

Conceptions of Kosovar Employees on Transformational/Creative Leadership

An Exploratory Design with Mixed Methods

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Abstract

Creative leadership is a rather novel topic, despite the fact that, leadership and creativity are widely researched and have gained considerable attention these last decades. Leadership and creativity are both complex and much needed processes in everyday work. Specifically, transformational leadership and creativity have traits and attributes that correlate and predict each other. Providing new ties and linkages, as well as connecting already existing attributes, traits and facets, a more complex form of understanding these two processes is proposed, thus creating options to novel and innovative knowledge.

An exploratory design with mixed methods was used to answer the questions posed. The research design started with focus group discussions, in order to deeply understand the conceptions of Kosovar engineers about creative leadership, followed by the selection of instruments and quantitative data collection. The doctoral research was conducted, as follows: Four focus groups discussions, with four participants each, were conducted and followed by quantitative part, the main data collection with 182 Kosovar engineers, from whom 103 employees were from private companies and the remaining 79 were from public companies. All of the participants were engineers. Through interpretation of findings, thesis illustrates linkages between leadership and creativity. After establishing and reconfirming the relationship between these two processes, thesis provides deeper understanding of specific characteristics of personality – as one of the key dimensions of creativity and leadership, specifically transformational leadership. Furthermore, comparative analysis between other factors, such as the status of the company (public vs. private) and gender are analyzed and presented in order to have a more complete understanding of the interactions between analyzed variables.

This doctoral thesis, unfolds chapter by chapter and processes described are interlined in delivering the end result.

1. Introduction

According to Zacko-Smith (2010) creative leadership requires diversity, uses practicality and pragmatism and is focused to achieve and accomplish positive change. With all these characteristics, creative leadership according to Zacko-Smith is between transformational and transcendent approaches.

A major trend in the area of organizational creativity has been the increased attention given to the role leadership plays in fostering creativity in the workplace.

Many scholars have been investigating the link between leadership and creativity, specifically leadership that promotes creativity among employees (Tierney, Farmer, & Graen, 1999; Scott, & Bruce, 1994; Redmond, Mumford, & Teach, 1993; Sosik, Kahai, & Avolio, 1999; Zhou & Oldham 2001; Shin & Zhou, 2003).

In the field of leadership and creativity it is imperative to take into account the cultural impact on definitions and conceptions of the themes themselves. As stated in the study conducted by Dickson, Den Hartog, and Mitchelson (2003), identification and measurement of cultural dimensions, through different typologies of societal cultural value, is of great importance in conducting and understanding studies on leadership. The most prominent and widely recognized cultural dimensions are those described by Hofstede (1980), who originally found four culture dimensions (Individualism–Collectivism; Masculinity–Femininity; Uncertainty--Avoidance; and Power Distance) and later found a fifth dimension (future orientation). The study was conducted in over 40 countries and the survey was administered with IBM managers and employees. Following the Hofstede (1980) and Hofstede (2001) study, House, Javidan, Hanges, and Dorfman (2002) in Global Leadership Organizational Behavior Effectiveness (GLOBE), conducted a study in 61 countries, where they came up with nine cultural dimensions:

- Uncertainty Avoidance
- Power Distance
- Collectivism I: Societal Collectivism
- Collectivism II: In-Group Collectivism
- Gender Egalitarianism
- Assertiveness
- Future Orientation
- Performance Orientation
- Human Orientation

According to House et al. (2002), culturally sensitive practices predict leader attributes and behaviors, which result to be the most acceptable and effective. Furthermore, as Brodbeck and Eisenbeiss (2014) point out, intercultural leadership research from the '90s onwards have tackled and need to work more on four major factors:

1. Impact of culture in leadership
2. Universal dimension of leadership
3. Cultural differences in management, and
4. Culture as moderator in relationship between leadership and other variables

The GLOBE study divided 60 societies (countries) into 10 different clusters: Confucian Asia, Southern Asia, Latin America, Nordic Europe, Middle East, Eastern Europe, Sub-Saharan Africa, Latin Europe, Germanic Europe and Anglo-Saxon countries. Results from the GLOBE study yield two styles that were valued and identified with outstanding leadership: Charismatic/value-based style and team-oriented style.

Moreover, a study done by Eisenbeiss and Brodbeck (2014), comparing Eastern and Western cultures and identifying perceptions on ethical leadership, found that in Eastern cultures modesty and openness to others' ideas were two characteristics that identified ethical leadership.

Unfortunately, in Kosovo there are no published studies done in the area of leadership. Therefore this context dictated a specific research design to the study.

Leadership and creativity are the main concepts of this thesis. Even though there are many studies done in the field of leadership's impact on creative performance of employees and the importance of creativity in the workplace (Amabile 1996; Oldham & Cummings, 1996; Shalley, Zhao, & Oldham, 2004; Madjar, Oldham, & Pratt, 2002; Amabile, Schatzel, Moneta, & Kramer, 2004; Mumford, Scott, Gaddis, & Strange, 2002), this doctoral research is investigating conceptions of employees, specifically engineers, on creative leadership. What are the characteristics of creative leaders?

According to House, Hanges, Ruiz-Quintanilla, Dorfman, Javidan, and Dickson (1999), leadership is defined as “*the ability of an individual to influence, motivate and enable others to contribute toward the effectiveness and success of the organization...*” (House et al. 1999, p.184). On the other hand, one of the earliest definitions of creativity comes from Guilford (1950), which focuses on personality traits “*...in its narrow sense, creativity refers to the abilities that are most characteristic of creative people*” (Guilford, 1950, p. 444). On the other hand, Amabile (1982) defines creativity as “*...the quality of products or responses judged to be creative by appropriate observers, and it can also be regarded as the process by which something so judged*

is produced' (Amabile, 1982, p.1001). Creativity as a concept is very complex and encompasses a lot of variables and dimensions, as does leadership. Therefore, this doctoral research will focus on the dimension of personality as one of the key components of creativity, and on transformational leadership as the closest form of creative leadership.

The nature of this investigation required employing mixed methods design. Thus, the research design is exploratory with mixed methods: Focus group discussions and the quantitative part, Multifactor Leadership Questionnaire and Neo PI 3, as described in Figure 1. Figure 1 below visualizes in general an outline of the overall research. All of the variables mentioned in the model, as well as other variables derived from them, will be unfolded and explained throughout this dissertation thesis.

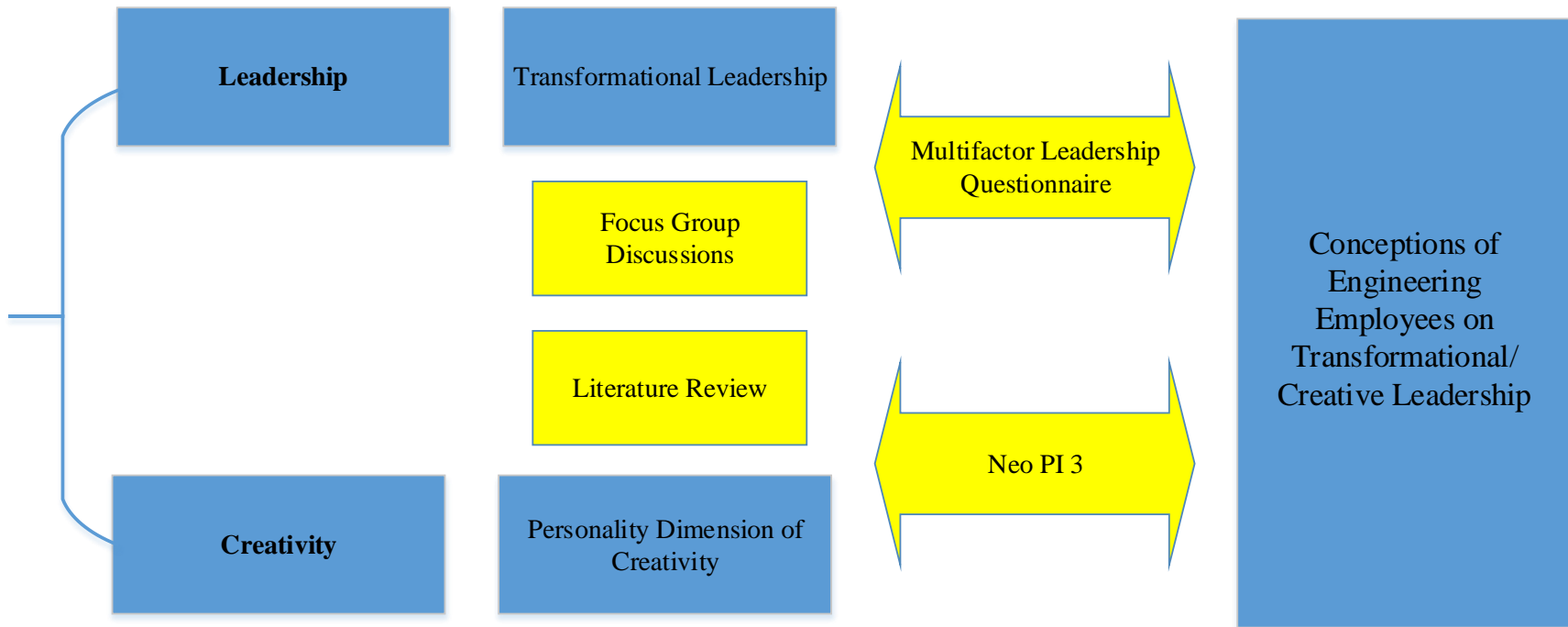


Figure 1. Model of the research

1.1. Organization of Chapters

This dissertation thesis is organized into five main chapters:

Chapter 1 introduces an overview of creative leadership, including aim of the study, model of the thesis used and country context. Country context is presented with specific information on the engineering sector to elucidate and present why the target population for this study are leaders and employees in the engineering sector.

The second chapter starts with a literature review on: leadership in organizations, different approaches to leadership, leadership theories, creativity and leadership, dimensions of creativity and leadership, theories on creativity, personality, personality and creativity and personality and leadership. This chapter covers all study variables, initially presenting an overview, general opinion and research on the matter, and then focusing and narrowing down to the specific traits and characteristics of variables investigated in this doctoral thesis.

Chapter 3 presents the methodology, research questions, hypothesis, participants, procedures and instruments used in this study. The chapter starts with a general synthesis of the methodology design, and follows with qualitative and quantitative methods, translation of instruments, two pilot studies, procedures of focus group discussions and questionnaire administration, sampling methodology and participants.

Chapter 4 shows the results of the study. Descriptive statistics of all scales used in the main analysis were reported. Testing of each hypothesis is presented in an integrative way, using results from both qualitative and quantitative analysis. Focus group discussions were analyzed with MAXQDA Software: quantitative data from the questionnaire was analyzed with Statistical Package for Social Sciences (SPSS). Descriptive statistics from quantitative data are presented in the beginning of the chapter, followed with conclusive analysis such as correlation, regression, t-test and ANOVA.

Chapter 5 discusses mainly the study's findings, strengths, limitations, practical implications, pedagogical consequences and suggestions for future studies. The conclusions and discussions are presented as a synthesis from the literature overview and results from the research.

1.2. Country Context

Kosovo is the newest state in Europe and continues to be the poorest one as well. According to the World Bank Report (2015), 34.5 % of the Kosovar population lives on less than 1.55 Euro per day, which is below the poverty line.

According to the Kosovo Statistics Agency (KSA), the number of permanent residents in Kosovo at the end of 2015 was around 1.771.604. The population were registered as 88% ethnic Albanians, 7% ethnic Serbs and 5% other ethnic groups, including Bosnians (1.9%), Roma/Ashkali/Egyptians comprising a total of 1.7%, and Turks (1%). Based on the National Census conducted in 2011, the average age of Kosovars is 30.2 years.

Table 1. Population based on group ages (According to the Kosovo Agency of Statistics 2014, p.10)

Group Age	Percentage
0 – 14 years	28%
15 – 64 years	65%
65 – years	7%

Kosovo has a very young population; as Table 1 shows, 65% of the population is under 64 years old. Kosovo is also the poorest state in Europe. However, in a publication produced by the Kosovo Association of Information and Communication Technology (2015) regarding the IT barometer in 2015 Kosovo, 88% of the Kosovo Information Technology (ICT) Companies are domestically owned. Moreover, Kosovo has the greatest number (91.2%) of domestically owned companies in the region. The target population for this research will be engineers, since this is the field for which Kosovo has resources and can compete in the Balkan's investment and job market. From Table 2 below, it can be observed the trend of foreign investment in Kosovo can be observed in the field of Information Technology. In 2010 6.6% of total ICT companies were foreign-owned, whereas in 2013 the percentage increased to 8%, which is not the case with NON-Information Communication Technology (ICT) companies. Therefore, research in leadership in this area may prove beneficial for the

overall economy. Moreover, research on creative leadership can help us as a society to raise awareness of the importance of leadership and to challenge ourselves regarding our views of leadership in business, academia, and private, public and political sectors.

Table 2. Companies' ownership (According to the Kosovo Association of Information and Communication Technology 2015, p.10)

Company Ownership	ICT 2010	ICT 2013	NON-ICT 2013
	%	%	%
100% Kosovo owned companies	80.2	87	95
Most of company is Kosovo owned	0	2	1
50-50 Kosovo owned/foreign	3.3	3	1
100% foreign-owned companies	6.6	8	1
Other/refused	9.9	-	-

Furthermore, in a study done by the United States Agency for International Development (USAID) on ICT Country Profile – Kosovo (2013), the weakness was identified as a lack of management and organizational capabilities, and poor level of coordination between training and education.

1.3. Aim of the Study

The aim of this study is to identify Kosovar employees' conceptions of creative leadership, considering that creativity as a construct and process is broad and complex with many definitions and dimensions that constitute a creative product or person.

According to investment theory (Sternberg, 1988) creativity requires a confluence of six distinct but interrelated resources: intellectual abilities, knowledge, styles of thinking, personality, motivation, and environment.

Numerous research investigations (summarized in Lubart, 1994; Sternberg & Lubart, 1991, 1995) have supported the importance of certain personality attributes for creative functioning. These attributes include, but are not limited to, willingness to overcome obstacles, willingness to take sensible risks, willingness to tolerate ambiguity, and self-efficacy (Sternberg, 1988).

According to Mumford, Zaccaro, Harding, Jackobs and Flieshmann (2000), creative problem solving is seen as a vital ability and skill for successful and effective leadership.

Furthermore, Mumford et al. (2000) focus on the abilities and skills needed to solve complex problems. As Baugham and Mumford (1995) emphasize, one needs new and creative approaches to solve the problems, since complex problems are hard to be solved by routine ways.

Mumford et al. (2000) conclude, “...*the skills involved in creative problem solving influence leaders' performance*” (Mumford et.al., 2000, p. 17).

This dissertation aims to understand conceptions of Kosovar engineers on creative leadership through an exploratory mixed method research design. A lack of studies in Kosovo on leadership and creativity indicated an exploratory research design. Nevertheless, the literature suggests some links between transformational leadership and creativity (Sosik, Kahai, & Avolio, 1998; Jung, 2001; Gong, Huang, & Farh, 2009; Gumusluoglu & Ilsev, 2009). Specifically distinguished scholars assess that transformational leaders, through intellectual stimulation, create work environments that foster and encourage creativity (Avolio & Bass, 1988; Bass 1985; Howell & Avolio, 1993; Amabile et al. 2004).

The leader's personality traits play an unquestionable role in leadership and creativity. It was considered necessary that leaders and employees both participate in the study, to acquire reliable perspectives. Therefore, the quantitative part of the research design contains two forms for each questionnaire: a self-reporting form (for leaders) and a rater form (for employees).

In the following chapters, concepts of leadership, creativity, creative leadership and personality as a creativity dimension will be presented and discussed.

2. Leadership in Organizations

The leadership process is widely studied, mainly under the concept of leadership style. Leadership consists of various functions, such as motivation, stimulation, inspiration, influence and so on. Nevertheless, all the above-mentioned functions and characteristics are accomplished through different behaviors (Cartwright & Zander, 1968).

Thus, leadership style as Casimir (2001) defines it is a “... *pattern of emphases, indexed by the frequency or intensity of specific leadership behaviors or attitudes, which a leader places on the different leadership functions*”(Casimir, 2001, p. 246).

Even though leadership phenomena were studied since antiquity (Bass, 1990) scientific results of the work on leadership started only in the 1930s. The study of leadership was mainly influenced by social and political influences. Most of the literature on leadership is based on studies done in Western cultures and on a particular type of relation, for example, leader vs. subordinate relationship. A majority of the leadership theories (Trait approach, Situational leadership, Fiedler’s Least Preferred Co-Worker, Transactional leadership, Transformational leadership) were developed in the US, and so transmit the individualistic culture in relationship creation and in the approach towards roles and responsibilities. In transformational leadership theory there is individual consideration towards employees as an important dimension, but this might not be appropriate for more collectivist cultures. Lack of research in collectivist cultures leads to possible limitations on most leadership theories and their generalization capacity. As House (1997) argues it is very difficult to have a theory that will generalize leadership factors, behaviors and traits for all cultures.

2.1. Definition of Leadership as a concept

There are numerous leadership theories, and hence numerous leadership definitions. Throughout the history of leadership research, different components were prominent in defining leadership, such as: relationship/exchange, traits, behavior, and interaction patterns. According to Stogdill (1974) “*there are almost as many definitions of leadership as there are persons who have attempted to define the concept*” (Stogdill, 1974, p.259).

Leadership is:

“the behavior of an individual ... directing the activities of a group toward a shared goal.” (Hemphill & Coons, 1957, p.7)

“Leadership is realized in the process whereby one or more individuals succeed in attempting to frame and define the reality of others.” (Smircich & Morgan, 1982, p. 258).

“the process of influencing the activities of an organized group toward goal achievement.” (Rauch & Behling, 1984, p.46)

“ Leadership is a process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives.” (Yukul, 2006, p. 8)

2.2. Leadership Styles in Organizations

Leadership literature entails research done from many perspectives: different approaches towards leadership, different levels of conceptualizing leadership and a relative focus on the leader or follower. These criteria are often used to compare leadership theories. Nevertheless, a majority of leadership paradigms are focused on leader-subordinate relationships and the majority of them reflect western values and assumptions. Table 3 below briefly summarizes some of the leadership approaches, starting from trait approach, behavior approach, power-influence approach and situational approach. Following each approach are descriptions in detail.

Table 3. Leadership Approaches

Trait Approach	Identification of specific traits that an individual adapts in order to become a leader.
Behavior Approach	Focusing on leaders' behaviors. What leaders do, rather than what traits leaders adapt?
Power Influence Approach	How does the process of power influence unfold between leaders and subordinates?
Situational Approach	The impact of external factors in leadership process is the focus of situational approach.

2.2.1. Trait approach

As one of the first approaches attempting to study and understand the leadership process, trait approach focuses on analysis of leaders' attributes (personality, motives, values, and skills) (Yukul, 2006).

As Simonton (1994) points out, there are some specific attributes that characterize leaders and distinguish them from the others; higher level of intelligence compared to the followers they lead, energy, influence, self-confidence, and motivation. Flexibility is another specific trait that marks a leader (House, 1997).

The majority of research on trait approach was published between the 1930's and 1950's. The aim of the trait approach was to distinguish leaders from non-leaders and attribute specific traits to leaders. There are studies by Gibb (1947) and Jenkins (1947) that associate specific traits with leader effectiveness; nevertheless these studies and findings were not replicated in other countries and contexts. Interest in traits from the scientific community re-appeared during the 1970s in context of their ability to predict behavior (Bem & Allen, 1974; Mischel, 1973; House, Shane & Herold, 1996). According to Bem and Allen (1974) individuality and uniqueness plays a great role in trait significance; thus for some people behavior is more predictable by their traits (House, 1997).

According to House (1997) recent trait perspectives that have valid empirical support are:

- McClelland's Achievement Motivation Theory,
- Leader Motive Profile (LMP) Theory,
- House's Theory of Charismatic Leadership,
- Kenny and Zaccaro's leader sensitivity and flexibility constructs (House 1997).

2.2.2. Behavior approach

Derived from the need to research a field other than trait approach, during the 50s the research on leaders' behavior was developed. One of the important first studies to identify behavior of leaders was done at Ohio State University, which resulted in the Leader Behavior Description Questionnaire (LBDQ). As Stogdill (1963) explains, the manual of the LBD Questionnaire based on studies by Halpin and Winer (1957) and Fleishman 1957. proposed to analyze leaders' behavior based on two categories: Consideration and Initiation of Structure. However, these two factors were not sufficient to investigate the complex spectrum of leader behavior, and so subsequently the LBD Questionnaire was developed containing 12 scales, each representing leader behaviors and presented in the questionnaire with five-ten items:

- Representation
- Demand Reconciliation
- Tolerance of Uncertainty
- Persuasiveness
- Initiations of Structure
- Tolerance and Freedom
- Role Assumption
- Consideration
- Production Emphasis
- Predictive Accuracy
- Integration
- Superior Orientation (Stogdill, 1963).

Trait approach, as Derue, Nahrgang, Wellman, and Humphrey (2011) argue, led to the development of many leadership theories. As mentioned above, with the identification of specific behaviors, this approach served as a trampoline in leadership theories. Starting from Blake and Mouton (1964) Managerial grid, Fiedlers' Contingency Model (1967), as well as the full spectrum of work on transactional and

transformational leadership (Bass, 1999; Podsakoff, MacKenzie, Moorman & Fetter, 1990; Avolio, Sosik, & Berson, 2003), numerous theories were developed based on the behavior approach. Following all this development, Initiating Structure-consideration theory (Halpin & Winer, 1957; Stogdill, 1963) and transactional-transformational theory (Bass, 1985) are the most influential and received major attention from the research community.

2.2.3. Integrated model of trait and behavior approach

As in many fields, research on leadership is influenced by everyday occurrences and practical needs based on work requirements. As much as there are approaches and theories, scholars seek to make further steps in finding the best, though complex model that will describe all facets and traits of the phenomenon, in this case leadership. This is the case in Derue and colleagues (2011), who proposed and investigated an integrated model of trait and behavior approaches.

