision, responds to ideas and failures, and is successful in deciding what ideas are worth pursuing and can be involved in organizing others around a fresh solution. As pointed out by Barron and Harrington (2011), a fairly stable society of personality charismas associated with innovation had already been established long ago comprising, uncertainty and range of interests; great dynamism and self-possession; instinctive creativity; proficiencies; independence and handling contradictory problems.

Amabile et al. (2016) has theorized that the creativity of an individual consists of three separate components: domain-specific skills, creative proficiencies and task motivation. The domain important abilities secure both truthful knowledge and technical expertise and competencies relating to the role at hand. These are influenced by schooling and normal thinking capability, as well as motor abilities (Feist, 2018; Patterson and Zibarras 2017). In an organizational context, an innovative idea becomes a outcome, provision, or procedure that enhances customer satisfaction, job efficiency, security, or something else desirable in the innovation phase. Innovation requires people to commit to the product and sell it to others so that they are prepared to adopt it or market it with a sufficiently strong network. Creativity also requires a voice and the capacity to build networks, unlike creative, original ideas (Akrich, Callon, Latour, and Monaghan, 2012a).

Leaning on earlier research Dul, Ceylan, and Jaspers (2011), says that one explanation why some become innovators can be found in the unusual combination of their growing up experiences and their traits. Others perceive creative people as greatly talented and do not differentiate between their imagination, intellect and talent. While many feel that it is possible to be creative for all individuals, it seems apparent that it is easier for others to create new ideas or introduce them to others. There are persistent creative individuals (Sandberg, Hurmerinta, and Zettinig, 2013), inspired to embrace confusion, self-confident, open to practice, original and autonomous.

III. LEADING CREATIVE AND INNOVATIVE INDIVIDUALS IN THE STRUCTURAL SITUATION

Creative people's leadership is complicated because the traditional methods and processes of leading no longer functions and the consequences are subjective (Mumford et al., 2012). The sense of creativeness is an impotent attribute but difficult to peruse. The creative individual shows susceptible personal feelings in the process of becoming creative (Koivunen, 2015). In order to understand how inventive and innovative individuals can be guided, a leader can influence the process and individuals. It was found that the number of innovations would increase when innovation is supported and promoted in an organization, and even people who lack the natural capacity to become innovative.

Leaders are to exhibit the important concept to facilitate creativity and innovation (Woodman, Sawyer, & Griffin, 2013). In an organizational setting it normal for the individual to expect favorable working environment thus having leader-follower positive relationship (Yukl, 2012). In providing safe working situations also leaders should cultivate good rapport with their followers (Shalley and Gilson 2014). First, the leader must acknowledge creativity and innovation with the workers and become resourceful providing assistance to them (Amabile et al., 2016).

Denti and Hemlin (2012), in their study, concluded that leaders and their followers can exert their creativity in the most effective way in organizations that encourage innovation and creativity for a creation of higher output. In order to enhance organizational creativity, managers should be willing and enthusiastic to ensure that employees work in a positive atmosphere and mood, which calls for relationship building skills (Davis, 2019; Tierney et al., 2019). Collaboration, motivation, and adaptation to new pressures and innovations were suggested to leaders in the insurance sector to improve leadership, among other things (Pöllänen, 2018). Leaders can create a supportive climate (Leavy, 2015) and, by doing so, will enhance general corporate performance (Kyrgidou and Spyropoulou, 2013). Mathisen et al., (2012) established that it would improve employee creativity with supportive, encouraging, and non-controlling leadership. Leaders (Amabile et al., 2014; Loewenberger, 2013) should also promote innovators by communicating their supporting values so that they are realized in subordinate acts (Yukl, 2012). Stated in Hunter and Cushenbery (2011) leaders have a responsibility to encourage team members to communicate with external stakeholders and this will enhance creativity.

Employee creativity can also be encouraged more effectively identifying regular creative trends, distributing various tasks and appraisal (Tierney et al. 2019). In their study with regard to good leadership, Hoffman et al. (2011) found major individual differences, namely creativity, energy, and trait-like constructs of integrity. It was also found that communication, problem-solving, and leadership skills were also found to be important components in organizations. Effective leaders frequently pay attention to the everyday behavior of their subordinates, empathize with the subordinates' feelings and show respect for their ideas and innovations (Amabile et al., 2016).