Model constituents of leaders' traits and characteristics are divided into:

- Demographics (gender, age, education, social status)
- Task Competence (intelligence, conscientiousness, openness to new experiences, emotional stability, technical knowledge)
- Interpersonal attributes (extraversion, agreeableness, communication skills, emotional intelligence).

Leaders' behaviors are divided into:

- Task oriented (initiating structure, contingent reward, active management by exception)
- Rational oriented (consideration, empowerment, participative, developing, enabling)
- Change oriented (transformational leadership, charismatic, inspirational)
- Passive leadership (passive management by exception, laissez faire)

The model also contains the category of leadership effectiveness, which is divided by:

- Content (performance, leader member exchange)
- Level of analysis (group, organization, dyad)
- Target of evaluation (leader, other)

Findings from this research suggest that leaders' behavior is a greater predictor of leadership effectiveness. "...*Having certain traits may predispose individuals to certain behaviors, behaviors are the more important predictor of leadership effectiveness*" (Derue et al. 2011, p.40). Therefore, integrating and using different approaches, either to create a new theoretical approach or to use them in research to best investigate leadership phenomena, proves to be beneficial.

2.2.4. Power influence approach

Influencing subordinates' behaviors is one of the features associated with leadership, whether from a behavior modeling effect or from the power positions that leaders have. Power is viewed and presented from different angles, always agreeing on its important role in the leadership process.

According to Yukul (2006), power as a leadership feature is important for influencing peers, superiors, and people outside the organization. Nevertheless, power and its usage as a feature attributed to leadership needs follower involvement and not only a leader (Hollander & Offermann 1990).

Despite various arguments, many scholars see a link between leadership and power (Maccoby, 1976, 1981; McClelland, 1975; Zaleznik & Kets de Vries, 1975; Hollander & Offermann, 1990). Power as a feature exists in three defined forms in organizational life.

The literature portrays three forms of power:

- Power over
- Empowerment
- Power from

According to Hollander and Offermann (1990), dominance is the most frequent form of power that is exhibited, mentioned above as "power over". Even so, this form of power may come with the cost of damaging relationships between leader and subordinates (Kipnis, 1976).

Empowerment is the second form of power, described as offering space and opportunity for subordinates to act more freely and to share power (Hollander & Offermann, 1990). Power from, as the third form of power, relies on the ability to resist the power of others.

Power depends on the nature of the relationship between leader and follower. Power can be used to motivate or empower subordinates, or it can be used as dominance,

resulting in a more authoritarian way of leading. Nevertheless, the decisive role of power influence in the leadership process is well established and documented.

2.2.5. Situational approach

The fourth approach presented in Table 1 above is the situational approach. Until now we discussed the trait approach, behavior approach, integrated approach and power influence approach. Situational approach brings another factor into the leadership process, expanding it from the dyadic relationship that was presented by the antecedent approaches.

Hersey and Blanchard (1982) develop the situational leadership theory, which is based on task and relationship behavior. The situational approach to leadership identifies four leadership styles:

- Directing
- Coaching
- Supporting
- Delegating (Blanchard, Zigarmi & Nelson, 1993).

The situational leadership approach matrix is based on developmental level of the subordinate and shows the level of skill acquisition and attitude towards the task. The styles emerge, depending on the level of supportive behavior and directive behavior. Delegating style is composed of low supportive and low directive behavior. As the name suggests, supporting style consists of high supportive and low directive behavior. High directive and high supportive behavior leads to coaching style, and high directive and low supportive behavior leads to directive style (Blank, Weitzel, & Green, 1990).

Traits, behaviors and situations are important factors in leaders' behavior; followers' perceptions and expectations of these behaviors are of crucial importance as well (Lord, DeVader & Alliger, 1986; Lord & Maher, 1990; Hollander & Offermann, 1990).

The situational approach not only expands horizons with new variables, but also focuses on subordinates, specifically on their level of development, and acknowledges this factor as essential in relationship development. Furthermore, it explains the levels of the leadership approach and indicates that leadership behavior should be adapted to subordinate abilities and needs, thus portraying leadership as an ongoing and ever-

changing process.

The following sections present some theories derived from the approaches described above, such as Fiedler's Contingency Theory, Path-Goal Theory and Neo-charismatic Theories.

2.2.6. Fiedler's Contingency Theory

As presented in the sections above, different approaches to leadership led to development of different leadership theories. The impact of situational factors on leader behavior attracted much attention; one of the theories based on the situational approach is Fiedler's Contingency Theory (1967).

Fiedler's Contingency Theory focuses on the interaction between leader task-motivation and relationship motivation, whereas in situational control the leader can control and influence group processes.

Fiedler's Contingency Theory (1967) attributes the leader's effectiveness to his situational control and attributes, referred to as task or relationship motivational orientation. Leaders with task motivational orientation will be more effective in high and low control situations than leaders who are relationship motivated. According to Fiedler (1978), leaders who are relationship oriented rather than task oriented will be more effective in moderate control situations.

The leader's motivational orientation is measured by his responses (self-form); characteristics of the situation are reported by the leader and subordinates and the outcomes are measured based on group performance. This whole process makes Fiedler's Contingency Theory a multi-level and multi-source model. The strength of the contingency model lies in its use of a multi-level and multiple-sources approach in defining leadership effectiveness (Ayman, Chemers & Fiedler, 1995)

On the other hand, this model has been the target of a lot of criticism. Schriesheim, and Kerr (1977) criticized the contingency model for its lack of attention to subordinate satisfaction.

Even though it focuses on the control that leaders have over situations, it is still a leader-focused rather than process or relationship-focused. Leaders' relationship or task tendencies are presented as means for situational control or group influences, as presented in the paragraphs above.

The preceding theory is focused on leadership behavior and the relationship between leaders and subordinates.

2.2.7. Path-Goal Theory

Path-goal theory is primarily concerned with the individual relationship between leader and employees, rather than the power of leaders over situation and group dynamics.

Path-Goal model is a theory that focuses on the leader's behavior that best fits the employees under a work environment condition, with the aim of achieving a goal (House & Mitchell, 1974). Thus, Path-Goal Theory portrays the dyadic relationship, focusing on the process of supervision, relationships between superiors (employees or line managers), and subordinates in their day-to-day functioning, especially on the impact that formally appointed superiors have on the motivation and satisfaction of subordinates.

Path-Goal Theory is dyadic in its nature because it is not concerned with the effect that leaders have on groups or teams, but rather on the individual relationship between superior and subordinate. It is a dyadic theory of supervision in that it does not address the effect of leaders on groups or work units, but rather the effects of superiors on subordinates.

Individuals in positions of authority, superiors, are effective to the extent that they complement the environment in which their subordinates work. This is one of the core concepts of Path-Goal Theory (House, 1996).

As mentioned earlier, Path-Goal Theory focuses on the leader's behavior and considers it an independent variable. There are four kinds of leader behavior: directive leader behavior, Path-Goal clarifying the leader's behaviors that provide structure and support for their subordinates; supportive leader behavior describes behavior toward the satisfaction of subordinates' needs and preferences; participative leader behavior, which focuses on encouraging subordinates to express themselves and take part in decision-making processes; And achievement-oriented behavior encourages performance excellence (House, 1996).

The Path-Goal Theory model as presented above has several dimensions, based on employees' development and leader behavior as opposed to employees'

level of development alone. Nevertheless, the subject of this theory is the effect of leaders' behaviors on employees.

2.2.8. Neo-Charismatic Theories

The first to mention the concept of charismatic leadership was Max Weber (1968), who characterized charismatic leaders with specific powers that helped leaders to attract followers. House (1977) continued the work by developing the theory of charismatic leadership. According to House's theory, charismatic leaders have the power to motivate and influence subordinates to work and achieve beyond expectations. Charismatic leaders have the ability to present a vision to their followers in such a way that is motivating (Bass 1985).

Charisma as a complex characteristic of leadership is prominent in many approaches and theories on leadership. Many scholars have attributed numerous characteristics to charismatic leaders and charismatic leadership. Fostering intellectual stimulation, providing support for each subordinate individually, and articulating a vision are some of the charismatic leadership behaviors that scholars agree on (House, 1977; Bass, 1985; Conger & Kanungo, 1987; Kouzes & Posner, 1987; Podsakof, MacKenzie, Moorman, & Fetter, 1990; Tikhomirnov & Spangler, 2010).

The term Neo-Charismatic Leadership approaches, or new leadership theories, was coined by House and Aditya (1997) to describe a newly emerging leadership paradigm that encompasses theories of charismatic, transformational, and visionary leadership.

Table 4. Neo-Charismatic Theories

Neo-Charismatic Theories
Theory of Charismatic Leadership
Theory of Transformational Leadership
Attributional Theory of Charismatic Leadership
The Visionary Theories

In Table 4 are portrayed the Neo-Charismatic Theories that encompass a number of leadership theories of a common category. Theories that fall under this paradigm include the Theory of Charismatic Leadership (House, 1977), the Theory of Transformational Leadership suggested by Burns (1978) and further developed and put into use by Bass (1985), the Attributional Theory of Charismatic Leadership (Conger & Kanungo, 1987), the visionary theories advanced by Kouzes and Posner (1987) and Bennis and Nanus (1985). These “new leadership theories” have some specifics in common.

Firstly, Neo-Charismatic Theories seek to explain leadership processes that result in outstanding organizational success in the midst of overwhelming competition and economic, political and other factors that interfere with everyday work, strategic planning and leading of organizations. Secondly, the “new leadership theories” seek to understand the processes of leadership linked to employee/subordinate motivation, respect, trust, commitment and performance. Further, the Neo-Charismatic Theories point out the importance of symbolic and emotionally appealing leader behaviors such as vision, empowerment, role modeling, risk taking, supportive behavior, emotional sensitivity and intellectual stimulation.

The fourth aspect that all of these theories in “the Neo – Charismatic Leadership” paradigm have in common is the effect that leaders' behaviors have on subordinates, as reflected in high self-esteem, motive arousal, emotion and identification with leaders' vision.

Furthermore, a study done by Tikhomirnov and Spangler (2010) listed six Neo-Charismatic dimensions used in their investigation:

- Identifying, articulating and expressing a vision
- Providing an appropriate model
- Fostering the acceptance of group goals
- Intellectual stimulation
- High performance expectations
- Individualized consideration

Intellectual stimulation and individualized consideration are dimensions that are part of Transformational Leadership Theory and are used in this thesis.

Behaviors as portrayed by Neo-Charismatic Leadership theories are promising to bring constructive change, regardless of norms and values in the culture where leader behaviors will be displayed (House & Adiyta, 1997).

Charismatic Leadership and Neo-Charismatic theories aspire to provide more holistic yet detailed and multi-faceted leadership behaviors, encompassing group dynamics, influence, motivation, identification with a common goal and individual consideration.

2.3. Creative Leadership

Accomplishing positive change through practical, original, novel, diverse and flexible ideas and processes is what creative leadership entails. According to Zacko-Smith (2010), leadership theories that gather all these characteristics are transformational and transcendent approaches to leadership, and creative leadership is positioned somewhere between them.

Problem solving is another defining characteristic of creative leadership. As Zacko-Smith (2010) argues, in today's dynamic work environment, the ability to solve arising problems, which require original, novel and appropriate solutions, is a prerequisite of creative leadership.

Leadership is an interdependent process. It is impossible to assess a leadership style, in our case creative leadership, from the viewpoint of the leader or the follower alone. Leadership is a product of different perceptions toward a relationship. As such, one needs to understand that what makes a leader creative is not only the creative traits of the leader, but also creative traits that reflect on his relationship with the follower and affect the follower's perception of this relationship with the leader.

Creative leadership is defined: *“The ability to deliberately engage one’s imagination to define and guide a group towards a novel goal — a direction that is new for the group. As a consequence of bringing about this creative change, creative leaders have a profoundly positive influence on their context (i.e., workplace, community, school, family, etc.) and the individuals in that situation.”* (Puccio, Mance & Murdoc, 2010, p. 28).

In previous chapters we discussed leadership theories, specifically their focus. The majority of them focused on the leader, on the traits of leaders, behavior, situation and performance. The idea behind creative leadership does not rely on leaders themselves, but rather on the relationship that leaders develop and maintain with their employees, and more importantly how this relationship will influence employees and not just their performance. Some might argue that the above stated formulation of creative leadership resembles the Neo-Charismatic Leadership theories or the new leadership theories, and yes it does. There are numerous studies that prove the relationship between transformational leadership and creativity (Tierney & Farmer, 2002; Shin & Zhou, 2003; Wang & Rode, 2010). Moreover, there are specific features of transformational leadership that are closely linked with creativity, such as intellectual stimulation. As Northouse (2010) clearly phrases:

... stimulates followers to be creative and innovative, and to challenge their own beliefs and values as well as those of the leader and the organization. This type of leadership supports followers as they try new approaches and develop innovative ways of dealing with organizational issues... (p. 179).

Transformational Leadership Theory incorporates creativity on many levels. Firstly it stresses the importance of creativity as a leadership quality; secondly, as a catalyst and mediator in the relationship between a leader and subordinate, thus resulting in motivation arousal, modeling and better performance. As Gumusluoglu and Ilsev (2009) so appropriately formulated,

“Transformational leadership behaviors closely match the determinants of

innovation and creativity at the workplace, some of which include vision, support for innovation, autonomy, encouragement, recognition, and challenge” (p. 462).

Therefore, there are numerous ways to approach creative leadership. In the search for identification of characteristics that determine a successful leader, and in shaping the concept of creative leadership, Sternberg (2002), investigates the role of intelligence as a key factor to effective and successful leadership. Sternberg's definition of successful intelligence is as follows: “*People achieve success by recognizing and capitalizing on their strengths and by recognizing and either correcting or compensating for their weaknesses*” (p. 10). Furthermore, Sternberg (2002) is specific on the traits and types of intelligence that are needed for successful leadership:

- Practical intelligence
- Creative intelligence

With the above mentioned new terms, Sternberg incorporated vision into creative intelligence, whereas practical intelligence serves as a catalyst to serve needs by adapting to the environment.

Nevertheless, creativity as a process is not constrained by vision, problem solving and practicality. There are many characteristics of the leadership process that should be taken into account by schools investigating the concept of creative leadership. Efficient leaders make creativity-inducing environments; therefore they should understand the creative process and its ability to foster creativity. Piccolo and Colquitt (2006) found that when employees valued their leader as inspiring and motivating, they were more likely to value their jobs as challenging and meaningful. Therefore, it is of great importance that leaders be aware of their position and power to influence their followers. Significant research evidence shows how leadership plays a decisive role in the creative results of employees and organizations (Barnowe, 1975; Tierney et al. 1999; Zhou, 2008).

According to Puccio, Murdoc and Mance (2007) the interlinking factor between leadership and creativity is change and the reactions towards change. Creativity is comprised of the expression and introduction of original, novel, practical and useful ideas, thus leading to change, and leadership often acts as a catalyst for change.

It is evident that change, adaptation, innovation, and problem solving are greatly needed in today's world leading processes. All of these characteristics contribute to the creative process. As Basadur (2004) points out, being excellent in routine work today is not enough. We need to adapt to the rapidly changing work conditions and it is vital to go further. According to Basadur, Graen, and Green

(1982) organizational creativity, which consists of the ability to think innovatively and solve complex problems, but to implement these solutions as well, is the driving force behind adaptability. Leaders need to be continuously creative, since situations change rapidly and one needs to keep up with the pace of change.

As mentioned above, creativity is a broad, multistage and multifactor concept. The creative process is often open for interpretation, since it depends on many situational and individual factors. As Basadur (2004) describes, “*Studying and discussing creativity is difficult and complex, and no single, agreed-upon definition of this quality exists—and researchers have taken many different approaches to studying it.*” (Basadur, 2004, p.104).

Creative leadership, even though new as a concept and broad in its definitions, in itself contains characteristics and components that are used when describing effective and successful leadership. It is imperative to stress that change, problem solving and inspiration are crucial to creative leadership, as they are to transformational leadership. Furthermore, creating a space for followers to express themselves requires a specific level of development for leaders themselves. Creative leadership, as mentioned in the beginning of the chapter, is about relationships between leaders and followers and about the behavior that leaders model.

2.3.1. Cognitive process models

In the following chapters and sections, creative stages will be unfolded together with creative processes. One such process in the chain of creativity is the cognitive process.

Generating novel and useful ideas, problem solving and adaptability are products of cognitive processes, specifically cognitive approaches to creativity (Ward 2004).

Wallas (1926) started work on cognitive models for problem solving, which resulted in identification of four cognitive stages:

- Preparation
- Incubation
- Illumination
- Verification

Parnes, Noller, and Biondi (1977) continue the work on creative problem solving processes, by presenting their 5 cognitive stages to problem solving:

- Fact finding

- Idea finding
- Solution finding
- Acceptance finding

Furthermore, Amabile (1988) contributed in the identification of cognitive stages of creative process:

- Presentation
- Preparation
- Generation
- Validation
- Assessment

From the three groups of cognitive process models, all of them have the preparation phase, incubation (generation), as well as the last stage, assessment/acceptance finding/verification, which shows the importance of an appropriate solution for the problem, validating the fact that creativity is not limited to novelty and originality, but also includes practicality and appropriateness.

In line with the cognitive process models, Gordon (1971) presented the idea that the cognitive processes function is circular and does not end by implementing one solution. Implementation of one solution opens the doors to new problems, which will need new solutions, thus contributing to the circular cognitive process of applied creativity. Carlsson, Keane, and Martin (1976), in line with Gordon's proposition, added the fact that new knowledge continuously replaces old knowledge.

Basadur and colleagues (1982) presented the model of applied creativity in three-step processes:

- Problem finding activity
- Problem Solving Activity
- Solution Implementation Activity

Problem finding activity is a complex process and, as Kabanoff and Rossiter (1994) declared, it is a messy concept and thus very hard to define and work with it. Furthermore, Basdur, Ellspermann, and Evans (1994) identified problem generation and problem formulation as two features of problem finding activity.

Discovering new challenges that need definition is a form of problem generation. Problem formulation refers to the process of defining the problem.

Overcoming resistance to change and procrastination is a vital process for solution implementation (Basadur et al.1982).

Furthermore, Basadur and Gelade (2002) proposed a four-stage applied creativity process:

- Generating
- Conceptualizing
- Optimizing
- Implementing

Each of the stages contributes to a specific stage in the creative process:

- Utilizing knowledge for evaluating options
- Utilizing knowledge for creating options
- Apprehension of knowledge by thinking
- Apprehension of knowledge by experiencing

The generation phase uses existing knowledge to create options and apprehend the knowledge by experiencing information. Second phase, conceptualizing, uses the knowledge and mentally processes the information; the thinking and analyzing process is crucial here. The optimizing phase uses the knowledge to assess options and processes the information by thinking. In the last stage, implementing, knowledge is used to evaluate options and information is experienced, similar to the first stage, generating (Kaufman, Kaufman, & Lichtenberger, 2011).

Transformational leadership (Bass, 1985; Bass & Avolio, 1994) and charismatic leadership (Weber, 1968; Conger & Kanungo, 1998) are leadership models and theories that have components in common with different creative leadership approaches.

Creativity enhances change, produces novel ideas, and solves problems in new and unique ways. Based on this definition of creativity, can we expect that creative leaders accept everything and not challenge the actual ways of working or problem solving?

Table 5. Leaders who accept current paradigms versus leaders who reject current paradigms

Leaders who accept current paradigms	Leaders who reject current paradigms
Replicators	Redirectors
Re-definers	Reconstructors
Forward incrementers	Re-initiators
Advance forward incrementers	Synthesizers

Table 5 presents groups of leaders who accept current paradigms and leaders who reject current and existing paradigms, as categorized by Sternberg, Kaufman, and Pretz (2001). Replicators, re-definers, forward incrementers and advance forward incrementers are leaders who accept and continue the existing paradigms. On the other hand, redirectors, re-constructors, re-initiators and synthesizers are leaders who reject and try to find ways to challenge and change existing paradigms. Each type of leader presented in Table 5 is described below.

Replicators

As the name itself suggests, this type of leader conserves the existing state of the organization, using tested methods and behaviors. Replicators take the same actions that were taken in the past, and replicate the work that was previously done (Sternberg, Kaufman, & Pretz, 2003). Leaders who act as replicators are motivated to do so because they value the organization, which is in a good position and does not need to change.

Replicators are good leaders when an organization is on the right track for accomplishing its goals and it needs a leader who does not change the organization's way of working.

Re-definers

Similar to replicators, re-definers offer different reasons to justify their behavior. This type of leader tries to redefine behaviors and the rationale behind them.

Re-definers find new perspectives and address problems from new angles.

Their style of work is not much different from that of replicators, since it produces the same outcomes, but from a cognitive perspective they bring new approaches.

Forward Incrementers

Forward incrementers do not intend to change the organization's ongoing path, nor do they challenge existing paradigms and approaches; they just want to go a few steps further than their forerunners.

These are the leaders we value the most as creative leaders, because they advance the process forward but don't threaten to change the way, thus leading to uncertainty.

As Sternberg et al. (2003) emphasize, this forward increment style of leading is most common and reflects progress by building on previous work.

Advanced forward incrementers

Leaders who are characterized by an advanced forward increment style are similar to forward increment style leaders; the only difference is that the advanced ones move way forward and sometimes take risks to do so. Risk taking is a feature of the advanced forward increment leaders.

Redirectors

This type of leader confronts and rejects existing ways and redirects the organization to a new path.

Changing the direction of an organization, company or even state politics needs to be in line with external circumstances and fit the context (Sternberg & Vroom, 2002).

Reconstructors

Going back, reconstructing the past, and starting again, is what reconstructors do as leaders. Initially they move backwards and then start over in a new direction.

Re-initiators

These leaders propose new solutions to problems. Re-initiators tackle the problem at the root and offer a completely new path as a solution. They do not follow the existing path and try to change something there; instead they initiate at the beginning.

Synthesis

Leaders who use synthesis aim to integrate different ideas and gain the best from a new solution. Leaders who use this style do not judge by accepting or rejecting existing ideas or solutions, but rather create ways to unify and make the best use of

them (Sternberg et al. 2003).