In conclusion, the creativity process is complicated and it is easier for leaders to concentrate on ensuring that creative individuals have the right kind of environment to achieve the superlative fairly relying on their own undertakings. The practices and attitudes of leaders, however, have an immense impact on creativity, and many of the guidelines are well associated with disruptive leadership behaviors. Next, to gain more insight into what these individuals are like, these creative and innovative individuals are viewed more in depth.

IV. METHODOLOGY

The researcher used descriptive design for the study. Qualitative research approach was used. The population for the study was 50 employees from selected tertiary institutions in the Kumasi Metropolis. Random sampling technique was used to select 22 participants for the study. Interview guide was the main instrument used to collect primary data. Focus group discussions were employed with the participants. The focus group participants asked questions and generated discussion among the group of people. Each of the interviews session were coded and transcribed. All the responses were collated, written and later typed. The emerging themes were discussed with direct quotes from the focus group.

V. DISCUSSIONS

More than half of the respondents agreed *“the role of leaders in fostering creativity must be understood in order for originality and the essence of innovation to evolve in every organization. By designing the institution to cultivate an atmosphere that is optimal for creativity to thrive, leaders will effectively facilitate institutional creativity and innovation. By establishing responsive and inclusive working environments for the institution's members, leaders will do this”*. This implies that as the institution's social environment makes workers feel comfortable and welcomed, it brings out their imagination.

As a result most of the respondents indicated that, *“institutional leaders must appreciate, value, and leverage the diversity of every employee's ideas, backgrounds, and insights and empower them to work for the organization using their unique personal assets and experiences”*. This indicates that, the institution's top management must respect innovation and be enthusiastic about promoting new innovations on their own. This offers the requisite challenge and opportunities to be innovative for individuals in the organization. Vision and tactical significance on whether the institution successfully nurtures innovation, will depend on the leaders style of leading.

Consequently, a little more than half of the respondents revealed that, *“an exciting vision helps establish a working atmosphere where everybody actively engage in the pursuit of a shared vision for the organization and achieve professional and personal development”*. Adding that, *“by developing a common vision of the type of organization they can create, by allows the rest of the people in the institution to nature their creativity. The leader, with an intent “and with a greater sense of innovation, inspires the followers”*. Sarros, Cooper, and Santora, (2018) confirms the claim that this kind of work environment is conducive to innovation, *“while this style of leadership brings changes in followers that eventually lead them to become effective and innovative future leaders”*.

In addition majority of the respondents indicated that, *“by seeing organizations as living structures occupied with the invented difficulties and possibilities of their members and nurturing innovation”*. The leaders should be devoted to tackling and addressing systemic challenges with this innovative capacity”. Leaders must, in turn, avoid treating individuals in the organization as robots, but rather as living people operating in institutions that are living structures. This worldview enables leaders to build organizations full of supporters that are able to adapt, alert to changes in their community and be able to innovate deliberately (Wheatley, 2018).

More than half of the respondents said that *“the only way leaders can take advantage of this creative spirit, however, is by encouraging everyone to be involve in the improvement of institutional procedures”*. The leaders must engage the entire structure. In addition, leaders can help their organizations attain innovation by questioning and allowing followers to develop new answers to problems arising with and outside the organization. *“Leaders ask questions that lead their followers to openly think. The motivating leader creates problems that make work creative in the institutions”*. Indicating that, this style of leadership loosens up others and in new ways focuses their intellect and ingenuity on solving systemic challenges and objectives. The corporate culture that battles creativity and innovation is the most daunting roadblock for creativity to conquer. This kind of society encourages the belief that the old ways of method of establishments should not be changed.

A little less than half of the respondents pointed, *“innovative and creative leaders are willing to contain change and inspire followers to challenge why in a certain way the organization does things, and then search for better ways of doing things”*. As part of the learning process, these leaders treat failures and don't discipline followers who pursue creativity and are not successful. Creative leader help develop institutional environments where individuals can take chances and not afraid of errors (Wang, 2019). Therefore, by creating a more favorable atmosphere for diversity to flourish, leaders must actively foster creativity and innovation.

The goal of managing leaders' creativity is to leverage the transformations of the groups for the institution's effective running. This infers that leaders need to build the institution's collective systems in manner that the followers feels appreciated. Many organizations have challenges that prohibit individuals from contributing all their expertise, emotions, and energy to the success of the institution. However, by identifying and eliminating obstacles to creativity and innovation, organizations will achieve the full participation and commitment of their entire workforce. Where an organization has real diversity, it becomes easier for creative ideas to take place.