The eight models presented above, attempt to categorize leaders and cover the broad spectrum of creativity in leadership. Every one of the leader styles described provides a valuable creative basis. Nevertheless, they can vary in level of creativity and number of creative dimensions they portray.

Leader behavior is not solely a result of the leader; rather it is a combination of different variables that add up to the end result. Organizational environment, organizational structure, and organizational climate may dictate what kind of creativity will emerge (Sternberg, 2002).

According to Sternberg et al. (2003), replication, redefinition, forward incrementation and advanced forward incrementation might emerge in organizations that resist change.

Creative leadership is not limited to problem solving and finding new and novel solutions. It is much more than that; it includes problem finding, problem identification and problem defining (Stoll & Temperly, 2009; Luis & Miles, 1990).

Furthermore, it requires a high level of attentiveness towards environment, in order to act proactively for change, but also to provoke and induce change.

According to Stoll and Temperly (2009), creative leadership can be enhanced and can also be taught. The best way that followers can learn and benefit from creative leadership is through role modeling. Moreover, if employees are in the presence of an individual who has a different way of approaching problems with a new point of view, the employees have a better chance to be motivated and inspired to follow.

Creative leadership entails many dimensions; it can be a spectrum of cognitive processes, personality traits and behavior patterns. This chapter was intended to provide evidence of creative leadership, its characteristics and relations to other concepts. Even though it is a new concept, it has tackled and provoked many studies.

2.4. Creativity and Leadership

In this chapter we analyze dimensions of creativity, such as problem solving, originality, novelty, and flexibility, and discuss how they relate to leadership behavior. Then theories of creativity are presented and discussed, specifically

Investment Theory of Creativity (Sternberg & Lubart, 1991), Triple P Theory (Rhodes, 1961), Amabile's Componential Model on Creativity (Amabile, 1983) and Developmental Theories (Helson, 1999).

2.4.1. Dimensions of Creativity and Leadership

The ability to solve complex problems, meet new challenges and overcome obstacles that require original thinking, appears in the literature as a vital component of effective leadership (Zacko-Smith, 2010).

According to Csikszentmihaly (1996), three components are crucial for creativity:

- Individual
- Field experts
- Domain

The Individual component refers to a process of cognition, personality traits and information to create new and original solutions or products. As discussed in a previous chapter, an idea, solution or product needs to be validated and evaluated. In this part of the process, experts of a certain field evaluates and approves products created by individuals. The domain enshrines the product in its system and transmits it to other generations.

According to the flow theory of Csikszentmihaly (1990) it is imperative that an activity be enjoyable, so that individuals are deeply immersed in that activity. For flow to occur, the experience should be perceived as enjoyable, successful and worthy of working on it, and this experience acts as a reward and motivation (Nakamura & Csikszentmihalyi, 2002).

As elaborated in a previous chapter, leadership and creativity as concepts have many definitions and as traits they are very different. On one hand, leadership is linked with inspiration, influence and problem solving, reflecting security and comfort. On the other hand creativity is linked with novelty, originality and efficiency, which in most cases are associated with something new, untested, and risky. Finding a middle ground for these two concepts was a challenge in itself, but a necessary solution for this day and age.

Creativity literature, specifically literature that tackles creativity in organizations, focuses on personality factors that lead to creativity and organizational factors that either enhance or inhibit creativity.

With all the disagreements among psychologists regarding creativity, there are some components that should act as factors that define creativity:

- Originality,
- Novelty,
- Fluency,
- Flexibility,
- Influence of social factors and domain expertise.

Most definitions of creativity emphasize novelty and appropriateness/fit as vital components for a product, process and activity to be called creative (Newell, Shaw & Simon, 1962). Amabile (1996) stresses the importance of a product's newness and usefulness, in order to be called creative. Furthermore, originality, uniqueness and novelty are features that characterize creative products (Tan, 2000).

As discussed previously, usefulness/appropriateness/fit is a fundamental pillar for a product to be called creative. Therefore, a creative product recognized and accepted socially, should be practical and constructive in usage.

Furthermore, divergent thinking is a crucial aspect of creativity. All the above mentioned characteristics, such as originality, fluency and flexibility, are part of divergent thinking as creative thought.

According to the work of Csikszentmihalyi (1990, 1996, 1999), originality complements creativity, and thus has an important value in the whole creative process. Furthermore, Barron (1955) emphasizes:

- Uncommonness of the response
- Applicability in practice

These are two main criteria for a product to be called original.

In a similar vein of conclusions, Runco (2004) adds uncommonness of the products, unusualness and rarity of make up to the originality dimensions; therefore creative products are valuable.

Challenging the routine, already used and tested methods, and thus trying to create uncommon and infrequent products, contributes to the originality dimension as well (Bass, Dreu & Nijstad, 2008).

A significant number of scholars emphasize the culture specific characteristic of originality (Kim, 2011; Saeki, Fan & Van Dusen, 2001).

Fluency as a creativity dimension falls under the aspects of divergent thinking or ideation (Plucker, Beghetto & Dow, 2004). Fluency is a creativity dimension that refers to the number of unique and original ideas presented. Fluency is used as a criterion to measure creativity, and occasionally is used as a task in problem solving challenges and is assessed by two independent raters.

Bass and colleagues (2008) refer to flexibility as the span and number of distinct semantic categories that a person accesses, and it reveals the capacity to change approaches, goals and sets.

Amabile (1983), argues that creativity scholars provide many definitions for creativity through various categories, such as:

- Creative processes
- Creative person
- Creative product

An important factor that Amabile (1983) points out is the relevance of environment in the creative process, arguing that creativity cannot be defined when isolated from environment. Egan (2005) emphasizes that organizations should be attentive to environmental factors that might inhibit openness to new experiences, which is significantly correlated with creative performance (Feist, 1998; Batey & Furnham, 2006; Simonton, 2003; Martindale & Daliey, 1996).

Furthermore, as Csikszentmihaly (1996) confirmed, creativity should be understood and evaluated based on the individual and his socio-cultural environment.

Numerous scholars and their views on creativity were mentioned above. Factors like personality, product, process and environment are analyzed and portrayed as vital to creativity. Furthermore, characteristics of the creative process, like originality, novelty, usefulness and uniqueness, make behavior and products creative.

2.5. Theories on Creativity

In ascending chapters, creativity characteristics were described and elaborated. It is well established that creativity is a broad and multi-factorial process, and thus has many definitions and theories.

One of the simplest explanations for the word 'creativity' comes from Piirto (2004), as he explains that the word comes from Latin and means, “*to make, produce or grow*” (Piirto 2004, p.6).

In this chapter, the Investment Theory of creativity and Amabile’s componential model on creativity will be presented and discussed.

2.5.1. Investment Theory of Creativity

According to the Investment Theory of Creativity (Sternberg & Lubart, 1991), understanding creativity involves resources, abilities, projects, and evaluations. Six basic resources at the base of creativity processes are: processes of intelligence and mental representation, knowledge, intellectual styles, personality, motivation, and environmental context. According to the Investment Theory of Creativity, these processes represent the potential for creative performance. Of crucial importance is interaction between the six resources, which plays a decisive role in creative performance.

Processes of intelligence as a major creative resource are based on Sternberg's triarchic theory of human intelligence (Sternberg, 1985). In the triarchic theory, intelligence is described as a process that encompasses three aspects: components of intelligence, level of experience and context in which the components are applied to experience. All of these processes are linked and serve as resources for creativity. Moreover, information-processing components play a major role in creativity: Meta-components that serve to plan and evaluate strategies for problem-solving, performance components, and knowledge acquisition components. All of these processes are linked with problem solving and are of vital importance for creativity.

In the Investment Theory of Creativity, knowledge functions as a second resource; to be creative at something you should have knowledge about that process. According to Sternberg and Lubart (1991), truly creative work is done by people who have some knowledge or information regarding the work they are doing. Nevertheless, there are contradictory arguments regarding the role of knowledge in creativity, as argued by Sternberg and Frensch (1992): Level of knowledge and creativity might generate a trade-off between proceduralization and flexibility (1978, 1989), which means that experts have an advantage over beginners when it comes to a large number of task-related procedures, and this is where flexibility is overshadowed

by proceduralization. According to Langer (1989) experts might get carried away by applying standard solutions to problems. This phenomenon was investigated by Frensch and Sternberg (1989) when they compared experts and beginners in several tasks. The results supported the concern presented above; experts lost flexibility as a result of fundamental changes, and they were affected by deep-structure changes rather than surface-structure changes.

Intellectual style is defined as a way of using one's abilities to deal with a situation (Sternberg & Lubart, 1991). Sternberg's theory (1988) refers to intellectual styles from the perspective of mental self-government; three functions of government are legislative, executive and juridical. Based on the theory, creative people would prefer the legislative style, since they like to come up with their own rules. Those with an executive style would be willing to implement rules and regulations, and people with a judicial style would prefer evaluative tasks. Another important feature of Sternberg's theory on intellectual styles is the level of governmental operation; there are the global and local levels of operation. Even though the theory argues that one can be creative on a global or local level, creativity is often associated with the global style (Gruber, 1981). The third feature of the theory is conservative vs. progressive learning style. Conservative style individuals seek to follow traditional approaches, thus conserving the status quo. On the other hand, individuals with a progressive style seek more novelty, meaning new ways of approaching situations or problems.

The next resource according to the Investment Theory of Creativity is personality. Numerous studies have searched for personality traits and dimensions of personality that are relevant to creative processes (Amabile, 1983; Barron & Harrington, 1981). Tolerance for ambiguity (Barron & Harrington, 1981), willingness to surmount obstacles (Golann, 1963; Roe, 1952), openness to new experiences (McCrae, 1987), willingness to take risks (Glover & Sautter, 1977) and courage of one's convictions (Barron & Harrington, 1981; Dellas & Gaier, 1970) are five personality attributes that are identified as determinants for creativity. The creative process as such requires a reflecting and testing period, during which an individual might become anxious and intolerant of this uncertainty. Therefore, being tolerant and waiting for all the pieces to come together plays a major role in the creative process. Willingness and courage to overcome obstacles and barriers is a crucial personality attribute to the creative process. As an attribute it helps individuals to build resilience and continue with their work, rather than suffer and feel discouraged (Sternberg & Lubart, 1991). Change is a big step for most individuals; therefore taking a step with a

new idea, after an unsuccessful one, is difficult and takes a lot of courage. Thus the personality attribute, openness to new experiences, is vital for one to emerge into creative endeavor.

Risk taking is greatly associated with creativity. A study conducted by Glover and Sautter (1977) showed increased flexibility and originality, and decreased discussion, supporting the risk-taking-creativity link. Creative people do not limit themselves by social norms and rules; frequently they tend to be unique and distinctive. Courage of one's convictions is a much needed personality attribute according to the Investment Theory of Creativity, since creative contributions are often challenged.

Intellectual abilities, knowledge and specific intellectual styles are not sufficient to produce a creative process, product or individual. In order to put these resources to use, we need motivation. Intrinsic rewards, such as fulfilling one's potential, are important to creators (Amabile, 1983). Task-focused motivation is very important for creativity, since it places attention on the desired goals (Sternberg & Lubart, 1991).

Environmental context can spark ideas; there are environments that act as a trampoline for creative ideas. Creative ideas can be triggered by interaction with other creative individuals. On the other hand, there are some environmental contexts that bury creative ideas.

According to Sternberg and Lubart (1991), the Investment Theory of Creativity requires a confluence of the above-described resources in order to have a creative product, there are numerous categories of creativity theories, focusing on development, psychometric perspective, economic perspective, stage and componential process, cognitive and problem solving perspectives, and expertise based.

On the other hand, some cognitive theories focus primarily on person and process (Mednick, 1962; Guilford, 1968; Finke, Ward & Smith, 1992). For creative persons and accomplishments, intellectual thought processes are crucial elements. They focus on meta-cognitive processes, remote associations, divergent/convergent thinking, conceptual combination expression, metaphorical thinking and imagination.

Problem solving and expertise-based theories are driven by the assumption that creative solutions to ill-defined problems result from a rational process that relies

on general cognitive processes and domain expertise (Helson 1999; Albert & Runco, 1988). The main focuses of problem solving and expertise- based theories are person, place, potential, and product. They see ill-defined problems, cognitive computational approaches, expertise-based approaches and problem representations as key elements to creative processes and creative products.

2.5.2. Amabile's Componential Model on Creativity

As mentioned earlier, there is a huge diversity in the use of the term 'creativity'. Some researchers focus on the person, some on the product, and some on the process. Amabile (1988) identified ten qualities or characteristics of problem solvers:

- Personality traits (intellectual honesty, persistence, and energy)
- Self-motivation
- Cognitive abilities
- Risk orientation
- Expertise in the field
- Group qualities
- Experience in a wide range of domains
- Social skills
- High intelligence
- Being new to the field/domain

Amabile (1983) focused her work on developing the componential model of creativity. Amabile's framework describes the process and factors that influence the individual to generate creative solutions.

The framework consists of four stages in the creative process:

- Problem presentation
- Preparation
- Response generation
- Response validation

And three necessary components, which have a direct influence on specific stages:

- Task motivation
- Domain relevant skills
- Creativity relevant skills

According to Amabile's theory, problem presentation is driven by an external or internal stimulus. The preparation stage seeks reactivation of information relevant to specific domain. The third stage, response generation, is driven by task motivation and creativity-relevant skills. The fourth stage, response and validation, needs the component of domain relevant skills to assess the response/solution or product.

Presented theories on creativity entail characteristics such as intelligence, knowledge, personality, intellectual style, environmental context, and problem solving. Specifically, the theories entail problem presentation, preparation, response generation and response validation. Furthermore, task motivation, domain relevant skills and creativity relevant skills are factors that influence the stages of creative process. All of the above mentioned factors need an adequate confluence in order to deliver creative behavior or a creative product.

2.6. Theories on Leadership

This section unfolds two leadership theories: transformational leadership theory and transactional leadership theory. An emphasis is put on development, similarities and differences, as well as on state of the art in research and relevance for this thesis. Firstly, transformational leadership is presented and elaborated, since it is the leadership theory most related to creativity. Secondly, the relationship between transformational and transactional leadership is presented.

2.6.1. Transformational leadership theory

The second half of the twentieth century brought changes in almost every sphere of our lives, most apparently in politics, technology, medicine, innovation, and business. With all these changes, the quest for answers to some of the many questions regarding leaders and leadership led to development of numerous leadership approaches (Trait Approach, Stogdill, 1974; Behavior Approach, Halpin & Winer, 1957; Situational Approach, Hersey & Blanchard, 1982).

A number of authors (Burns, 1978; Bennis & Nanus, 1985; Kotter, 1990; Kouzes & Posner, 2007), working independently, arrived at similar conclusions when

researching conceptions of good leaders and good leadership. A detailed description of each author/group of authors mentioned above is provided later in this chapter.

Vision, the ability to look forward, establish direction and motivate subordinates is a crucial factor in the leadership process. In the next part of this chapter is presented scientific evidence from scholars to confirm the above-mentioned statement.

Bennis and Nanus (1985) analyzed 90 leaders, focusing on those who made a difference, like Martin Luther King, Jr., William Paley and John Fitzgerald Kennedy. Their study provides a thorough analysis on leadership processes, weighing pros and cons, placing an emphasis on the belief that leadership is fundamental for successful organizations. In addition, in the study conducted by Bennis and Nanus (1985), a crucial emphasis is put on the importance of vision in leadership:

“... to choose a direction, a leader must first have developed a mental image of a possible and desirable future state of the organization. This image, which we all call a vision, may be as vague as a dream, or as precise as a goal or mission statement...” (Bennis & Nanus, 1985, p.89).

According to Kotter (1990), leadership as a process results in movement and change. Similar to other prominent authors on the leadership topic, Kotter (1990) seeks to answer the question: What is good leadership? The idea that Kotter (1990) presents involves skills needed for adaptive change. There are three sub- processes through which the adaptive change is achieved.

- Establishing direction - creating a vision with the means to achieve it.
- Aligning people - create a network of people needed to achieve that vision.
- Motivating people to follow the plan that leads to the right direction, Kotter (1990).

The Leadership Challenge, a book by Kouzes and Posner (2007), serves as a useful guide in leadership studies. Honesty, competence and the ability to be forward-looking are specific traits that define a good leader. Furthermore, the authors mention credibility as a crucial trait that will motivate followers and build a trusted relationship between leader and followers; thus the Kouzes-Posner 'Second Law of Leadership' 'DWYSYWD: Do What You Say You Will Do'. Kouzes and Posner (2007) in their concluding remark point out that leadership is a skill set that can be learned and improved.

Transformational leadership seems to be the one theory of leadership that captures all these characteristics. As Cascio (1995) indicates that, along with the rising effects of globalization on national markets, diversity in the workforce is increasing and competition among organizations is becoming fiercer, so that transformational leadership competencies have never been more needed.

While analyzing and studying political leaders, James McGregor Burns is one of the first scholars to mention and delve into transformational leadership. Thus, the theories of transformational leadership are strongly influenced by him. Inspired by the hierarchy of needs theory (Maslow, 1954), Burns (1978) portrays the transforming leader as one who supports and moves followers up in the hierarchy of needs, but also inspires them to surpass their self-interests.

The use of power to motivate followers, inspiring them towards achieving shared and beyond-self goals and values, is a fundamental pillar of transformational leadership.

Burns (1978) discusses leadership in relation to power, relationship and purpose. One aspect that defines good leadership is the way that power is used. Using power to take the followers' goals, motives, and needs into consideration, hence getting to know them, is what transformational leaders are expected to do.

The purpose of good leadership is to motivate followers to act and perform in a way that develops them further.

When discussing relationships in transformational leadership, Burns (1978) values them as inspiring, mobilizing and crucial in contributing to mutual development and motivational fulfillment. Burns (1978) has a more process-oriented approach towards transformational leadership, describing it as an ongoing process rather than a specific set of behaviors.

Furthermore, the importance of values is vital in Burns's (1978) theory. “....*The leader's fundamental act is to induce people to be aware or conscious of what they feel – to feel their true needs so strongly, to define their values so meaningfully that they can be moved to purposeful action*” (Burns, 1978, pp.43-44).

A distinguishing factor in Burns's (1978) theory is the ethical and moral dimension that he introduced. According to Burns (2003) there are three types of norms that relate to leadership: Virtues, ethics and public values. “Old-fashioned”

norms such as honesty in personal relationships, self-control and cleanliness are seen as virtues, which develop and are internalized in childhood.

Promise keeping, integrity, trustworthiness, reciprocity, and accountability are transactional forms of conduct that define ethics. In leadership process concepts, ethics refers to the way leader and followers influence each other. According to Burns (1978) transformational leaders will encourage and inspire followers to do more than they are expected to do; in most of the cases this process is done through:

- Enlightening employees about the values and importance of outcomes, and also showing the path upward.
- Motivating followers to transcend and act beyond self-interest.
- Expanding the followers' needs, based on Abraham Maslow's hierarchy of needs, pushing them towards the need for self-actualization.

The pursuit of happiness, justice, equality, liberty and order are grouped as transforming values. Burns (2003) argues further that transforming values are crucial to the role of transformational leadership.

Transformational Leadership

Transactional Leadership

Figure 2. A single continuum model of leadership (Burns, 1978)

Figure 2 visualizes the idea of Burns (1978) that transactional and transformational leadership are part of a single continuum, positioned at opposite ends (Avolio, Yammarino & Bass, 1991; Lievens Van Geit Coetsier, 1997; Judge & Piccolo, 2004). Bass (1985) worked further on the foundations laid by Burns in Transformational Leadership Theory, with some modifications. Bass saw transactional and transformational leadership as two different concepts, in opposition to what Burns (1978) claimed. Furthermore, Bass (1985) argues that the best leaders are both transformational and transactional. One of the core factors in the transformational-transactional leadership theory (Bass & Avolio, 1993) is the augmentation effect, which determines that transformational leadership adds to the effect of transactional leadership. When elaborating on the augmentation effect, (Bass, 1998) portrays it as “*transformational leadership styles built on the transactional base, contributing to the*

extra effort and performance of followers” (Bass, 1998, p.5). On this point Howell and Avolio (1993) agreed that good and effective leaders dispose with both transformational and transactional leadership characteristics.

As Bass and Avolio (1994) portray: “*Transformational leaders integrate creative insight, persistence and energy, intuition and sensitivity to needs of the others*” (p.542).

Bass (1999) argues, transformational leader is the one that inspires followers, is intellectually stimulating and expresses individual consideration. Similarly to Burns (2003) arguments, Bass (1999) agrees that transformational leaders help followers transcend beyond self-interest and self-centered values. Four crucial facets of transformational leadership are:

- Idealized influence
- Intellectual stimulation
- Individual Consideration
- Inspirational Motivation

When a leader acts as a role model, has a clear picture of the future and the steps needed to achieve that aim, and at the same time articulates these processes to followers with confidence and fortitude, in transformational leadership terms he/she is displaying idealized influence and inspirational motivation. According to Bass (1999), followers will want to identify themselves with this kind of leadership, and thus will be inspirationally motivated. Another pillar of transformational leadership is intellectual stimulation, which is achieved in cases when leaders encourage and inspire followers to develop and maximize their potentials and become more innovative and creative. Supporting and coaching individual followers and understanding their needs constitute the third pillar of transformational leadership – Individual consideration.

According to Avolio and Bass (1998), transformational leaders prove to be trustworthy and exhibit high moral conduct. They prove consistency in their behavior, values and beliefs. A “pseudo-transformational” leader will fail to fulfill the transformational criteria when his/her personal interests are involved; on the other hand, transformational leaders rise above their personal interests for the common good (Bass & Avolio, 1998).

In many studies (Lievens VanGreit Costier, 1997; Bass, 1990; Daft, 2002; Stone, Russell & Patterson, 2004) concepts of transformational leadership are mentioned and portrayed as crucial for effective and successful leadership. According to Lievens Van Geit Coetsier (1997), organizations nowadays need leaders that are oriented towards change and will help the transformation processes. Furthermore, Anderson and King (1993) emphasize the importance of vision and its effects on innovations among followers. Motivating and enhancing the followers' skills, encouraging them to take risks and be creative and the ability to initiate and manage change in organizations are some of the characteristics of effective leaders (Howell & Avolio, 1993).