VI. CONCLUSION AND RECOMMENDATIONS

To conclude, the most critical component of the dynamics of institutional creativity and innovation is institutional leadership. Until leaders set the mechanism in motion and maintain it, no organization can transform or renew itself. Therefore, to handle the process of creativity, organizations require innovative leaders. Therefore, an institution's creativity depends on how the leader structures the institutions and creates the atmosphere that enables the creation of creativity. Also depend on how diversity in the institution is promoted and handled by the leader. Finally, how the leader allows others to carry out their best innovative selves and use it to help direct and transform the organization.

It is possible for the institutions to generalized that different expectations and leadership behaviors by comparing visionaries and creative leaders among individuals who are more familiar with standards and procedures. It can be inferred from the study that innovative and imaginative people have some characteristics and abilities that differentiate them from other people, and even the majority of people. Innovative individuals can be identified over time by noticing the above-mentioned qualities and talents, the problems is if the environment do not accept these potentialscreativity of the individual, then there will not be room for creativity.

REFERENCES

- [1] Akrich, M., Callon, M., Latour, B., & Monaghan, A. (2012a). The key to success in innovation part I: the art of intersement. *International Journal of Innovation Management*, 6(2), 187–206. <http://doi.org/10.1142/S1363919602000550>
- [2] Amabile, T. M., Conti, R., Coon, H., Lazenby, J., & Herron, M. (2016). Assessing the work environment for creativity. *Academy of Management Journal*, 39(5), 1154–1184.
- [3] Barron, F., & Harrington, D. M. (2011). Creativity, Intelligence, and Personality. *Annual Review of Psychology*, 32(1), 439–476.
- [4] Bass, B. M., & Riggio, R. E. (2016). *Transformational leadership* (2nd ed.). New York: Psychology Press. 27(5), 330–351.
- [5] Burns, J. M. (2018). *Leadership* (1st ed.). New York: Harper & Row. Davis, M. A. (2019). Understanding the relationship between mood and creativity: A meta-analysis. *Organizational Behavior and Human Decision Processes*, 108(1), 25–38.
- [6] Denti, L., & Hemlin, S. (2012). Leadership and innovation in organizations: a systematic review of factors that mediate or moderate the relationship. *International Journal of Innovation Management*, 16(3), 1–20.
- [7] Derecskei, A. (2016). How do leadership styles influence the creativity of employees? Leadership styles and creativity of Employees Leadership styles and creativity of Employees. *Society and Economy*, 38(1), 103–118.
- [8] Dul, J., Ceylan, C., & Jaspers, F. (2011). Knowledge workers' creativity and the role of the physical work environment. *Human Resource Management*, 50(6), 715–734. <http://doi.org/10.1002/hrm.20454>
- [9] Feist, G. J. (2018). A meta-analysis of personality in scientific and artistic creativity. *Personality and Social Psychology Review*, 2(4), 290–309.
- [10] Gumusluoglu, L., & Ilsev, A. (2019). Transformational leadership, creativity, and organizational innovation. *Journal of Business Research*, 62(4), 461–473.
- [11] Hoffman, B. J., Woehr, D. J., Maldagen-Youngjohn, R., & Lyons, B. D. (2011). Great man or great myth? A quantitative review of the relationship between individual differences and leader effectiveness. *Journal of Occupational and Organizational Psychology*, 84(2), 347–381.
- [12] Hunter, S. T., & Cushenbery, L. (2011). Leading for Innovation: Direct and Indirect Influences. *Advances in Developing Human Resources*, 13(3), 248–265. <http://doi.org/10.1177/1523422311424263>
- [13] Khan, M. M., Sarwar, A., Malik, S. A., & Ahmad, M. (2014). Influence of Transformational Leadership on Organizational Innovation in Telecommunication Industry in Pakistan. *Asian Journal of Business Acta Wasaensia* 259 Management, 6(3), 138–145.
- [14] Koivunen, N. (2015). On creativity, Art and economy. In N. Koivunen & A. Rehn (Eds.), *Creativity and the contemporary economy* (pp. 13–31). Liber.
- [15] Kyrgidou, L. P., & Spyropoulou, S. (2013). Drivers and Performance Outcomes of Innovativeness: An Empirical Study. *British Journal of Management*, 24(3), 281–298. <http://doi.org/10.1111/j.1467-8551.2011.00803.x>
- [16] Leavy, B. (2015). A leader's guide to creating an innovation culture. *Strategy & Leadership*, 33(4), 38–45. <http://doi.org/10.1108/10878570510608031>
- [17] Leonard, D. A., & Swap, W. (2011). Designing the Psychological Environment. In A. Leonard, Dorothy (Ed.), *Managing Knowledge Assets, Creativity and Innovation* (pp. 371–420). New Jersey: World Scientific.