Furthermore, according to Yukul (2006) transformational leaders create trustworthy relationships with followers; they gain respect and loyalty from their followers. This is achieved by raising awareness of followers on the importance of task outcomes, empowering followers to fulfill their higher needs, and edifying them to surpass their own interests (Yukul, 2006).

An overall description of transformational and transactional leadership has been provided in the preceding part of this chapter, mainly emphasizing core characteristics of these theories as well as the basic distinctions between transactional and transformational leadership. Nevertheless, a more detailed analysis and understanding of both these theories is needed, especially for transformational leadership theory, since that is one of the three main variables in the current research along with creativity and personality.

2.6.2. Transformational vs. Transactional Leadership

According to Bass (1985), transactional leadership involves clarification of roles and requirements that are expected by followers. In Table 6 below are presented the primary behaviors for transformational and transactional leadership.

Table 6. Presentation of Transformational and Transactional Leadership primary behaviors

Transformational Leadership Behaviors	Transactional Leadership Behaviors
Idealized Influence	Contingent Reward
Individualized Consideration	Active Management by Exception
Inspirational Motivation	Passive Management by Exception
Intellectual Stimulation	

Transactional leadership in its fundament has the process of transaction, a transaction between the leader and follower. It is based on identifying follower's skills and proposing compensation if the task is finished successfully (Bass, 1985).

According to Burns (1978) "... *transactional leaders approach associates with an eye to exchanging one thing for another...*" (p.3).

Based on the work of Burns, Bass (1997) made a distinction between transactional and transformational leader behaviors (see Table 7). Table 7 provides a general overview of the differences in behaviors between transformational and transactional leaders.

Table 7. Behavior differences between transformational and transactional leaders

Transactional leadership	Transformational leadership
Provide followers with their wanted reward based on performance.	Enlighten followers on importance of the results and support them in achieving those results.
Provide rewards, based on the efforts that followers show.	Raise awareness among followers regarding the values of organization, thus motivating them to go beyond themselves.
When followers are achieving their objectives leaders will engage to meet their needs.	Support followers to transform their needs to higher levels.

Transactional leadership involves role and requirement clarification. Furthermore, transactional leaders are aware of their followers' needs and inform them how they can meet these needs (Bass, 1985).

Although transactional leadership has its positive effects in followers, there are some obstacles and issues in using the transactional leadership approach, mainly because of the reinforcement process as well as focusing on negative performance.

Transactional leadership is based mainly on reinforcement of any kind. This technique may be problematic to implement, since in everyday work there are ad hoc tasks and time pressure, and some leaders might lack the needed skills.

According to Bass (1985) another issue with transactional leadership comes up when leaders practice management by exception, since they intervene only when things go wrong. Furthermore, leaders and followers may attribute varying importance to feedback, and might attach different significance to specific achievements or failures.

According to Bass (1998), contingent reward transactional (CRT) is a method of transactional leadership, which involves clarification of roles and requirements from leaders to followers, and at the same time offers rewards contingent to the completion of obligations. Contingent rewards have been the focus of many studies, and the majority of them support the assumption that CRT has positive effects on followers' behaviors (Bass, Avolio, Jung & Berson, 2003; Howell & Hall-Merenda, 1999; Lowe, Kroeck & Sivasubramaniam, 1996; Podsakoff, MacKenzie, Paine & Bachrach, 2000; Ochieng Walumbwa, Wu & Ojode, 2004).

Furthermore, the meta-analysis conducted by Podsakoff, Bommer, Podsakoff and MacKenzie (2006) supports the already stated argument that contingent reward proves to be more functional than non-contingent reward on employees' attitudes, perceptions and behaviors.

Table 8. Transformational leadership; primary behaviors and attributes. Source: Stone, Russell and Patterson (2003, p. 353).

Primary Behaviors	Attributes
Idealized Influence	Vision Trust Respect Risk-taking Integrity modeling
Inspirational Motivation	Commitment to goals Communication Enthusiasm
Intellectual Stimulation	Rationality Problem Solving
Individual Consideration	Personal attention Mentoring Listening Empowerment

Table 8 presents four functional areas of transformational leadership and attributes that characterize them: *Idealized influences* is characterized by building trust and respect, sharing vision, risk taking and modeling behaviors that show integrity. *Inspirational motivation* captures commitment to goals, communication, and enthusiasm. Rationality and problem solving characterize *intellectual stimulation* as the third functional area of transformational leadership. *Individual consideration* is characterized by personal attention, mentoring, listening and empowerment.

Nevertheless, the four functional areas share these attributes among themselves and cannot operate independent from each other. In everyday work it is very difficult to apply one transformational leadership behavior separately from the others (Butler, Cantrell & Flick, 1999). The following paragraphs offer deeper insight into these core concepts of the thesis at hand: How this behavior shows; what effect it has on the followers and what research results already exist that illustrate additional relationships.

Idealized Influence

Leaders admired by followers, Leaders who act as role models and are respected by their followers, display idealized influence, one of the primary transformational leadership behaviors. (Stone, Russell & Patterson, 2003; Bass, 1998).

Idealized influence as one of the primary behaviors of transformational leadership (Avolio, Waldman & Yammarino, 1991) was introduced as a technical term by Avolio and colleagues (1991) instead of “charisma”. Idealized influence is the process that explains the influence leaders have over followers, on matters like ideology, ideals and values (Bass, 1999).

Bass and Avolio (1993) distinguished between idealized influence attributes and idealized influence behaviors. Idealized influence attributes come into play when followers feel pride in being associated with the leader, whereas idealized influence behaviors entail the importance of being dedicated to a shared belief (Bass, 1999). Idealized influence is a crucial aspect of transformational leadership; transformational leaders are being idealized by their followers. These leaders are trustworthy (Jung & Avolio, 2000) and followers want to be identified with them; thus leaders who exhibit idealized influence have influence and power over their followers.

Leaders with idealized influence behavior have the ability to show followers how to achieve goals that they thought were impossible, thus building confidence in the leaders’ vision for the future (Avolio et al. 1991).

A study done by Gillespie and Mann (2004) suggests that idealized influence is one of the strongest predictors of trust in followers. After thorough statistical analysis, when idealized influence, common values and consultative leadership were part of the analysis, other leadership behaviors did not have much effect on trust building. Similar findings were concluded in a study by Butler, Cantrell and Flick (1999), who found that teams led by transformational leaders are highly associated with trust in their leaders.

Another important attribute of idealized influence is development of a shared vision (Jung & Avolio, 2000). This is an overall goal of transformational leadership itself. It is of vital importance in transformational leadership processes to have a shared vision, since this contributes to acceptance of shared future goals and

alignment of personal norms and values with shared group interests (Avolio & Bass, 2002; Stone, Russell & Patterson, 2003).

In integrity modeling, entails leaders' model behaviors and share values through actions they undertake. Leaders who have transformational traits are open to take risks together with followers (Bass, 1998) and this contributes to trust in the leaders themselves, and in the shared vision.

Idealized influence and inspirational motivation, as two primary behaviors of transformational leadership, are combined to form a charismatic-inspirational leader (Bass, 1998; Stone, Russel & Patterson, 2004).

Idealized influence and inspirational motivation consist of shared visions for the future, paving the path for followers to reach their goals and at the same time serve as an example by demonstrating desirable behaviors (Bass, 1999).

Inspirational Motivation

“Inspirational leaders often set an example of hard work” (Avolio et al. 1991, p.14). Inspirational motivation has an energizing effect on followers through articulating and communicating a desirable vision for the future (Sosik, Avolio & Kahai, 1998; Shin & Zhou 2003).

Communication is one of the key terms for Inspirational Motivation as an attribute to transformational leadership. Transformational leaders who display inspirational motivation communicate expectations and inspire followers to see and aim for the future. Moreover, leaders who display inspirational motivation behavior articulate shared goals and clarify what is right and important for the organization (Bass, 1985). According to Avolio and colleagues (1991) communication skills, role modeling, and personal achievements are attributes of a leader who inspires followers. Furthermore, this inspirational motivation is strengthened even more if the vision is shared among followers.

Intellectual Stimulation

Intellectual stimulation is perceived as a transformational leadership attribute that strives to find new approaches to problem solving and task completion by challenging proved and tested ways of thinking (Gillespie & Mann, 2004).

Transformational leaders encourage creative solutions to problems (Stone, et al. 2003) by motivating followers to try new approaches with rational explanation (Bass, 1990). Transformational leaders according to Avolio and Bass (2002) stimulate their followers “*to be innovative...and approaching old situations in new ways*” (p. 2). According to Stone et al. (2003), transformational leaders who exhibit intellectual stimulation do not criticize followers’ mistakes publicly and encourage creative ways of dealing with problems.

Furthermore, when transformational leaders display behaviors attributed to intellectual stimulation, followers respond to this behavior by being more interested and focused on the tasks, as well as more motivated to use their imagination and search for new problem solutions (Shin & Zhou, 2003). Intellectual stimulation encourages followers to question standard ways of working, thus enhancing imagination, intellectual curiosity and novel approaches.

Intellectual stimulation proved to correlate with trust; specifically followers who reported having more intellectually stimulating leaders had more trust in them (Gillespie et al. 2004). Nevertheless, this relationship is considerably weaker when compared to the relationship between trust and other transformational leadership primary behaviors (Butler et al. 1999; Podsakoff et al. 1990).

Intellectual stimulation proves to be more efficient in relaxed periods, with lower stress levels. As Bass (1999) argues, when followers are intellectually stimulated under situations of low stress, they result in more creative and innovative behaviors. On the other hand, when the situation is heavily charged with stress, intellectual stimulation might be perceived as an additional burden.

Intellectual stimulation helps followers in problem solving, but also increases critical thinking about their own values and beliefs. Moreover, intellectual stimulation is not limited to technical problem solving at the work place; it also carries further to human relations problems, as well as personal attitudes and values. It stimulates meta-cognition for personal values, norms and cognitive constructs. (Avolio et al. 1991)

Reasoning is a key term and attributive behavior for intellectual stimulation. Intellectual stimulation-leaders support subordinates to think in new ways and always use reasoning behind suggestions (Avolio et al. 1991). The reciprocal nature of the intellectual stimulation process not only helps employees to develop and thrive, but can also help leaders. According to Avolio et al. (1991), leaders might be stimulated by reasoning and ideas from followers.

Supporting employees to engage in problem solving activities and providing grounds for alternative perspectives challenges them to take into consideration new pathways to problem solutions (Zhou, Hrist & Shipton, 2012; Srivastava, Bartol & Locke, 2006).

Intellectual stimulation is closely correlated with creativity (Shalley, Zhou & Oldham, 2004; Zhou et al. 2012; Kark & Van Dijk, 2007). When intellectual stimulation is present and influences employees, there is a high probability that they will engage in creative endeavors (Zhou et al. 2012). According to Sosik and colleagues (1998), by enhancing generative and exploratory thinking, intellectually stimulating leaders will enhance creativity.

Individual Consideration

When transformational leaders act as mentors or coaches to followers, based on their individual needs for achievement (Avolio & Bass, 2002; Bass, 1998; Stone et al. 2003), this is known as individual consideration.

Active listening is a quality and skill that transformational leaders need to communicate effectively with followers and understand their needs and potential, with the ultimate goal of empowering followers (Stone et al. 2003; Avolio & Bass, 2002; Behling & McFillen, 1996).

Leaders who show individual consideration for followers have several characteristics in common: They show empathy, are attentive to followers' needs, and consider and take seriously followers' perspectives and point of views (Shin & Zhou, 2003).

Likewise, intellectual stimulation, individual consideration and creativity are correlated. With all the support, attention and space given to followers by transformational leaders, they are expected to have less fears and anxiety, thus their chances to perform creatively are higher (Shin & Zhou, 2003).

According to Gillespie et al. (2004), individual consideration enhances trust among followers. When leaders show interest in their followers' needs, they show that they value their subordinates, hence building a trustworthy relationship (Fairholm, 1994; Jung & Avolio, 2002; Gillespie et al. 2004).

The individual consideration cultural-context factor suggests that in more collectivist cultures, individual consideration behavior is more commonly adopted

and implemented, since leaders are closer to employees personally, and this is a mutual relationship. Leaders care about their employees, whereas employees are obedient and loyal (Bass 1999; Jung, Sosik & Bass, 1995). Individual consideration also involves mentoring and coaching (Avolio et al. 1991). Furthermore, needs and priorities are different for each individual employee and might change over time, thus engaging the leader to be continuously attentive towards employees.

Furthermore, individual consideration serves to create networks within and outside the organization, hence creating more resources for problem solving. Also, individual consideration is seen as a reward from the leaders' side, thus enhancing creativity (Bass, 1995; Connolly, Jessup & Valacich, 1990).

The four attributes of transformational leadership mainly describe leadership behavior and its impact on followers. The end subject of the leadership process is the response of employees towards leadership behavior. Transformational leadership is a form of leadership that requires personal maturity and professionalism. In transformational leadership there are attributes from idealized influence to individual consideration and these attributes require a sophisticated and tactful skill set and specific personality traits, which will be discussed in the following chapters.

2.7. Creativity

The multifactor component approach towards creativity is well established. Creativity derives from personality factors, cognitive style and ability, evaluation, knowledge and motivation (Csikszentmihaly, 1999; Guilford, 1950; Eysenck, 1995; Amabile, 1983; Mumford & Gustafson, 1988; Dodds, Smith, & Ward, 2002; Batey & Furnham, 2006).

Original, novel, unconventional, unusual, effective, useful, fit, and appropriate are traits that describe and form creative products, creative behavior and creative persons. Two main components of creativity are originality and usefulness (Runco & Jaeger, 2012). They are often used interchangeably with other synonyms or, as Albert and Runco (1988) point out, "*Originality is vital, but must be balanced with appropriateness*" (Albert & Runco, 1988, p.4).

Fluency, flexibility, originality and elaboration (Torrance, 1965) are measurable dimensions of creativity and as such are used a lot (Sosik et al. 1998). As

mentioned earlier, creativity is a multivariate concept, comprised of dimensions that might be difficult to find in one product, behavior or person, such as being new, original, and nontraditional, and at the same time being appropriate, fit, and useful.

Creativity is present in all life domains, from clothing style to professional activities. Thus, measuring creativity poses a challenging task. When faced with this dilemma, there are scholars who propose to investigate different areas in a person's life (Ivcevic & Mayer, 2009; Mayer, Carlsmith & Chabot, 1998) rather than focus only on artistic, scientific or intellectual creativity.

In line with this proposition, Ivcevic and Mayer (2009) proposed three models for measuring dimensions of creativity that will capture the complexity of the concept itself:

- Every day and artistic creativity
- Intellectual creativity added to artistic creativity
- Replication of creativity constructs from college students to professional adults

Ivcevic and Mayer (2009) measured creativity based on self-reports of participants with operationalized questions that help to measure creative behavior (Hocevar, 1980). Furthermore, according to Ivcevic and Mayer (2009), "*interactive and group membership domains of the life-space are most relevant to creativity*" (Ivcevic & Mayer, 2009, p. 153), indicating originality as a creativity dimension. Belonging to groups and taking part in events that encourage and foster creativity fall in the domain of group memberships.

Even though creativity was identified more with artistic professions (Ivcevic & Mayer, 2009), there are distinguished scholars who emphasize creativity in everyday life (Runco, 2004; Cromptley, 1990). This entails specific behaviors that are manifested as interpersonal skills and self-expression (Ivcevic & Mayer, 2009).

Openness to new experiences, according to Feist (1998), is a personality trait that predicts creativity in many domains. Extraversion as a personality trait also proves to be a predictor and correlates with creativity (Runco & Bahleda, 1986).

According to Wilson, Guilford, Christensen, and Lewis (1954), among intellectual abilities that correlate with creativity are:

- Originality
- Fluency of thinking

- Adaptive flexibility
- Flexibility of thinking

This is based mainly on Guilford's (1968) Structure of Intellect model, with which he linked creativity and intelligence. The Structure of Intellect model proposed three dimensions of intelligence:

- Operations
- Content
- Product

The dimension of operations consists of divergent thinking, memory, cognitive processes and evaluation. The content dimension refers to figural and behavioral representation. The dimension concerning products consists of transformation processes, relations and systems.

Originality, fluency, flexibility, sensitivity to problems and redefinitions are crucial characteristics for creativity (Guilford, 1968; Lowenfeld & Beittel, 1959). Cattell (1971) considered fluency and originality as determinant factors for creativity.

According to Batey and Furnham (2006), originality as a creativity dimension is highly linked with personality traits, especially openness to new experiences. This is due to cognitive processes, specifically attention, which enable creative persons to be more open than others to use ideas and information in new ways. These processes are undoubtedly crucial for creative persons. On the other hand, according to the work done by Carroll (1993) it was concluded that there are two core types of creativity: fluency, which is based on the number of ideas that one generates, and originality, which is measured by the quality of responses given, namely novelty and unconventionality.

2.7.1. Creativity – Personality

In previous chapters, personality was mentioned many times as a crucial factor in the creativity process. This doctoral research focuses on personality as one of the main dimensions of creativity and its relationship with leadership. Proceeding in this and following chapters, the relationship between specific personality traits and creativity will unfold, specifically personality traits such as openness to new experiences, extroversion, conscientiousness, agreeableness and neuroticism.

A broad concept like creativity has several different dimensions; there are different approaches to understanding creativity. As Batey and Furnham (2006) argue, researchers (e.g. Guilford, 1950) who have a more person-centered view toward creativity tend to analyze personality factors of creative people, trying to investigate and identify personality traits that predict creativity. On the other hand, researchers who put an emphasis on the process of creativity stress problem-solving and the stages of this process (Finke et al. 1992; Mednick, 1962). Scholars who emphasize the role of environment in creativity, research for variables related to climate (Csizksmihayili, 1999; Simonton, 1984). Other investigators focus their work on the creative product itself, judging according to novelty, originality and usefulness (Sternberg et al. 2003).

Simonton (2003) argues that product, person and process are key components of the creative process. Many scholars support the assumption that creativity is positively linked with openness to new experiences (Simonton 2003; King, Walker & Broyles, 1996; McCrae, 1987). According to Simonton (1999), if a child shows behaviors attributed to openness to new experiences, the likelihood that this person can reach adulthood with a “*diverse associative network*” is higher.

Tolerance for ambiguity is another characteristic that is positively linked with creativity (Simonton, 2003; Davis, 1975).

Perspective of process, person and product enables one to approach creativity from a more “comprehensive psychological synthesis” (Simonton, 2003, p. 489). Thus, this phenomenon has three fundamental parts:

- Product – which is based on a creative idea;
- Person – the one who creates and generates the idea, and
- Process – (Simonton 2003).

Personality as a predictable dimension of creativity, specifically extraversion, is likely to predict creative behavior (Eysenc, 1994; Barron & Harrington, 1981; Dellas & Goier, 1970). In a study conducted by Martindale and Daliey (1996), creativity was positively correlated with extraversion. Creativity also linked with openness to new experiences as a personality trait, due to the fact that people who are open to new experiences are eager for novelty, have unconventional attributes and are open and tolerant toward others (McCrae, 1993; Martindale & Daliey, 1996). The personality factor of openness to new experiences contributes to creativity through positively effecting the process of divergent thinking (Martindale & Daliey, 1996; McCrae,

1987).

Runco and Pritzker (1999) define personality as: “... *conception of the person's psychology, usually involving the study of both character and temperament*” (Runco & Pritzker, 1999, p.91).

Furthermore, Gordon Allport (1961) defines personality as “*the dynamic organization within the individual of those psychosocial systems that determine his characteristic behavior*” (Allport, 1961, p.28).

The work of Gordon Allport on the hierarchical theory of traits, after identification of numerous adjectives that described personality traits, concluded with the three-way taxonomy of traits:

- Surface traits
- Source traits
- Cardinal traits

Allport (1966) addressed cardinal traits as reactions or responses that surfaced, based on the situation and the relevance of the situation for the person.

Cardinal traits are the most intense traits. As researchers see them, cardinal traits are predispositions or the sweet spots of individuals (Allport, 1961; Mowen & Spears, 1999; Harris & Mowen, 2001).

Eysenc (1970) was primarily inspired by the cardinal sources and developed taxonomy, which consists of:

- Extroversion
- Neuroticism
- Psychoticism

According to Eysenc (1991) there is a difference between creativity as a personality trait and creative achievement as a process. Creativity as a trait or cognitive style consists of:

- Cognitive abilities
- Personality

Intelligence, socio-cultural and economic conditions make up cognitive abilities, with persistence and motivation.

Eysenc (1991) presented a postulation on the factors that influence creative achievement process. Subsequently, he identified three main factors:

- Cognitive abilities
- Environmental variables
- Personality traits

Cognitive abilities consist of intelligence, knowledge, technical skills and special talent. Political-religious factors, cultural factors, socio-economic and educational factors constitute the group of environmental variables.

Personality variables that influence creative achievement, according to Eysenc (1991) are: Internal motivation, confidence, non-conformity and originality. It is imperative that these factors function together in order to produce creative achievement.

Furthermore, Allport recognizes that the consistency of traits diverges based on external factors. Nevertheless, there are cases of individuals who display a cardinal trait in most or all situations, but this is an exception rather than a rule (Harris & Mowen, 2001).

Central traits are the underlying factors that drive and vitalize cardinal traits. “The need for cognition” and “the need for arousal” are some of the central traits (Cacioppo & Petty, 1982; Mehrabian & Russell, 1974).

Surface traits are the ones most related to behavioral or external expressions, basically the ones that can be observed (Rickards, Runco & Moger, 2009).

Cattell (1947) developed the taxonomy of sixteen bipolar traits, which was further developed into the Personality Factor Questionnaire (16PF). Two main groups that divided the taxonomy were:

- Factors relevant to creativity
- Factors that were not so relevant to creativity

In the first group, characteristics that identified the creative person (Cattell, 1947; Ricards, Runco & Moger, 2009) were:

- Open to new experiences
- Reserved or aloof
- Capable of abstract thinking
- Dominant
- Serious
- Inattentive to rules
- Socially bold
- Sensitive

- Imaginative
- Self-sufficient

Moreover, the source traits were analyzed mainly by McCrae and Costa (1985) and are:

- Neuroticism
- Extroversion
- Openness
- Agreeableness
- Conscientiousness

McCrae and Costa (1999) argue that the Five Factor Model (FFM) of personality derives from a large body of research (Costa & McCrae, 1992; Guilford & Zimmerman, 1956; Cattell, Eber & Tatsuoka, 1970).

Costa and McCrae (1976) define personality as: “*personality structure refers to the organization of traits expressed as clusters of co-varying factors or traits*” (Costa & McCrae, 1976, p.564).

The Five Factor model of personality is linked mainly with the trait theory (McCrae & John, 1992). It shares ideas with trait theory, characterizing and grouping individuals based on behaviors, actions, thoughts, and emotions.

Traits attracted the attention of pioneer psychologists in the field of personality, such as: Francis Galton, Gordon Allport and Hans Eysenc. In 1996 McCrae and Costa provided the Five Factor personality system, which tried to explain the complexity of the interaction between different levels of variables. They presented the system, initially divided by:

- Fundamental components of personality, which are constituted by:
 - Basic Tendencies
 - Characteristic Adaptations
 - Self - Concept
- Peripheral components of personality contain:
 - Biological Base
 - External Influences
 - Objective Biography

Neuroticism, extraversion, openness, agreeableness and conscientiousness are part of Basic Tendencies, whereas culturally conditioned phenomena, personal strivings and attitudes make up Characteristic Adaptation. Self - Concept systems consist of self-schemas and personal systems.

Biological Bases, as external influences according to McCrae and Costa (1996), have a direct impact on Basic Tendencies. Objective Biography, including emotional reactions, mid-career shifts and behaviors, is influenced by Characteristic Adaptation and has an effect on self-concept. External Influences, such as cultural norms and life events, influence and are influenced by Objective Biography, and also have a direct impact on Characteristic Adaptations.

As understood by the Five Factor Theory model (McCrae & Costa, 1996), Characteristic Adaptations are manifested more concretely through social skills, hobbies, and leadership skills, whereas Basic Tendencies represents a more abstract and non- observable psychological potential.

According to FFT, traits are “deeper psychological entities that can be only inferred from behavior and experience” (McCrae & Costa, 1999, p.143).

NEO Inventories operationalize the Five Factor Model of personality. Neuroticism, extraversion, conscientiousness, agreeableness, and openness represent the most basic dimensions. Nevertheless, these factors have more specific characteristics and traits that define them (Costa, McCrae & Dye, 1991). According to Briggs (1989) the work and investigation in the field of personality should be analyzed on a level of describing the traits of facets, in order to gain a more crystallized picture of these factors and better understand individual differences.

Neuroticism

Neuroticism is the personality factor that measures a general dimension of personality and often is operationalized as opposing adjustment or stability, mainly emotional (Costa & McCrae, 2010).

According to Costa and McCrae (1992), persons prone to experiencing any kind of emotional distress, despite its wide spectrum, have a tendency to experience other emotional states. This factor measures whether individuals perceive reality as problematic and experience emotions such as fear, anger, anxiety, and shame

(Rolland, 2002). Persons scoring high on the neuroticism factor are generally worried and anxious.

Neuroticism has 6 facets or dimensions:

- Anxiety
- Anger /hostility
- Depression
- Self-Consciousness
- Impulsiveness
- Vulnerability

Tense, jittery, and apprehensive are characteristics of the first facet, anxiety (N1).

Anger/hostility is the second facet, which measures the individual's tendency to experience anger, but not necessarily to express it. Anger expression is related more to the level of agreeableness (McCrae & Costa, 1992).

Individuals who report feelings of loneliness, sadness, hopelessness, and a tendency to be easily discouraged, are prone tendency towards a depressive affect, which is the third facet of the neuroticism factor.

Self-consciousness, which is characterized mainly by shame and embarrassment, is the fourth facet of neuroticism..

People who score high in impulsiveness, as the fifth facet of neuroticism, have a tendency to fall under temptation and cannot control their urges (Costa & McCrae, 2010).

Vulnerability is characterized by an inability to face stressful situations and a tendency to respond in panic.

Extraversion

Extraversion is the second factor of the Five Factor model and characterizes people who are average in warmth-displaying and energy level. Additionally, persons scoring high on this factor experience joy and happiness. Extraversion as a classical dimension is measured as opposed to introversion. Sociability, assertiveness, activity and communication are characteristics of extroverts (Costa & McCrae, 2010).

The six facets of extroversion are:

- Warmth
- Gregariousness
- Assertiveness
- Activity
- Excitement seeking
- Positive emotions

The extraversion factor measures quality of interpersonal relations and the warmth dimension plays a fundamental role in this factor. Affectivity and friendliness characterize the first facet of extraversion (E1), warmth.

Gregariousness, as the second facet of extraversion (E2), measures the level of enjoyment of other peoples' company.

Individuals who score high in assertiveness (E3) are often prone to speak their mind without hesitation.

The fourth facet of extraversion, activity, measures the sense of energy and the pace of living.

Excitement seeking, as the fifth facet of extraversion, characterizes people who want thrills and stimulation.

Experiencing joy, happiness, excitement and love characterizes the positive emotions dimension.

Openness

Openness to new experiences is the third factor in the Five Factor Model. According to McCrae (1987) openness is the one factor that is linked most with divergent thinking, which contributes to creativity. McCrae and Costa (1999) argue that individuals who score high in the openness factor are unconventional and open to try and accept new approaches to social, ethical or political ideas.

Like all factors of the Five Factor Model, openness has six facets:

- Fantasy
- Feelings
- Aesthetics
- Actions

- Ideas
- Values

Fantasy, as the first facet of the openness factor, is characterized by a rich and vivid imagination. Individuals who score high in fantasy believe that fantasy is crucial to a creative life.

Aesthetics is the second facet of openness (O2). As McCrae (2007) points out, individuals who get high scores in this facet are interested in and have a soft spot for the arts.

Valuing emotions as an important factor in life and accepting and identifying emotions represent the third facet of openness, emotions.

Actions (O4) –Individuals who have high scores in this facet are open and take action to look for new places and try new and untraditional food.

Individuals who score high in the ideas facet (O5) are open minded towards new ideas. As Fiske (1949) argued, intellectual curiosity is an important factor of openness.

Values – this is the sixth facet of openness and is considered important in terms of eagerness to analyze and assess existing values.

Agreeableness

Similarly to extraversion, agreeableness is a facet that describes interpersonal behaviors; nevertheless it does not limit itself only to interpersonal relations; rather it influences the continuous development of self-image (Costa et al. 1991). Costa and McCrae (1985) emphasized that agreeableness “*represents the interaction along a continuum from compassion to antagonism*” (Costa & McCrae, 1985, p.2). Agreeableness facets are:

- Trust
- Straightforwardness
- Altruism
- Compliance
- Modesty
- Tender-Mindedness

Trust basically describes and measures honesty and good intentions in people. Individuals who obtain high scores in the trust facet are more likely to be honest and with good intentions.

Straightforwardness is mainly characterized by sincerity. People who score high in this facet are frequently frank and direct.

Altruism is the third facet of agreeableness and is described as the tendency to feel concern for others (Costa et al. 1991). Individuals who score high in this facet are prone to provide help and support for others.

Compliance as the fourth facet is characterized by willingness to avoid conflicts and violence (McCrae & Costa, 2010).

Humbleness and lack of narcissism characterize individuals who score high in modesty.

Tender-mindedness, the sixth facet of the agreeableness factor, is characterized by sympathy towards others. Individuals who score high in this facet have the tendency “*to be guided by feelings*” (Costa et al. 1991, p.889).

Conscientiousness

Conscientiousness is valued as a factor of ego strength (Hartshorn, May & Maller, 1929; Costa et al. 1991). Furthermore, individuals scoring high in this factor show a high level of responsibility. Conscientiousness has six facets:

- Competence
- Order
- Dutifulness
- Achievement striving
- Self-Discipline
- Deliberation

Persons who score high in the competence facet are characterized by self-confidence, efficiency and intelligence.

Being organized, efficient, methodical and precise are characteristics of individuals who score high in the order facet (C2).

Dutifulness as the third facet of conscientiousness (C3) is characterized by attentiveness, hard work and carefulness.

Persistence, ambition, determination, and confidence are some of the characteristics that constitute the achievement-striving facet, as the fourth facet of conscientiousness (C4).

Self-discipline is the fifth facet of conscientiousness (C5). Individuals who achieve high scores in this facet are efficient, organized and energetic.

Last, but not least, deliberation is the sixth facet of conscientiousness (C6). Individuals who score high in this facet are patient, thoughtful, careful, cautious and mature.

2.8. Personality and Creativity

Creativity and its relationship with personality traits, especially with openness to new experiences, is already established as a crucial process for creative behavior and creative achievement (Silvia, Nusbaum, Berg, Martin & O'Conner, 2009; Feist & Barron, 2003; Batey & Furnham, 2006).

In line with what was emphasized above, creativity and personality as two fields of study gained a lot of attention. Eysenc (1995) reports that cognitive and personality variables have an impact on creativity.

On a deeper level, divergent thinking is the creativity factor that correlates highly with openness to new experiences. In a study conducted by Silvia and colleagues (2009), openness to new experiences predicted significantly divergent thinking in creative achievement.

Furthermore, in a study conducted by Furnham, Crump, Batey, and Chamorro-Premuzic (2009) confirmed that higher scores in extraversion and openness to experiences (as personality factors) predicted a high level of divergent thinking.

Novelty, unconventionality and uniqueness are characteristics of creativity. All of these traits may be viewed as wrong or risky, but individuals with high levels of openness to experience are more open and flexible towards new and untested ideas (Sung & Choi, 2009).

In a study conducted by Sung and Choi (2009), results confirmed a significant correlation between openness to new experiences and creativity. The reasoning

behind these results might be due to these individuals' flexibility, which “*enables people to move away from traditional beliefs*” (Sung & Choi, 2009, p.952).

Delving more into the role of openness to new experiences, apart from its already established relationship with divergent thinking, openness is a significant predictor of creative goals and achievements (Silvia, Winterstein, Willse, Barona, Cram, Hess, Martinez & Richard, 2008) as well as originality as one of the basic factors in creativity (Silvia et al. 2009; Kaufman & Baer, 2004).

Nevertheless, it is not only the openness factor that predicts creativity; there is also extraversion, which proves to correlate positively with creativity (Batey & Furnham, 2006).

Extraversion, as the second factor in the Five Factor Model of Personality, can result in predicting significantly creative behavior. Enthusiasm, communication, stimulation seeking, and acting upon addressing problems, are characteristics of extraversion factors (Zhao & Seibert, 2006; Sung & Choi, 2009).

Numerous scholars have concluded a significant positive relation between extraversion and creativity (Richardson, 1985; Tapasak, Roodin & Vaught, 1978). A more detailed study done by Mangan (1978) revealed the positive relation between extraversion and the originality factor of creativity, and the negative relation between extraversion and fluency (Aguilar-Alonso, 1996).

On the other hand, agreeableness is a personality factor that, due to its characteristics such as maintaining existing relationships and avoiding tension with colleagues (Lim & Choi, 2009), persons who score high in this factor are prone to resist engaging in new and challenging ideas. Nevertheless, under special circumstances such as low level of extrinsic motivation and, when not limited to other people's opinions, individuals scoring high on the agreeableness factor might show creative achievement behavior (Sung & Choi, 2009).

The first factor measured by NEO-PI-3, that of neuroticism, is frequently seen and proved as negatively related to creativity. Mood fluctuation, oversensitivity to stressful situations, and overall the frequent experience of the wide spectrum of negative emotions, are negatively related with creativity and creative achievement (Chavez-Eakle, Lara & Cruz-Fuentes, 2006; Karwowski, Lebuda, Wisniewska & Gralewski, 2013).

2.9. Personality and Leadership

In the previous chapter, a lot was discussed about personality and leadership as two out three core variables of this thesis. Both personality and leadership were analyzed separately and their traits and factors were described. In this chapter it is imperative to make a connection between these two variables, specifically the personality traits of neuroticism, extraversion, openness to new experiences, agreeableness, conscientiousness, and transformational leadership attributes such as idealized influence, inspirational motivation, intellectual stimulation, individual consideration, and efficient leadership.

As it discussed until now, transformational leaders are characterized mostly by: the tendency to be proactive, risk taking, interpersonal skills and vision (Van Eeden, Cilliers & Van Deventer, 2008; Howell & Higgens, 1990; Van Rensburg & Crous, 2000; Church & Waclawski, 1998). Interpersonal skills are crucial to transformational leadership. As Hogan (1994) points out, being warm and friendly, assertive and self-confident are some of the traits that characterize transformational leaders. These statements are further validated by a study done by Ross and Offerman (1997), who found that transformational leaders are characterized by self-confidence, supportive behavior, warmth and acceptance.

Transformational leaders inspire, and this is an important facet of their leadership style. Transformational leaders have the tendency to influence followers' commitment, self-efficacy and job satisfaction (Bycio, Hackett & Allen, 1995; Conger, Kanungo & Menon, 2000; Moss & Ngu, 2006).

In previous chapters, the search for effective leadership traits led to the development of all the discussed leadership approaches and theories. According to a meta-analysis done by Judge, Bono, Ilies, and Gerhard (2002) many scholars (Stogdill, 1948; Yukul, 1998; Kirkpatrick & Locke, 1991; Daft, 1999; Bass, 1990; Northouse, 1997; Yukul & VanFleet, 1992; House & Adiyta, 1997) in search of effective leadership identified many personality traits that emerge in effective leadership. For example, Daft (1999) identified:

- Alertness
- Originality
- Creativity
- Personal integrity

- Self-confidence

On the other hand, Bass (1990) acknowledged the following traits of personality to be related to leadership:

- Adjustment
- Adaptability
- Aggressiveness
- Alertness
- Ascendance
- Originality
- Non-Conformity
- Creativity
- Self-confidence

Whereas

- Conscientiousness
- Agreeableness
- Emotional stability,

were identified as important personality traits for effective leadership (Hogan, Curphy & Hogan, 1994).

In the groups of personality traits identified by the above-mentioned scholars, originality, creativity and self-confidence were identified twice; therefore these might have a stronger impact on leadership compared to other traits and characteristics. In order to have a clearer picture of the relationship between personality (NEO-PI-3) and leadership (transformational leadership) in the following part, an analysis based on the personality factors and leadership attributes will be offered.

Hogan, Curphy and Hogan (1994) suggest that individuals who show neurotic characteristics have fewer chances to be perceived as leaders. But why is that? One of the factors that plays a key role in this relationship, is self-esteem.

Neuroticism, as the first factor measured by the NEO-PI-3, and argued in previous chapters, is characterized by negative emotions such as fear, anxiety and anger (Costa & McCrae, 1991). Furthermore, Judge, Erez, Bono, and Thoresen (2002) documented a significant relationship between neuroticism and low self-esteem. Neuroticism as a personality factor and leadership do not seem to correlate. This evidence is further supported by Bass (1990) where he emphasizes that self-esteem and neuroticism do not have a significant positive relationship.

The second factor, openness to new experiences, is identified with flexibility and divergent thinking, as well as intellectual curiosity (McCrae, 1996).

The positive relation between openness to new experiences and leadership is due mainly to two transformational leadership attributes: inspirational motivation and intellectual stimulation. As Bono and Judge (2004) emphasize, being imaginative and insightful may enhance individual capacity to create and communicate vision for the future. Also flexibility plays a great role in intellectual stimulation, due to the ability to be open and flexible towards new ideas.

Another important variable that interferes in the relationship between openness to new experiences and leadership is creativity. There is a highly positive correlation between openness to new experiences and creativity (McCrae, 1987; Feist, 1998; Bono & Judge, 2004) and this has an impact on the positive relationship between personality and leadership (Sosik et al. 1998).

On the other hand, the agreeableness personality factor tends to yield different results when it comes to its relationship with leadership.

Characteristics of agreeableness such as cooperativeness, sensitivity, and understanding have a tendency to correlate positively with leadership (Bass, 1990; Zaccaro, Foti & Kenny, 1991; Judge, Bono, Ilies & Gerhard, 2002). Individual consideration as a transformational leadership attribute might be significantly correlated with agreeableness, due to the fact that one agreeableness characteristic is concern towards employees' growth and needs (Bono & Judge, 2004). On the other hand, modesty and the need for affiliation as two characteristics of agreeableness, as well as two facets that are measured with NEO-PI-3, are negatively correlated with leadership (Bass, 1990; Yukul, 1998).

The fourth factor of personality, conscientiousness, is measured with NEO-PI-3 as well.

Conscientiousness and effective leadership prove to demonstrate a positive relationship. Due to their persistence and dutifulness, individuals/leaders who are conscientious tend to be more effective (Judge, Bono, Ilies & Gerhard, 2002; Goldberg, 1990). Nevertheless, according to the meta-analysis done by Bono and Judge (2004), "*There is no particular reason to expect that conscientious individuals will exhibit vision...*" (Bono & Judge, 2004, p. 903).

As argued in previous chapters, extraversion is characterized by positive

emotions, activity, assertiveness and communication. Extraversion proves to be significantly correlated with leader effectiveness and transformational leadership (Judge, Bono, Ilies & Gerhard, 2002). Furthermore, evidence from Gough (1990) suggests that dominance and sociability as core factors of extraversion are related to leadership, by both peer and self-ratings.

Extraversion factors of personality are related to transformational leadership, as well. One of the important links is the tendency of extraverts to seek and enjoy change, which correlates with intellectual stimulation. Furthermore, optimism as a characteristic of the extraversion personality factor is related to the inspirational motivation attribute of transformational leadership (Bono & Judge, 2004).

3. Methods

The structure of “Conceptions of Kosovar employees on Creative Leadership: An exploratory design with mixed method” was built in stages.

- The first stage was planning, which took three years, and consisted of exploring relevant literature concerning the thesis and cultural context of the country where the research took place and the target population, which will be presented and discussed in the following chapters.
- The second stage of the research process consisted of the qualitative part of the research, where some of the core variables in this thesis were questioned and put forward, with further investigation and testing through quantitative methods.
- The third part of the research process entailed two pre-studies, including the piloting of a newly translated and firstly used instrument in the Kosovar context. This phase consisted of piloting, and translation and back translation of the instrument. After the first pilot study, further revisions of the instrument were needed, so it was deemed necessary to run one more pilot study.
- The last stage was the quantitative part of research, where data were collected and analyzed accordingly.

All of the above mentioned four stages are presented and explained in detail in the following sections.

Figure 3. The visualized process of research stages

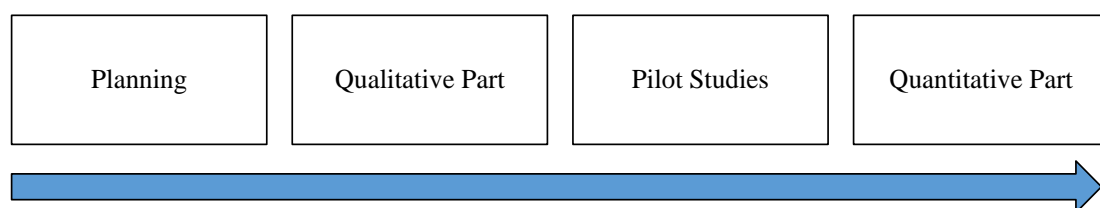


Figure 3 visualizes in main points the research process and research stages mentioned above, in the beginning of this chapter.

In the following sections, the above mentioned stages will be further discussed, along with the research questions and hypothesis, sample and sampling methodology, target population and instruments used.

3.1. Research Questions and Hypotheses

The fundamental goal and drive behind this research was to understand what Kosovar employees, specifically engineers, understand about creative leadership. How do they perceive a creative leader? The design of this thesis is exploratory research with mixed methods. The concept of creative leader was explored through qualitative methods; focus groups were held with engineering employees and, after the results from focus group discussions and literature review, instruments for the quantitative part of the study were chosen. The research questions and main hypothesis derived are presented below:

3.1.1. Research Questions

R.Q. I. What are the traits of creative leadership perceived by employees?

Hypotheses:

I.1. Leaders who are perceived and valued as modest and straightforward are seen as influential, inspirational, considerate and stimulating.

I.2. Anxiousness and the tendency toward psychological distress have a negative relationship with intellectual stimulation, inspirational motivation and idealized influence.

I.3. Leaders who are more conscientiousness are perceived as more influential, stimulating, inspiring and considerate towards employees' needs.

R.Q. II. How are creative traits linked with characteristics of transformational leadership?

Hypotheses:

II.1. Leaders who are perceived as open to new experience will be valued as transformational leaders.

II. 2. Leaders who are extraverted are perceived as influential, stimulating, inspiring and considerate towards employees' needs.

II.3. Leaders who are agreeable are perceived as considerate towards employees' needs.

II.4. Leaders who are competent and strive to achieve are perceived as intellectually stimulating, considerate, inspirational and influential.

R.Q. III. How does the factor of personality traits interact with leadership styles?

Hypotheses:

III.1. Individual Consideration as a transformational leadership attribute depends on the level of openness towards new experiences.

III.2. Inspirational Motivation as a transformational leadership attribute depends on the personality trait of agreeableness.

III.3. Idealized Influence as a transformational leadership attribute depends on the personality trait of extraversion.

III.4. Inspirational Motivation and Intellectual Stimulation depend on the personality trait of conscientiousness.

R.Q. IV. How do employees from public and private companies differ in their perceptions towards their leaders?

Hypotheses:

IV.1. There are differences between employees in public and private companies in their perceptions towards their leaders' trustworthiness.

IV.2. There are differences between employees in public and private companies in their perceptions towards anxiety, self-consciousness and vulnerability.

IV.3. There are differences between employees in public and private companies in their perceptions towards positive emotions.

IV.4. There are differences between employees in public and private companies in their perceptions towards their leaders' inspirational motivation.

R.Q. V. How do female and male employees differ in their perceptions toward their leaders?