- [18] Loewenberger, P. (2013). The Role of HRD in Stimulating, Supporting, and Sustaining Creativity and Innovation. *Human Resource Development Review*, 12(4), 422–455. <http://doi.org/10.1177/1534484313494088>
- [19] Mathisen, G. E., Einarsen, S., & Mykletun, R. (2012). Creative leaders promote creative organizations. *International Journal of Manpower*, 33(4), 367–382.
- [20] Mumford, M. D., Scott, G. M., Gaddis, B., & Strange, J. M. (2012a). Leading creative people: Orchestrating expertise and relationships. *The Leadership Quarterly*, 13(6), 705–750. [http://doi.org/10.1016/S1048-9843\(02\)00158-3](http://doi.org/10.1016/S1048-9843(02)00158-3)
- [21] Patterson, F. & Zibarras, L. D. (2017). *Innovation Potential Predictor*. Oxford: Oxford Psychologist Press.
- [22] Pöllänen, K. (2018). *The Finnish leadership style in transition - A study of leadership criteria in the insurance business, 1997-2004*. Hankenuniversity.
- [23] Sandberg, B., Hurmerinta, L., & Zettinig, P. (2013). Highly innovative and extremely entrepreneurial individuals: what are these rare birds made of? *European Journal of Innovation Management*, 16(2), 227–242.
- [24] Sarros, J. C., Cooper, B. K., & Santora, J. C. (2018). Building a Climate for Innovation Through Transformational Leadership and Organizational Culture. *Journal of Leadership & Organizational Studies*, 15(2), 145–158. <http://doi.org/10.1177/1548051808324100>
- [25] Shalley, C. E., & Gilson, L. L. (2014). What leaders need to know: A review of 266 *Acta Wasaensia* social and contextual factors that can foster or hinder creativity. *The Leadership Quarterly*, 15(1), 33–53.
- [26] Sonenshein, S. (2014). How organizations foster the creative use of resources, 57(3), 814–848. <http://doi.org/10.5465/amj.2012.0048>
- [27] Tierney, P., Farmer, S. M., & Graen, G. B. (2019). An examination of leadership and employee creativity: the relevance of traits and relationships. *Personnel Psychology*, 52(3), 591–620.
- [28] Torrance, P. E. (2015). Scientific Views of Creativity and Factors Affecting Its Growth. *Daedalus - Creativity and Learning*, 94(3), 663–681. Retrieved from http://www.jstor.org/stable/20026936?seq=1#page_scan_tab_contents
- [29] Walck, C. L. (2016). Management and leadership. In A. L. Hammer (Ed.), *MBTI Applications: A Decade of Research on the Myers-Briggs Type Indicator* (pp. 55–79). Consulting Psychologists Press.
- [30] Wang, Y. (2019). On Cognitive Foundations of Creativity and the Cognitive Process of Creation. *International Journal of Cognitive Informatics and Natural Intelligence*, 3(4), 1–18. Retrieved from <http://www.ucalgary.ca/icic/files/icic/63-IJCINI-3401-CogCreativity.pdf>
- [31] Wheatley, M. (2018). Innovation means relying on everyone's creativity. *Leader to Leader*, (Spring) <http://www.margaretwheatley.com/articles/innovationmeans.html>.
- [32] Woodman, R. W., Sawyer, J. E., & Griffin, R. W. (2013). Toward a theory of organizational creativity. *Academy of Management Review*, 18(2), 293–321. <http://doi.org/10.5465/AMR.1993.3997517>
- [33] Yukl, G. (2012). *Leadership in organizations* (5th ed.). Upper Sadle River: Prentice Hall. Retrieved from <http://www.academia.edu/download/26015119/media-f7b-97-randd-leadersbusiness-yukl.pdf>