Hypotheses:

- V.1. Male and female employees perceive differently the modesty of their leader.
- V.2. Assertiveness as a personality trait is valued differently by male and female employees.
- V.3. There are gender differences in leaders' perceptions of activity level.

In order to answer the research questions proposed and test the above stated hypotheses, two types of research methods are used: qualitative and quantitative. As part of the qualitative methods, four focus group discussions were administered; then, after focus group discussion analysis, the quantitative part of research took place.

3.2. Qualitative Methods

The research process started with qualitative analysis, where four focus group discussions took place. Participants in all focus group discussions (FGDs) were engineers.

As presented in Table 9 below, in total there were 16 participants in four focus group discussions; each focus group had four participants. 62.5% of the participants in FGDs were men, whereas 37.5% were women. Participants in four of the FGDs were selected randomly; it was important to have one participant from each department and to have a gender-balanced group of participants. Gender distribution is due to the fact that in the engineering industry there are significantly more men than women, especially in middle management, which was the target population for this thesis. Two FGDs were held in the public company KOSST (Transmission, System, and Market Operator) and the other two FGDs were held in the private company 3CISS (Carrier Class Consulting and Integration Services). Focus Group Discussions were held in the Albanian language.

Table 9. Representation of the Focus Group Discussions; Structure of participants

Focus Group Discussions			
Men	Women	Public	Private
10	6	2	2

Participants in FGDs were asked to sign a consent form that gives the researcher permission to use these data for PhD and possible publication. The average duration of Focus Group Discussion was approximately 120 minutes. Focus Groups were moderated and transcribed by the main researcher, and analyzed using MAXQDA 12 Software.

Table 9 presents the key questions asked during the focus group discussions. The structure of FGDs consisted of an opening question, an introductory question, a transition question, a key question, and the closing question. In Table 10, presented below, the main question sheet is presented; nevertheless the flow of discussion during the focus groups depended on the answers and concepts presented by participants, but always covered all stages/main questions of FGD.

Taking into consideration that participants were all engineers and might be confused by the terminology used in the Focus Group Discussions following, participants of FGDs were introduced to key concepts and broad definitions of the concepts. This was presented in order that participants have information on what we were going to discuss, but the definitions were broad so as not to influence them, since the idea of FGDs was to understand their conceptions of creative leadership. Table 10 below presents the main concepts and definitions that were read to participants prior to FGDs.

Table 10. Main questions for Focus Group Discussions

Type of Question	Leading Questions in FGDs
Opening Question	So, the big question of my PhD thesis that I need your help on is: What, to you, are the characteristics of a creative leader?
Introductory Question	What do you notice more when you work with your employer/leader? I know that leadership has many facets, some of which we do not always like BUT if I may ask you to think about your leaders' behavior – what aspects are there that you would see as creative leadership behaviors?
Transition Question	What do you like more about your leader?
Key Questions	Given that in order to be creative you need to be original, open and adaptable, what do you think about the characteristics you have already mentioned and their linkage with originality, openness and adaptability?
Ending Questions	Finally, is there anything connected to creative leadership, intellectual stimulation, individual consideration, originality, openness, and adaptability, that has not been discussed and seems important to you, or you feel strongly about, and would like to bring up now?

Table 11, presented below, portrays codes and definitions of the concepts/codes that were read to participants prior to Focus Group Discussions.

Table 11. Definitions read to participants

Code	Definition
Intellectual Stimulation	Intellectual stimulation is an attribute of transformational leadership and characterizes leaders who strive to find new approaches to problem solving and task completion by challenging the proved and tested ways of thinking (Gillespie & Mann, 2004)
Individual Consideration	A role of transformational leaders in which they act as mentors or coaches to followers, with the intention of helping them develop, based on their individual needs for achievement (Avolio & Bass, 2002)
Inspirational Motivation	Characteristics like communication skills, role modeling, and personal achievements are attributes of a leader who inspires followers (Avolio et al. 1991)
Idealized Influence	Idealized influence is a transformational leadership attribute that is characterized by the ability to show followers how to achieve goals that they think is impossible, thus building trust and confidence in the leader's vision for the future (Avolio et al. 1991).

Openness to new experiences	Being open and flexible towards variety of feelings, thoughts, perspectives, and ideas, as well as willingness to challenge themselves and the group/followers with new, untested and unconventional ideas, is what characterizes individuals who score high on the personality factor of openness to new experiences (McCrae & Costa, 1997).
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Focus Group Discussions were analyzed with MAXQDA Software, and mainly it used the In-vivo Coding for sub codes. Table 12 below presents codes and sub-codes derived from four focus group discussions. The categorization of sub-codes into the main codes was based on the answers that participants gave during FGDs. As described in Table 12, there are some characteristics, such as: *charisma*, mentioned under the code “*creative leaders’ characteristics*” and “*decision making*”. Transcripts of the four focus group discussions are attached in Annex 2 of this thesis and as well are copied in the CD which was submitted together with the thesis. In the CD the transcript filed from MAXQDA Software can be found as well.

Table 12. Codes and sub-codes from Focus Group Discussions

Code	Sub-Code
Creative Leaders’ Characteristics	<ul style="list-style-type: none"> - Charismatic - Visionary - Responsible - Creating a good group cohesion - Proactive - Fair - Experienced - Updated with the latest trends

Intellectual Stimulation	<ul style="list-style-type: none"> - Acknowledges employees' work - Listens to employees - Supports employees - Creates space for employees to express themselves - Encourages employees - Stimulates employees - Provides constructive feedback to employees - Challenges employees - Encourages employees to be more productive
Individual Consideration	<ul style="list-style-type: none"> - Knows his employees - Protects employees - Respects employees' integrity - Trustworthy - Understanding
Personality	<ul style="list-style-type: none"> - Communicative - Original - Approachable - Open - Flexible - Friendly - Persistent - Good interpersonal skills - Achieves goals
Originality	<ul style="list-style-type: none"> - Always seeks new and original ideas
Problem Solving	<ul style="list-style-type: none"> - Professional expertise - Attitude towards problems - Original problem solving solutions - Finds easy approaches towards problems - Learns from experience
Decision Making	<ul style="list-style-type: none"> - Charisma - Creative leader should have autonomy in decision making - Calm - Brave
Adaptability	<ul style="list-style-type: none"> - Accepts change - Adaptable to the context where people work

Cultural Context	<ul style="list-style-type: none"> - Creates good relationships among members of the group - Employees can't complain - Difference between boss and leader
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After the coding of all focus group discussions, an independent colleague of the author coded some parts from one of the focus groups in order to ensure reliability of the coding process. The independent rater was briefed in general about the topic and the codes by the author and then continued to work.

The inter-rater reliability scale resulted in 77.2% segment agreement. There was 77.2% agreement in the coding process.

3.3. Quantitative Methods

Based on results from focus group discussions, it was decided to proceed with the quantitative part of the research. Questionnaire can be found in the Annex 1 of this doctoral thesis; nevertheless, the NEO-PI-3 instrument is not presented with all its 240 items, due to rules of the company from where the royalties were bought. Only 3 items allowed to be presented. The average duration to fill the questionnaire was from 45 minutes to 1 hour. The questionnaire for this phase consisted of three parts:

- Demographic questions
- Questionnaire for leadership
- Personality questionnaire

3.3.1. Measures

Demographic questions like age, sex, years of experience, level of education, status of the company, and position in the company were used.

Multifactor Leadership Questionnaire (Bass & Avolio, 2004) was used to measure transformational leadership style, specifically four attributes of transformational leadership: idealized influence behavior and attitudes, intellectual stimulation, individual consideration and inspirational motivation. The short version of Multifactor Leadership Questionnaire (MLQ) was used for this dissertation. The

questionnaire had in total 45 items, and it measured transformational leadership, transactional leadership and laissez-faire leadership style. Nevertheless, for this dissertation thesis only the questions regarding transformational leadership were analyzed.

Two forms of the MLQ were administered on the engineering employees, the rater form and self-report form. The employees filled rater forms and they were instructed to fill the questionnaire for their leader, whereas self-report forms were filled by leaders for themselves. Sample structure will be presented and discussed in following chapters.

Questions like: “*Displays a sense of power and confidence*” were used to measure Idealized Influence (attitude), whereas Idealized Influence (behaviors) was measured with questions like: “*Talks about his/her most important values and beliefs*”. Some sample questions for inspirational motivation, intellectual stimulation and individual consideration were: “*Talks optimistically about the future*”, “*Re-examines critical assumptions to question whether they are appropriate*”, and “*Spends time teaching and coaching*”. A five-point Likert scale was used: 0 “*not at all*”, 1 “*once in a while*”, 2 “*sometimes*”, 3 “*fairly often*” and 4 “*frequently, if not always*”. There were negatively phrased items, which needed to be reverse-coded.

3.3.2. Translation and Back-Translation

The process of translation and back translation of the MLQ was the responsibility of the author/researcher and another independent bilingual person. Initially both forms of the questionnaire (self-report form and rater form) were translated from English to Albanian. The second part of the process was back translation from Albanian into English, which was done by the other bilingual person. During this whole process, translators worked independently, in order not to influence the validity of the overall translation process. Two versions, the original English version and the back-translated version, were revised and compared by a native English speaker.

Most of the items were acceptably translated; nevertheless, there was a dilemma with item 17: “*Shows that he/she is a firm believer in 'If it ain't broke, don't fix it'*”. This idiom is typical for the English language; nevertheless, when translated literally into the Albanian language, it was not understandable. In this case the

sentence needed to be adapted.

Overall the items needed to be adapted, since the style they were written in described the nature of behavior and in some items the nature of relationship between leaders and employees and, if the instrument had been translated literally, it would have been troublesome to understand.

Validity of the Multifactor Leadership Questionnaire was tested twice, with two phases of piloting, prior to collection of the main data.

3.3.3. MLQ – II Phases of piloting

In the first pilot study there were 26 participants (all of them engineers from 2 different companies). After data cleaning and controlling for missing variables, 18 questionnaires remained that could be used for further analysis. The aim of the first pilot study was to investigate the results from the first pilot study that were not satisfactory. In Table 13 below, Cronbach's alpha values for overall MLQ instrument, transformational leadership scale and attributes of transformational leadership are portrayed. Values of internal consistency for the sub-scales of Idealized Influence (attitude), Idealized Influence (behaviors), and Inspirational Motivation are low and below the accepted value of .7. Due to this fact, the second phase of piloting was needed.

Table 13. Cronbach alpha of overall MLQ instrument, transformational leadership scale and attributes of transformational leadership – first pilot study

	N	Cronbach's Alpha
MLQ – Cronbach's Alpha	18	.86
Transformational Leadership Scale	18	.76
Idealized Influence (Attitude)	18	.54
Idealized Influence (Behaviors)	18	.51
Inspirational Motivation	18	.48
Individual Consideration	18	.79

After statistical analysis, it was recommended to go back to the questionnaire and rephrase some of the problematic items. After the rephrasing process the questionnaire was revised by a person who does not speak English and was asked to offer his feedback on the questionnaire's level of understanding. The majority of the confusion with questions came from the sentence structure. Therefore, the two bilingual translators and the person who did not speak English at all reviewed the questionnaire again and made changes, not only in the nouns, adjectives and verbs, but also in the sentence structure itself.

After one month, the second pilot study was conducted with a total of 30 participants, all of them engineers. Results on internal consistency are presented in Table 14 below:

Table 14. Cronbach alpha of overall MLQ instrument, transformational leadership scale and attributes of transformational leadership – second pilot study

	N	Cronbach's Alpha
MLQ – Cronbach's Alpha	30	.91
Transformational Leadership Scale	30	.93
Idealized Influence (Attitude)	30	.75
Idealized Influence (Behaviors)	30	.81
Inspirational Motivation	30	.77
Individual Consideration	30	.79

Results from the second pilot regarding internal consistency of the scales and sub scale, as presented in Table 14, are satisfactory and all of them are higher than the required threshold of .7. This change in results is attributed to changes in the questionnaire offering more understandable questions, and the higher number of participants in the second pilot study. Results for sub-scales, idealized influence (attitudes), idealized influence (behavior) and Inspirational Motivation are positively

changed, whereas Cronbach’s alpha values for the sub-scale Individual Consideration remained the same.

NEO-PI-3

The third part of the questionnaire consisted of the NEO Personality Inventory-3 (NEO-PI-3). Personality as one of the main dimensions of creativity was discussed in the previous chapters. One of the most prominent measures of personality is the NEO-PI-3 inventory, which measures general personality traits. Table 16 below describes personality factors and their facets which are measured by the NEO-PI-3 inventory. For scoring, a five-point Likert scale was used: 1 “*strongly disagree*”, 2 “*disagree*”, 3 “*neutral*”, 4 “*agree*” and 5 “*strongly agree*”. Nevertheless, in the questionnaire only the initials were presented, not the numbers; for example, “strongly disagree” in Albanian is translated “*fuqimisht nuk pajtohem*”, so in the questionnaire appeared with the initials FNP instead of number 1. On each page of the questionnaire, as a heading, were the instructions so the participants would not forget. The NEO-PI-3 questionnaire had 240 items and some of them were negatively phrased items which needed to be reverse- coded. NEO-PI-3 self-report was already translated into Albanian. The rater form was created in the Albanian language by the main researcher/author of this dissertation thesis, together with another bilingual person. The rater form was created based on the self-report form; only the sentences were changed from first person pronoun into third person pronoun; for example, the item “*I am hard-headed and stubborn*” was changed into “*He/she is hard-headed and stubborn*”.

Table 15. NEO – PI-3 Personality Factors and their Facets (according to McCrae & Costa, 2010, p. 2)

Domains	Extraversion (E) facets	Agreeableness (A) facets
N: Neuroticism	Warmth	Trust
E: Extraversion	Gregariousness	Straightforwardness
O: Openness	Assertiveness	Altruism

A: Agreeableness	Activity	Compliance
Conscientiousness	Excitement seeking	Modesty
	Positive emotions	Tender-Mindedness
Neuroticism (N) facets	Openness (O) facets	Conscientiousness (C) facets
Anxiety	Fantasy	Competence
Anger Hostility	Aesthetics	Order
Depression	Feelings	Dutifulness
Self-Consciousness	Actions	Achievement Striving
Impulsiveness	Ideas	Self-Discipline
Vulnerability	Values	Deliberation

In Table 15 are presented the five main personality factors and the facets that are measured with NEO-PI-3. Each factor has 6 different facets as they are presented in the table above.

3.3.4. Sample

In total there were 182 participants in the study. All of them were employees who worked in the field of engineering. 89% of the participants were engineers and 11% were technicians of engineering, which means they finished professional secondary school for engineering, but did not have a university degree. 63% of the participants were employees, therefore have filled out the MLQ and NEO P 3 the rater forms, which means that they rated their leaders, whereas 37% of participants were leaders and they filled the self form from both questionnaires; MLQ and NEO P 3, they rated themselves. Table 16 below shows the companies that were part of the research; on the left are public companies, and on the right are private companies.

Table 16. Companies where data was collected

Public Institution	Private Company
KOSST – Transmission System and Market Operator	3CIS
Ministry of Environment and Spatial Planning	Cactus
Municipality of Prishtina – Department of Spatial Planning and Department of Inspection	Inn arch Design
Ministry of Infrastructure	Urban Plus

As can be observed from Table 16, there were four public institutions and four private companies. This was done to get more balanced data distribution, to be able to generate analysis and hence make comparisons. Table 17 below represents the number and percentage of participants who came from public institutions and who came from private companies. 43% of the participants were employees in public institutions, whereas the other 57% of participants were employees in the engineering field who worked in private companies.

Table 17. Distribution of the data based on institution/company

Company	Frequency	Percentage
Public	79	43%
Private	103	57%

3.3.5. Data Collection Process

Prior to the data collection process, formal acceptance from companies was obtained and the list with all names and dates of birth of engineering employees was gathered. The sample was selected randomly, using the “last birthday” and “next birthday” method, which entails identification of the person in the company who had the last birthday among all eligible participants, in this case engineers and engineering technicians; then it proceeded with the next birthday of a possible participant (Binson, Canchola & Catania, 2000). The main data collection process was conducted in a time span of three months; end of February to early May. Data were collected in the companies; two third-year psychology students helped with the data collection process and were trained by the main researcher/author on the process of data collection.

During the data collection process, it was planned to have codes for each leader, in order to provide more detailed analysis on leaders. This was not possible due to resistance of employees to write codes for their leaders. They wanted to be totally anonymous and, since the companies where the data were collected were not so big, they were afraid their questionnaires would be tracked down and identified. Furthermore, due to the small number of leaders in the sample data analysis were conducted initially separately for the leaders and separately for employees and results from both groups yield in the same direction. Therefore, due to the lack of significance for the leaders group, the data was brought together and analysis were conducted with the total sample.

4. Results and Discussion

In previous chapters the overall linkage between variables was presented and discussed, based on the literature review. This chapter will focus on results of the study. As mentioned in a previous chapter (Methods), the research design for this study is based on mixed methods; therefore the presentation of results will be in an integrated form. Both qualitative and quantitative results will initially be presented in general and then in integrated form, based on hypotheses.

The overall model of the thesis is presented below, emphasizing the methodological part. The model presented below visualizes the relationship between the main variables of this dissertation. Furthermore, it explains the research design used during the research process, specifically when the qualitative part was used and when the quantitative part.

The two main variables of this dissertation are leadership and creativity; as two concepts, they are very different and broad at the same time. It is also a complex process to try and find these two characteristics in one person. One process that links leadership and creativity is change. As mentioned in the second chapter, Literature Review, change and behaviors stimulated by the process of change forms the link between creativity and leadership (Puccio et al. 2007). Based on literature review and results from focus group discussions, it was decided that the closest style of leadership to creativity, and the leadership style that offers the most space for change, is transformational leadership. On the other hand, creativity as a broad concept has many characteristics and it is challenging to measure all of them; thus, it was decided to focus on one dimension of creativity that has proven important for leadership. Based on focus group discussions, personality traits are crucial for leadership behavior, and specific personality characteristics were valued as creative leadership characteristics as well. NEO-PI-3 personality Inventory was used to measure personality traits, and the Multifactor Leadership Questionnaire was used to measure leadership styles. The model presents personality factors (neuroticism, extraversion, openness to new experiences, agreeableness and conscientiousness) and facets that proved to be significantly related to transformational leadership and transformational leadership attributes (competence, dutifulness, achievement striving, self-discipline, straightforwardness and modesty) and attributes of transformational leadership: Idealized influence, inspirational motivation, intellectual stimulation and individual consideration. Furthermore, as presented in the model below, mixed methods were used as a research design.

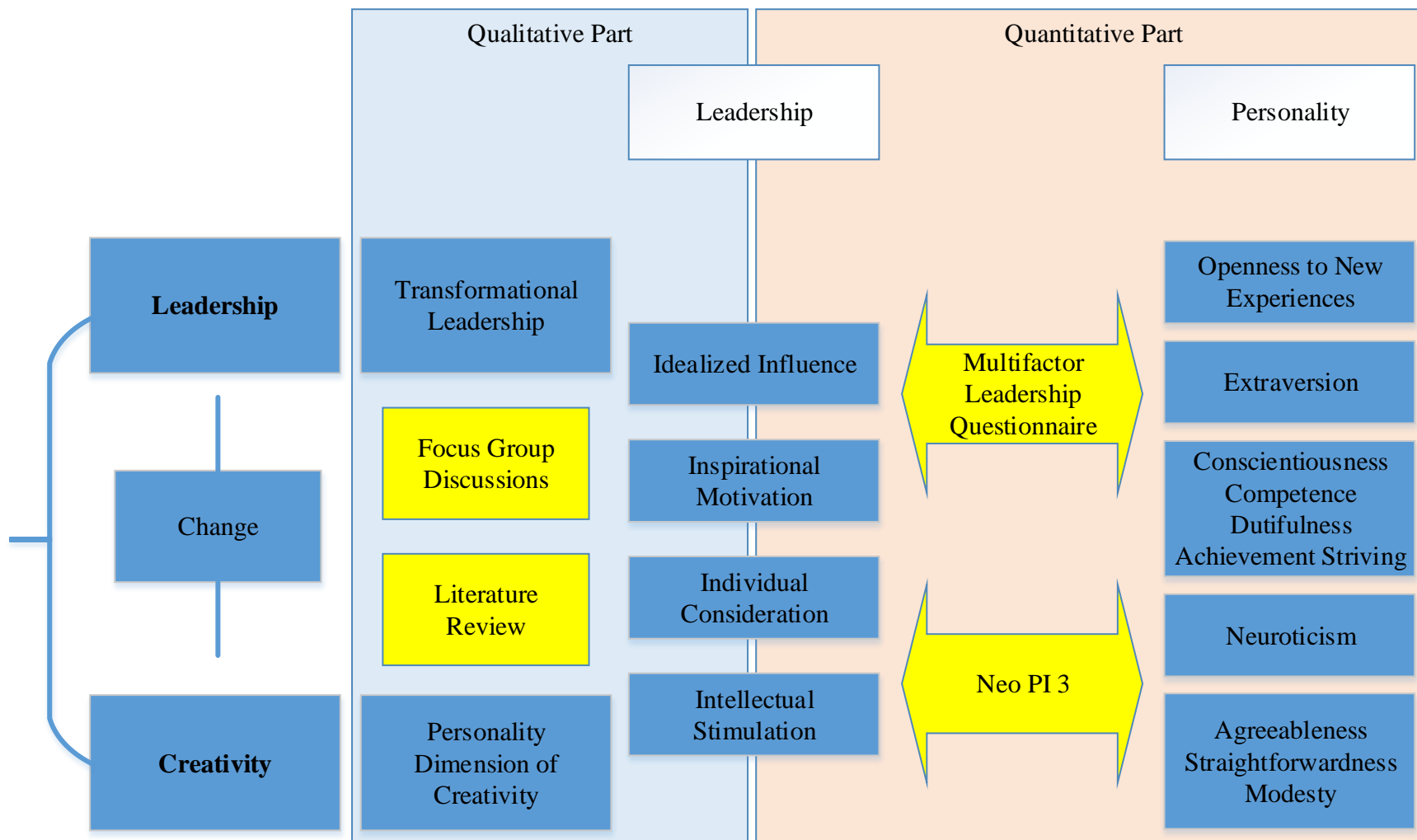


Figure 4. A detailed description of the doctoral thesis model

4.1. Qualitative Part

The third Chapter on Methodology elucidates the process of Focus Group Discussions. Results from FGDs will be presented in the form of networks as generated from the MAXQDA Software. Moreover, detailed quotations are elaborated in the integrated part of this chapter in order to illustrate the interpretation.

Below, in Tables 18 – 22, are separately presented codes with sub-codes; the codes are derived from Focus Group Discussions.

Table 18. Creative Leader Characteristics and sub-codes

Creative Leader Characteristics
Charisma
A creative leader should not reflect stress and panic.
A creative leader should be updated with the latest events
A creative leader takes responsibility
A creative leader is proactive
A creative leader has experience.
A creative leader is visionary
A creative leader creates good group cohesion.
A creative leader is stimulating.
A creative leader is fair.

Table 19. Intellectual Stimulation and sub-codes

Intellectual Stimulation
Listen to employees
Acknowledge the employees' work
Support employees
Encourage employees to be more productive
Challenge employees
Provide constructive feedback to employees
Stimulate employees
Encourage employees
Create space for employees to express themselves

Table 20. Individual Consideration and sub-codes

Individual Consideration
Know your employees
Protect employees
Be trustworthy
Respect employees' integrity
Understanding

Table 21. Problem Solving and sub-codes

Problem Solving
Original problem-solving solutions
Professional expertise
Practice/pragmatic
Learning from experience
Finding an easy approach towards problems
Attitude towards problems

Table 22. Personality and sub-codes

Personality
Communicative
Original
Approachable
Open
Flexible
Friendly
Consistent in behavior
Persistent
Good interpersonal skills
Achieving his aim

Creative leadership

When asked regarding traits of creative leadership and what they (engineers) understand when they hear “creative leadership”, all the above mentioned codes were mentioned as important and as traits attached to the concept of creative leadership.

„A creative leader is able to engage employees in the work or new project in a smooth and simple way, and not to pressure them and ask a lot from employees. Moreover, a creative leader should know how to value skills and abilities of each employee, and to treat them differently and individually, not have the same behavior with all employees. Another important quality of a creative leader is, to deal with the need of employees and to help them develop and achieve the same as their colleagues, and not to overburden employees who are good at the job and leave the others who need more attention and support.¹ (FDG 1, 1)

As can be accessed from the focus group discussion quotations, they mention characteristics such as individual consideration, intellectual stimulation, and inspirational motivation, of course in their words and connotations.

¹ „...mu kon ne gjendje ti me I angazhu puntoret e tu ne pune ose projekt qe je tu e bo ne menyren sa me te lete dhe te thjeshte te mundeshme, e jo me ju “kcyt ne qafte” me u shprehe ma popullorqe, a din osht shume me rendesi qe ni lider me e pase qat kualiteti, 2 duhet me qen ne gjendje me I vleresu a, aftesite e secilit pounetor, lideri I mire e ka qat kualitet, e tani ne menyre creative me I shfrytezu, se jo krejt punetoret jane te barabart. Tjeter kualiteti I mire kish me qen, qe te punetoret qe kane disa mangesi me u marre ma shume me ta dhe me I pru ne te njejtin nivel me te tjeter, dhe jo “a valla tip o din, ti spo din” jepi ma shume pune ati qe din e le anash qata qe sdin, ajo nuk o n’rregull. Tjeter qa kish mujt I ni lider kreativ me bo, ka plot sene, po foli prej eksperiencave personale, p.sh. qetu n’3CIS ka pase raste kur dikush dikush osht angazhu ma shume me ni pune e dikush ma pak, edhe e kan arsyetu me ata qe “e valla ky shume I kadalshem”, ose e valla ky ska people skills, ose spo din anglisht, per mendim temin mangesite.“

Other views presented for creative leadership and creative leaders are change, adaptability and flexibility.

*“A creative leader is the one who always tries to bring new ideas, to change... to adapt... asks from employees, does not impose his/her ways and method of working... offers space for employees to develop...”*² (FGD 3, 2)

Focus group discussions validated the importance of vision and originality for creative leadership.

*„...Creative leader should be visionary, is the one who has original ideas, and has high self-esteem.”*³ (FGD 3, 2)

Another feature/characteristic derived from focus group discussions is the relationship that leaders have with their employees. Knowing their employees and being able to identify their capacities and potentials is seen as vital for creative leadership.

*“the relationship between leader and employee... leader should be able to identify skills and abilities of his/her employees...this is linked with the evaluation process as well, for example employee is assigned a task, but knows that after the task is done, he/she is going to get a proper feedback from the leader...”*⁴ (FGD 2, 2)

As supported in the literature, openness towards employees, in hearing their ideas, asking for ideas from them, and also, being tactful when providing feedback to

² “Lideri kreativ është ajo që gjithmonë mundohet me pru ide të reja, me ndryshu.... Me ju përshtat zhvillimeve...lyp prej punëtorve aj, nuk ju imponon metodën e vet punëtorve... I len me zhvillu...”

³ “...lider kreativ duhet me qenë vizionar, idetë i ka origjinale, duhët me pasë vetbesim posaqërisht.”

⁴ “afersia me punetorin nga ana e punedhansit ne kete rast menaxherit, me kane ne gjendje me dite aftesite e secilit punetor mrenda sherbimit te cilin e udheheq aj... tjetër për shembull, po ashtu edhe qashtja e vleresimit, e për shembull jepet ni detyre edhe me pase punetori parasysh qe pas kryerjes se qasaj pune ka me ardhe momenti qe ka me raportu per ate pune edhe punemarrwsi me e pase veresimin e dhene...”

employees, results in a characteristic of creative leaders, as identified by focus group discussions.

*“...expression of problems, discussion of problems together with employees, and gathering of thoughts and ideas from each member regarding the solution of the problem and, after the joint group work, to keep in mind that not all employees have the same skills and abilities; somebody is more creative, the other can be more productive, but it is very important as well, to provide the feedback individually and not in front of all the group, because employees might feel bad and lose face in front of their colleagues...”*⁵(FGD 2, 2)

Support and encouragement are identified as characteristics of creative leaders, as the quotation below suggests. There are many similarities between professional/technical terms such as intellectual stimulation and inspirational motivation, and the thoughts and ideas of participants..

*“Another trait of creative leader.... When you want to accomplish something and you as an ordinary employee express your doubts for the process and the task and are a little afraid of how things are going to go, but the leader encourages you... even if you can't achieve it, you have to try; even if you break down something or destroy something, you have to try...”*⁶(FGD 2, 7)

⁵ “...është transmetim I problemeve, diskutim I problemeve se bashku me grupin dhe mbledhja e mendimeve prej secilit anetare se si me e realizu/zgjidhe ate problem dhe masandej mas realizimit te punes patjeter qe nuk mUNET krejt grupi me punu njejt, dikush ka ide me productive dikush me pak edhe feedback/vrejtjet, ne thojza vretjtjet, mos me ju transmetu anetareve ne grup po secilit veq e veq qe mos me u ndi ata keq ne mesin e grupit, jo une kom punu ma pak ose tjetri ka punu ma mire.”

⁶ „Ni veti tjetet e liderit kreativ... kur don me realizu diqka edhe ti si punetor e shpreh dyshimin tend se nuk ka me shku mire, ke pak frike se si po rrjedhin gjanat, e aj te inkurajon... edhe nese nuk shkon mire duhet me provu, edhe nese e prishe ose shkaterron diqka duhet me e provu ...“

The below quoted segment refers to openness and flexibility of leaders. It is well established in the second chapter that these two traits are closely linked with transformational leadership, but they are also core characteristics of creativity; openness falls into the personality dimension of creativity.

“...Creating a working environment, where everybody is free to express themselves... To value ideas that come from employees... before professionalism should come personality of the leader, personality is very important and enables to communicate better and to create a better working environment...⁷” (FGD 3, 3)

Another interesting idea that was mentioned in the focus group discussions is the fact that creative leaders change positions frequently, but this was mentioned as a factor that might contribute to monotony and routine. This process is presented and elaborated in the second chapter, specifically in the part about Investment Theory of Creativity (Sternberg & Lubart, 1991) where experience and domain expertise knowledge might act as a catalyst for creativity, but in some cases might inhibit the creative process due to proceduralization (Sternberg & Frensch, 1989).

“A creative leader is the one who does not stay in one position for long... creative leaders need to be motivated and, when they are in the same position for a long time, there is a risk that they become bored... they can be promoted into positions within the organization, or they can change the organization/institution and with the experience they have gained they can implement it, but also keep the dynamics... and avoid the routine, because, at the moment your tasks become routine procedures, then it is a problem; there is no more creativity in there...⁸” (FGD 3, 7)

⁷ “Edhe krijimi I ambientit të punës kur krijohet hapsira që secili ta jep menimin e vet ...S: Mi vlerësu idetë une menoj që duhet edhe me i vlerësu... A: Para profesionalizmit duhet me ardhë personaliteti I njeriut osht shume e randësishme kjo, edhe ja e krijon ambientin e punës, komunkimin...”

⁸ “Lideri kreativ osht aj që nuk rrin ni kohë të gjatë në të njejtin ven t’punës...se shumë problem bohët, se munët me qen kreativ e I motivum, ama kur ti arrin të gjitha egziston rreziku që nuk osht mo I motivum... ose duhet me u promovu mrena organizatës...ose duhët me e ndrru vendin e punës edhe përvojën që e ki fitu ktu,

Persistence is another characteristic that was identified by participants in focus group discussions as a trait of creative leaders. Not only that a creative leader should be persistent, but also through his behavior he acts as a role model and encourages his employees to behave the same way.

*“Another aspect of a creative leader... is the characteristic that he makes sure the job gets done, even if there are obstacles. A creative leader will do everything he can to make sure that the job gets done...”*⁹ (FGD 3, 8)

The ability to listen comes up quite often in the focus group discussion. The ability to listen to employees is identified as essential for creative leadership. It is linked very much with individual consideration and intellectual stimulation, as well as trust and tender-mindedness as personality traits, specific facets of the agreeableness personality factor.

*“In the first place, it is very important that the leader listens to you...and helps you; listening is very important. Even if he/she can't help you to solve the problem, it is very important to be there for you, to listen to you...”*¹⁰ (FGD 3, 9)

Another dimension that could be derived from focus group discussions is communication and ability to create close and friendly relationships with employees. This clearly alludes to warmth and gregariousness as personality traits, precisely as facets of the extraversion personality factor. Moreover, attributes of transformational leadership are developed and transmitted through good interpersonal and communication skills.

shkon e implementon diku tjetër, edhe të vazhdon ajo dinamika... I ikë rutinës, në momentin kur fillojnë me tub o senet rutinë osht problem, nuk ka kreativitet...”

⁹ “Ni aspect tjerët që kisha me thonë është karakteristikë e liderit kreativ është se aj I shtynë proceset përpara edhe nsëe egzistojnë si me qenë të vizatuara ato proceduara aj mundohet me I shty përpara, përveq përmirsimit aj mundohet me I shty përpara...”

¹⁰ “Në rend të parë me pasë durim me ndigju...me të ndihmu, me të ndërgju është shumë e rëndësishme, bile edhe nëse nuk munët me ta zgjedh problemin, po bile me të ndërgju edhe me qen aty për ty...”

“Should be communicative... should be adaptable to the employees and to achieve this he/she should be communicative...should be close and let employees approach him; of course the leader should take a stand, but not to be tough and scare away the employees...should be close and friendly...”¹¹”
(FGD 4, 2)

Taking into consideration ideas and suggestions that come from employees is important and identified as creative leadership traits.

“... if somebody expresses an idea, it is important to listen, to analyze the idea and try to find something positive from that idea, though... we know that ideas that are expressed are not always the best, but at least to listen and take into consideration...”¹²” (FDG 4, 3)

The following citation refers to intellectual stimulation and inspirational motivation, by emphasizing the importance of encouragement when developing new employees.

“... because the first idea that comes to mind is not necessarily the best, but by thinking and delving into the process more it becomes better... and if the leader stops you at the very first thought, you are not encouraged to go further; if you are stopped in the first attempt...but if he/she says that every idea is a good idea, you continue to elaborate and “your brain is on fire” ... a creative leader knows how to use his employees, their minds and their

¹¹ “Duhet me kone komunikativ, normal... per me e mrrri kta duhet me kon komunikativ... duhet me know I pershtatshem qe puntoret me ju afriu, jo i ashper, sigurisht qe nje lider muret me pase ni qendrim, po jo me knoe i ashper qe ti me ju frigu me ju afriu... duhet me kon I afert edhe shoqerore...”

¹² “...nese dikush e thot ni ide, me e ngu, me e analizu edhe me u munu me e gjet ni sen pozitiv prej asaj ideje ose mendimi... se jo gjithmone idete qe vine jone ma t’mirat, po t’pakten duhet mi shtjellu...”

expertise...and I believe that intelligence plays a great role here, because he/she should know how to evaluate employees as well...¹³ (FGD 4, 3)

Another trait that was derived from the fourth focus group discussion is the responsibility of the leader. Creative leaders are seen as decision-makers who take responsibility and do not hide behind their employees.

“A creative leader should be a fighter as well, not to give up at the first obstacle...and he should take responsibility and not point fingers to blame others...¹⁴” (FGD 4, 9)

As presented in the tables above, characteristics of creative leadership were derived from four focus group discussions and, after a thorough analysis, the transformational leadership approach was deemed the most appropriate and the closest one to the traits that were attributed to creative leadership. As mentioned in the Literature Review chapter, transformational leadership entails traits and abilities that are vital for successful leadership (Lievens VanGreit Costier, 1997; Bass, 1990; Daft, 2002; Stone et al. 2003). Furthermore, as portrayed in Table 8 in the Literature Review chapter, attributes of transformational leadership involve: vision, trust, commitment, enthusiasm, personal attention, listening, empowerment and integrity modeling (Stone et al. 2003). Another important link with transformational leadership is creativity and inducing a creative working environment. In the Literature Review chapter it is stated that transformational leaders, through the above-mentioned attributes and qualities, induce and encourage creativity among employees through

¹³ “... se ideja e pare kurr nuk osht ma e mira, po ti shkon tu e permirsu ate ide, tu e thellu mendimin, tu e shtjellu ma shume... e nese dikush ta nale me t’paren, ti nuk shkon ma fell, nese ta nale me tentativen e pare... Po nese ta bon qe cdo ide osht e mirw, ti fillon me shtjellu “t’dhezet truni” ... ni lider kreativ din me I shfrytezu puntoret e vet, mendjen e puntoreve te vet edhe ekspertizen e tyne, e jo veq te veten... edhe mendoj qe osht me randesi me analizu edhe intelegjencen (ma shume aftesite) qe edhe ku ka ndarje te pergjegjesive, aj me e dite se cili per cka osht...”

¹⁴ “Lideri kreativ duhet me kone edhe luftarak, mos me e leshu fronin meniher... edhe me mbajte pergjegjesi, e jo meniher me drejtu gisht...”

the impact they have in the working environment (Avolio & Bass, 1988; Bass, 1985; Howell & Avolio, 1993; Amabile et al. 2004).

Research on creative leadership provides evidence of the relationship between transformational leadership and creativity, and the similarity between transformational leadership and creative leadership. As stated (see Chapter 2, Literature Review), creative leadership shares traits and characteristics of transformational and transcendent approaches, which places it in the middle of these two leadership approaches (Zacko-Smith, 2010).

Data presented in this section was vital for the continuation of the research work. Based on the arguments presented above, the quantitative part of the methodology will be presented below. Tools used for the quantitative part were: Multifactor Leadership Questionnaire – focusing on the transformational leadership part and the NEO-PI-3 as personality inventory.

4.2. Quantitative Part

To analyze the results, the questionnaires were entered into the database of the SPSS software and then statistical analyses were made. The analyses used include frequencies and percentages, correlations to measure the relationship between two variables, Cronbach’s alpha as a coefficient of reliability, T-test analysis for independent variables to test the means in two populations, and also an ANOVA analysis to show that the means for groups of cases and/or variables are equal.

Below are presented descriptive statistics for: Gender, level of education, type of company, profession of respondents and years of work experience.

Table 23. Descriptive data for gender of participants

	Frequency	Percentage
Male	124	68%
Female	58	32%
Total	182	100%

The study was performed with 182 respondents in Kosovo. Regarding gender of the participants, the figures are as follows: Females 32% (n = 58) and males 68% (n = 124).

Table 24. Descriptive data based on level of education

	Frequency	Percentage
I finished high school.	3	2%
I started university, but did not finish.	27	15%
I have a faculty diploma.¹⁵	75	41%
I finished Masters studies.	40	22%
I finished some exams in Masters studies.	28	15%
I am a PhD candidate.	2	1%
I have a PhD.	5	3%
Missing.	2	1%

Educational preparation of the participants varied. Those who did not finish high school were 2% (n=3), those who started university but did not finish it were 15% (n=27), those with a faculty diploma were 41% (n=75), those with Masters studies were 22% (n=40), those who finished some exams in Masters studies were 15% (n=28), PhD candidates were 1% (n=2), those with a PhD diploma were 3% (n=5%), and not declared was 1% (n=2).

¹⁵ Faculty Diploma refers to the older education system that existed in Kosovo. 4 or 5 year university studies resulted in a Faculty Diploma.

Table 25. Descriptive data based on the type of company (Public or Private)

	Frequency	Percentage
Public	79	43%
Private	103	57%

The respondents were part of 2 sectors in Kosovo; those in the public sector included 43% (n=79), and those in the private sector were 57% (n=103).

Table 26. Descriptive data for profession of respondents

	Frequency	Percentage
Engineer	162	89%
Technician	20	11%

Based on the position of respondents in their workplace, 37% (n=67) were leaders and 63% (n=115) were working as employees.

Disaggregation of data regarding the type of company is satisfactory; on the other hand, gender distribution of the overall sample, 68% male and 32% female, is due to the profession, since this profession tends to be a male dominated area.

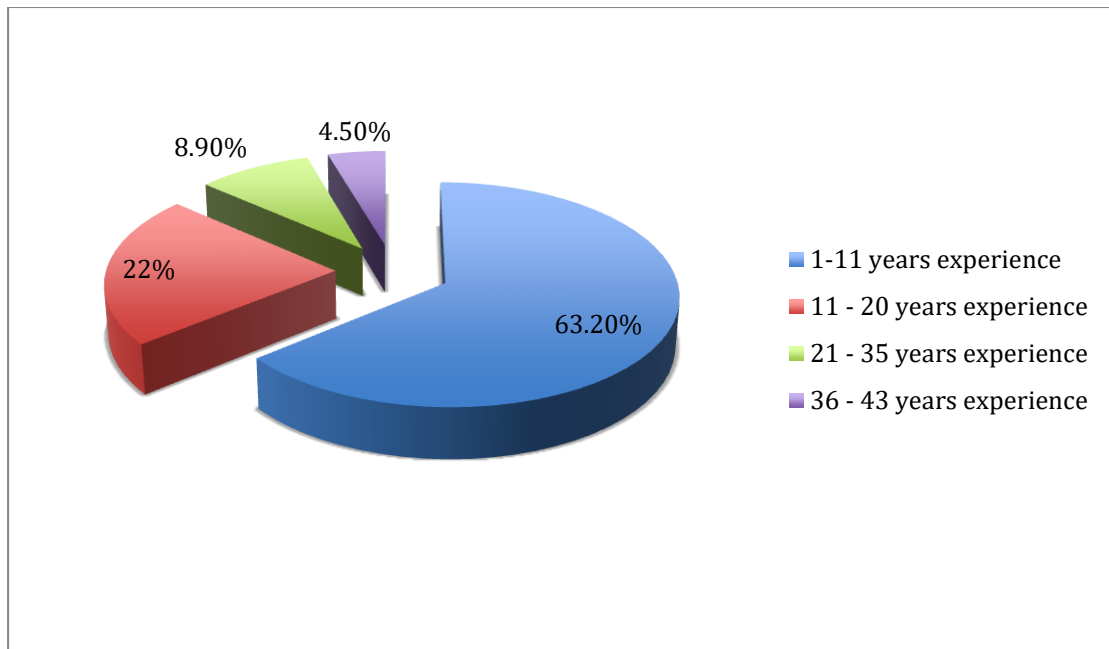


Figure 5. Descriptive data about work experience

Regarding the work experience of respondents, those declared as above with 1-11 years of experience were 63.2% (n=115); 22% (n=40) of participants had 11-20 years experience, followed by 8.9% (n=16) of participants with 21-35 years of experience, and the last group with 36-43 years of experience consisted of 4.5 % (n=8) of the total number of participants.

In the following tables, Cronbach's Alpha values for transformational leadership attributes: Idealized Influence, Inspirational Motivation, Intellectual Stimulation and Individual Consideration are presented, as well as NEO-PI-3 factors: neuroticism, extraversion, openness to new experiences, agreeableness and conscientiousness.

Table 27. Cronbach's Alpha for *Transformational Idealized Attributes/Behaviors*

Summary Item Statistics							
	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	1.050	.782	1.247	.465	1.594	.025	7
Item Variances	1.110	.775	1.547	.773	1.997	.060	7
Inter-Item Covariance	.300	.081	.447	.366	5.493	.014	7
Inter-Item Correlations	.271	.081	.399	.319	4.959	.010	7

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.722	.722	7

Reliability for seven (7) items of Transformational Idealized Attributes/Behaviors is .722, which tells us that they have acceptable reliability.

Table 28. Cronbach's Alpha for *Transformational Inspirational Motivation*

Summary Item Statistics							
	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	1.013	.788	1.128	.341	1.433	.038	3
Item Variances	.969	.752	1.101	.349	1.464	.036	3
Inter-Item Covariance	.455	.375	.516	.142	1.378	.004	3
Inter-Item Correlations	.476	.421	.567	.146	1.347	.005	3

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.726	.731	3

Reliability for three (3) items of Transformational Inspirational Motivation is .726, which tells us that they have acceptable reliability.

Table 29. Cronbach's Alpha for *Transformational Individual Consideration*

Summary Item Statistics							
	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	1.238	.983	1.680	.698	1.710	.089	5
Item Variances	1.285	1.070	1.587	.517	1.484	.052	5
Inter-Item Covariance	.434	.190	.673	.483	3.544	.021	5
Inter-Item Correlations	.351	.124	.614	.490	4.937	.019	5

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.718	.730	5

Reliability for five (5) items of Transformational Individual Consideration is .718, which tells us that they have acceptable reliability.

Table 30. Cronbach's Alpha for *Transformational Intellectual Stimulation*

Summary Item Statistics							
	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.999	.906	1.139	.233	1.258	.011	4
Item Variances	.954	.867	1.100	.233	1.269	.010	4
Inter-Item Covariance	.388	.255	.551	.296	2.159	.009	4
Inter-Item Correlations	.405	.285	.546	.261	1.916	.007	4

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.733	.731	4

Reliability for four (4) items of Transformational Intellectual Stimulation is .733, which tells us that they have acceptable reliability.

Table 31. Cronbach's Alpha for *NEO PI R – Neuroticism facets*

Summary Item Statistics							
	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	25.864	24.463	27.022	2.559	1.105	.919	6
Item Variances	11.977	9.969	14.775	4.806	1.482	3.286	6
Inter-Item Covariance	3.609	1.262	7.138	5.876	5.656	3.616	6
Inter-Item Correlations	.301	.111	.584	.474	5.270	.023	6

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.721	.721	6

Reliability for six (6) facets of Neuroticism is .721, which tells us that they have acceptable reliability.

Table 32. Cronbach's Alpha for *NEO PI R – Extraversion facets*

Summary Item Statistics							
	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	22.082	19.801	23.858	4.057	1.205	2.152	6
Item Variances	13.500	8.033	21.572	13.540	2.686	21.848	6
Inter-Item Covariance	4.204	.469	9.073	8.604	19.351	6.856	6
Inter-Item Correlations	.301	.052	.542	.491	10.523	.024	6

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.731	.721	6

Reliability for six (6) facets of Extraversion is .731, which tells us that they have acceptable reliability.

Table 33. Cronbach's Alpha for *NEO PI R – Agreeableness facets*

Summary Item Statistics							
	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	18.860	12.146	22.715	10.569	1.870	13.634	6
Item Variances	12.827	9.016	18.356	9.340	2.036	9.215	6
Inter-Item Covariance	4.815	.562	8.213	7.652	14.622	4.643	6
Inter-Item Correlations	.368	.054	.554	.501	10.361	.019	6

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.783	.778	6

Reliability for six (6) facets of Agreeableness is .783, which tells us that they have acceptable reliability.

Table 34. Cronbach's Alpha for NEO PI R – *Conscientiousness facets*

Summary Item Statistics							
	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	13.958	8.729	23.562	14.833	2.699	41.347	6
Item Variances	7.826	4.569	12.014	7.444	2.629	6.834	6
Inter-Item Covariance	2.892	-.634	5.598	6.232	-8.827	5.371	6
Inter-Item Correlations	.349	-.113	.719	.831	-6.374	.087	6

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.779	.763	6

Reliability for six (6) facets of Conscientiousness is .779, which tells us that they have acceptable reliability.

Table 35. Cronbach's Alpha for NEO PI R – *Openness facets*

Summary Item Statistics							
	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	19.377	10.293	25.474	15.180	2.475	36.462	6
Item Variances	9.735	5.330	15.930	10.600	2.989	13.136	6
Inter-Item Covariance	2.264	-.153	6.241	6.393	-40.898	2.136	6
Inter-Item Correlations	.234	-.021	.473	.494	-22.931	.015	6

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.645	.647	6

Reliability for six (6) facets of Openness is .645, which tells us that they have questionable reliability.

4.3. Integrated Part - Testing Hypotheses

Modesty, straightforwardness and Transformational Leadership

As shown in Table 36 below, regarding Hypothesis I. 1., which assumes that leaders who are perceived and valued as modest and straightforward are seen as influential, inspirational, considerate, and stimulating, a significant positive correlation was shown between Idealized Influence Attributes/Behaviors and Straightforwardness ($r=.43$, $p<.01$), followed by Individual Consideration and Straightforwardness ($r=.39$, $p<.01$), a positive significant correlation was shown between Inspirational Motivation and Straightforwardness ($r=.35$, $p<.01$), as well as Intellectual Stimulation and Straightforwardness ($r=.34$, $p<.01$). Testing Hypotheses I.1. further, a correlational analysis was performed for Modesty, a facet of the Agreeableness personality factor. The results are presented in Table 36 below. A significant positive correlation resulted between Individual Consideration and Modesty ($r=.35$, $p<.01$), Idealized Influence Attributes/Behaviors and Modesty ($r=.34$, $p<.01$), Intellectual Stimulation and Modesty ($r=.31$, $p<.01$), and Inspirational Motivation and Modesty ($r=.27$, $p<.01$). According to the results shown in the two tables below and presented in the text, Hypotheses I.1. was supported.

Furthermore, results from focus group discussions add to and validate the quantitative analysis results.

“I have always been together with employees; I even wore the same uniform as they did, in order not to let them feel smaller and less important. In my experience, relations should be humanly oriented and then they should continue to develop on a professional level. I remember a saying that my leader used to tell me: “We are like a chain; one chain link is bigger, one is smaller, but if one of them breaks, even if it is the smallest one, the whole chain will be destroyed.”¹⁶” (FGD 1, 2)

¹⁶ “une kom dale ne pune me tesha te punetorit , si krejt punetoret, kur ka aredh malli unekom qen aty me ta, kurr nuk I kom bo ata me e ni veten ma poshte, kurr nuk I kom bo ata me e ni veten ma poshte. Sipas pervojes teme, mardheniet duhet te jene njerzore e pastaj me kalu ne mardhenie si kolege. E maj n’men ni shprehje ten je menaxherit tem, qe thojke, na jemi sin je zingjir, naj hallke osht ma e madhe naj njo

Based on the focus group discussions, through being modest and humble, the leader can reach his/her employees and have an impact on them, and here comes into the picture the relationship among Modesty, Idealized Influence, Individual Consideration, Inspirational Motivation and Idealized Influence.

The below presented quotation refers to the importance of being close to employees and straightforward with them.

“I think that it is very important to make employees feel important and valuable; it happened when I said to my leader that I cannot do this, or the machine is broken. He never told me, why is it not working; what did you do? Instead he sat with me and tried to work it out together...”¹⁷ (FGD 1, 2)

Furthermore, focus group discussions presented the importance of straightforwardness in the communication process. They refer to the risk of miscommunicating information and misunderstanding information from the recipient (employee) side.

“... The longer the information is, the risk that it will be misunderstood is higher and at the end it is transformed into something completely different from what it was intended to be; for this reason I think that it is very important that the leader is straightforward with employees...”¹⁸(FGD 1, 10).

osht ma e vogel, po cila do qe kputet edhe ma e vogla nese osht, ky zingjir ka me ra edhe nuk ka me mujt me funksionu mo.“

¹⁷ „Menoj qe cdo njeri me e ndi veten te ransisem edhe kur ja ndan punen puntorit, duhet me I thon kqyre se qekjo osht per ty, seni ma i arte osht kur I thojme a ta bojme qeta, ose kur sta ka kry ni pune, ka ndodhe kur thojshin spo bon qekjo, aj nuk thojke pse spo bon, qysh nuk po bon, ama thojke a ta bojme bashk, me provu, nese e provojme bashk thojke a ta bojme bashk...”“

¹⁸ “do me thon sa ma shume pyka qe ka informata shkon tu u deform edhe ne fund del krejt ndryshe edhe qajo menoj qe komunikimi I liderit duhet me qen direkt me puntoret...”“

Hypotheses I. 1 is supported by the results derived from statistical correlation analysis, as well as results from the focus group discussions presented above.

Furthermore, as presented in Table 8 in the Literature Review chapter, Idealized Influence is characterized by: vision, trust, respect, risk-taking and Integrity Modeling (Stone et al. 2003).

Nevertheless, this data provides different results from those encountered in the literature. As elaborated in the Literature Review, Modesty as a facet of the Agreeableness Personality Factor, according to Bass (1990) and Yukul (1998) is mostly negatively correlated with leadership, whereas data from the quantitative and qualitative part of the research show positive correlations between Modesty and all four attributes of transformational leadership.

Brodbeck, Frese and 44 European co-authors (1998) point out the cultural impact on leadership perceptions. They emphasize the role of culture by presenting the differences in leadership perceptions between North/West and South/East of the division line in European countries.

Nevertheless, data from the GLOBE study (Koopman, DenHartog, Konrad et al. 1999) show that Modesty, as one of the leadership scales used by the GLOBE study, proved to be more important for South/East Europe than for North/West Europe. Even though Kosovo was not part of the GLOBE study, it is part of South-Eastern Europe and shares similar values with neighboring countries that were part of the study.

Table 36. Correlation between Straightforwardness (Agreeableness facet) and Transformational Leadership attributes

		Straightforwardness	Modesty	Intellectual S	Individual	Inspirational	Idealized I
Straightforwardness	Pearson Correlation	1					
	Sig. (2-tailed)						
	N	174					
Modesty	Pearson Correlation	.572**	1				
	Sig. (2-tailed)	.000					
	N	169	176				
Intellectual S	Pearson Correlation	.340**	.313**	1			
	Sig. (2-tailed)	.000	.000				
	N	172	174	180			
Individual C	Pearson Correlation	.391**	.351**	.751**	1		
	Sig. (2-tailed)	.000	.000	.000			
	N	164	166	171	172		
Inspirational M	Pearson Correlation	.351**	.271**	.553**	.711**	1	
	Sig. (2-tailed)	.000	.000	.000	.000		
	N	170	172	177	170	178	
Idealized I	Pearson Correlation	.436**	.343**	.690**	.778**	.710**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	163	165	168	164	166	170

** . Correlation is significant at the 0.01 level (2-tailed).

Anxiety, Anger/hostility, Depression and Transformational Leadership

Regarding the second hypotheses (I.2), Anxiety and the tendency to psychological distress has a negative relationship with Intellectual Stimulation, Inspirational Motivation and Idealized Influence.

Statistical analysis of correlation proved that Anxiety is negatively correlated with Idealized Influence ($r=-.165$, $p<.05$); it also proved to be negatively correlated with Inspirational Motivation ($r=-.233$, $p<.01$). Correlation analysis between Anxiety and Individual Consideration, as well as between Anxiety and Intellectual Stimulation, were not statistically significant. The highest negative correlation regarding the Anxiety facet proved to be with Inspirational Motivation.

On the other hand, correlation results for Anger/hostility as the second facet of the Neuroticism personality factor resulted to be negatively correlated with Idealized Influence ($r=-.348$, $p<.01$), and negatively correlated with Intellectual Stimulation ($r=-.360$, $p<.01$), significantly negatively correlated with Inspirational Motivation ($r=-.318$, $p<.01$) and negatively correlated with Individual Consideration ($r = -.269$, $p<.01$). Compared to the Anxiety facet, the Anger/hostility Neuroticism facet resulted as significantly negatively correlated with all attributes of transformational leadership. The highest negative correlation resulted with Intellectual Stimulation.

Furthermore, as presented in Table 37 below, correlational analysis was conducted to test the relationship between Depression and four attributes of transformational leadership. Significantly negative correlation resulted between Depression and Intellectual Stimulation ($r=-.268$, $p<.01$), followed by the negative correlation between Depression and Idealized Influence ($r=-.196$, $p<.05$) and Depression with Inspirational Motivation ($r=-.189$, $p<.05$).

The highest and most significant negative correlation resulted between Depression and Intellectual Stimulation, which is the same as with Anger/hostility, where the highest negative correlation was with Intellectual Stimulation as well.

It is interesting to observe that Individual Consideration, the attribute of transformational leadership, is significantly negatively correlated only with Anger/hostility. There is evidence of a negative correlation with Anxiety and Depression, but not significant.

Following the results from statistical analysis, results from focus group discussion support the above-elaborated findings.

Poor stress management and transmission of pressure is identified as a trait that makes up for a catastrophic leader, as presented in the quotation below.

“He was a catastrophe of a leader; he didn’t know how to manage stress and tension at all; he asked us to work 4 times more than we could and when you couldn’t work as he expected he made a big deal out of it...he has a very strange personality...”¹⁹ (FGD 1, 13)

On the other hand, there is a tendency to blame the system and organization/institution rather than the individual, in this case leader. The quotation presented below provides this perspective.

“Here we lack a lot the dimension of career development...”²⁰ (FGD 3, 6)

Furthermore, it seems that leaders have a tendency to use the high rate of unemployment against their employees and try to make them feel obliged to them that they have a job. The attitude that the below presented quote portrays, could be felt in four focus group discussions.

“Sometimes we complain that we cannot do all the work and tasks that are assigned to us; he tells you: alright then; we take somebody else to do your job...”²¹ (FGD 2, 6)

On the other hand, when the data set was divided to see specific correlations between Anxiety, Anger/ hostility and Depression separately for employees and leaders, there were no significant correlation results. This may be due to the sample number of participants when divided for leaders and employees.

¹⁹ „Ai o ken katastrofe se ska dite absolutisht me menaxhu tensionin, t’ka majt ton kohen nen tension, ka lyp me e bo 4 fishin e qasaj qe ti munesh me e bo edhe kur se ke bo e ka hiperbolizu qata... osht shume e quditshme si personalitet...”

²⁰ “Ktu na mungon shumë dimensionin I zhvillimit të karrierës...”

²¹ “Ka raste kur ndonjwhere ankohesh qe nuk po mundesh me i kry te gjitha punet edhe aj ta bon ani pse nuk po ja jep najkujt tjetet le ta bon punen...”

Overall, Hypothesis I.2 is partially supported, since not all the Neuroticism facets that were assumed to be correlated negatively with transformational leadership attributes resulted in a significant negative correlation. Also, data from focus group discussions prove that leaders who are identified as angry, hostile and depressive are not perceived as stimulating, inspirational and considerate; nevertheless there are some cases when employees tend to place responsibility on the system and organization, hence leaving leaders with less responsibility.

Furthermore, evidence presented in the Literature Review Chapter provides information that Neuroticism as a personality factor and facets of Neuroticism such as Anxiety, Anger/hostility, Depression, Self-Conscientiousness, impulsiveness and Vulnerability are negatively correlated with Creativity. As mentioned in Chapter 2, characteristics that are specific to facets of Neuroticism, such as oversensitivity, mood fluctuations and negative emotions, are negatively correlated with creative achievement and creativity (Chavez-Eakle et al. 2006; Karwowski et al. 2013). Moreover, evidence presented in the second chapter demonstrates that, according to Bass (1990), neuroticism and leadership do not correlate, specifically neuroticism and self-esteem do not have positive relationship.

Table 37. Correlation between Anxiety (Neuroticism facet) and Transformational Leadership (Idealized influence ‘attributes’ and Idealized influence behaviors, Intellectual Stimulation, Individual consideration and Inspirational Motivation

		Anxiety	Anger Hostility	Depression	Idealized I	Inspirational M	Individual C	Intellectual SS
Anxiety	Pearson	1	.378**	.322**	-.165*	-.233**	-.080	-.012
	Correlation							
	Sig. (2-tailed)							
	N							
Anger Hostility	Pearson	.378**	1	.327**	-.348**	-.318**	-.269**	-.360**
	Correlation							
	Sig. (2-tailed)							
	N							
Depression	Pearson	.322**	.327**	1	-.196*	-.189*	-.151	-.268**
	Correlation							
	Sig. (2-tailed)							
	N							
IdealizedI	Pearson	-.165*	-.348**	-.196*	1	.710**	.778**	.690**
	Correlation							
	Sig. (2-tailed)							
	N							

InspirationalM	Pearson							
	Correlation	-.233**	-.318**	-.189*	.710**	1	.711**	.553**
	Sig. (2-tailed)	.002	.000	.014	.000		.000	.000
	N	174	175	168	166	178	170	177
IndividualC	Pearson							
	Correlation	-.080	-.269**	-.151	.778**	.711**	1	.751**
	Sig. (2-tailed)	.305	.000	.054	.000	.000		.000
	N	168	170	164	164	170	172	171
IntellectualS	Pearson							
	Correlation	-.012	-.360**	-.268**	.690**	.553**	.751**	1
	Sig. (2-tailed)	.879	.000	.000	.000	.000	.000	
	N	176	177	170	168	177	171	180

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Conscientiousness and Transformational Leadership Attributes

Hypothesis I. 3 states that leaders who are more conscientious are perceived as more influential, stimulating, inspiring and considerate towards employee's needs. Therefore, a correlation analysis was performed to test this hypothesis. Results show that there is significant medium positive correlation between the conscientiousness personality factor and four attributes of transformational leadership. Correlation analysis as presented in Table 38 below resulted in a positive significant correlation between conscientiousness and intellectual stimulation ($r=.616$, $p<.01$), conscientiousness and idealized influence ($r=.604$, $p<.01$), conscientiousness and inspirational motivation ($r=.578$, $p<.01$), as well as conscientiousness and idealized influence ($r=.604$, $p<.01$). As described in previous chapters, conscientiousness is composed of: competence, order, dutifulness, achievement striving, self-discipline and deliberation.

The correlation results presented are in line with focus group discussions analysis.

“A leader should know his/her own responsibilities...because I, as an employee should know who is my leader and what is expected of me...for example creative leaders are the ones who make it clear who is the leader in the relationship and take responsibility²²...”(FGD 4, 7-8)

Hypothesis I.3 is fully supported based on results from correlation analysis, but is also based on the results from focus group discussions.

Scientific evidence presented in the second chapter, Literature Review, provides arguments that conscientiousness as a personality factor and effective leadership have a positive relationship, which is explained by the dutifulness facet of

²² “Ni lideri kreativ duhet me dite me I caktu deri ku jone pergjegjesite e veta... se tash, nese mu m'ka nen pergjegjesi ni njeri une du me dite, du me dite kon e kom lider... aj duhet me e bo t'qarte qe une jom shefi jot edhe p.sh. liderat kreativ jon ata qe thojne “ti me mu e ki” do me thone e merr pergjegjesine e vet...”

conscientiousness that is proved to contribute to effective leadership (Judge et al. 2002).

On the other hand, DeYoung et al. (2007) assesses the conscientiousness personality factor as divaricated in relation to creativity. The dutifulness facet of conscientiousness proves to be negatively linked with creativity, whereas achievement predicts creative performance (Reiter-Palmon et al. 2009).

Nevertheless, results from statistical analysis show a positive correlation between the conscientiousness personality factor and all four attributes of transformational leadership.

Openness to new experience and Transformational Leadership attributes

The following hypothesis II. 1 states that leaders who are open to new experience will be valued as transformational leaders. After correlation analysis, the results show a significantly positive relationship between openness to new experiences as a personality factor and the four attributes of transformational leadership. Correlation analysis for this hypothesis is presented in Table 39 below. Specifically, there resulted a positive significant correlation between openness to new experiences and individual consideration ($r=.451$, $p<.01$), followed by the positive correlation between openness to new experiences and inspirational motivation ($r=.409$, $p<.01$). Also, the results show significant medium positive correlation between openness to new experiences and idealized influence ($r=.392$, $p<.01$), as well as a positive correlation between openness to new experiences and intellectual stimulation ($r=.354$, $p<.01$).

Due to the sample size, analysis was done with the whole sample, $n=182$. Furthermore, additional analysis was done with split files (leaders and employees), which yielded similar results.

Furthermore, Hypothesis II 1 is supported and enriched by the data from focus group discussions. Participants in focus group discussion do not evaluate a leader only on an individual level, as can be observed from the FGD quotations; they value leaders on the group level. They refer to the leader as responsible for inter-group communications and group dynamics.

“...this way the leader can further develop ideas of group members, for example: if one of the employees expresses an idea that does not go in line with the idea presented previously by his/her colleague, a creative leader can

find mutual arguments from both ideas... for this reason it is very important for the creative leader to be open²³...” (FGD 2, 5)

Openness towards new experiences, openness towards ideas, and openness towards employees, were frequently encountered perceptions.

“M: What are the characteristics of a creative leader? A: A person who is professionally capable, communicative, who accepts ideas... Ll. Open²⁴...” (FGD3, 4)

Another approach to openness beyond being open, communicative and listening to employees, is being able to self-reflect and accept change in their own ideas, as presented in the quotation below.

“Should be open towards new ideas...and not closed and conservative in the way that: this is my idea and this is how we are going to do it²⁵...” (FGD 4, 2)

The positive relationship among openness to new experiences, creativity and leadership is well established. As presented in the second chapter, Literature Review, there is a high positive correlation between openness to new experiences and creativity (McCrae, 1987; Feist 1998; Bono & Judge, 2004) and in turn this proves to affect positively the relationship between personality and leadership (Sosik et al.1998).

²³ “...keshtu mundet me I plotesu edhe idete ne mes te anetareve te grupit, se p.sh. nese njoni thot ni ide qe nuk mundet me u pershtat me idene e kolegut, lideri mundet me I gjete pikat e perbashketa... per kete arsye eshte shume e rendesishme qe lideri me gene I hapur...”

²⁴ “M: E cfare personaliteti kish me pasë lideri kreativ, cfare karakteristika kish me I pasë? A: Ni njeri që është I afërt, ni njeri që është komunikativ, ni njeri që I pranon idetë...LL: I hapur...”

²⁵ “Duhet mu kon I hapur ndaj ideve te reja.... Mos me qene i mbyllun edhe konservativ ne menyren qe kjo osht e jemja edhe qeshtu ka mu bo...”

This high positive relationship between openness to new experiences and creativity seems to result from the divergent thinking process. Silvia et al. (2009) conclude that openness to new experiences predicts significantly divergent thinking in creative achievement.

Furthermore, as presented in Chapter II, Literature Review, imagination and insightfulness fosters an individual capacity to create and communicate a vision for the future (Bono & Judge, 2004).

Results from this study are in line with and confirm the evidence from existing literature on openness to new experience, creativity and transformational leadership.

Therefore, Hypothesis II. 1 is fully supported by the quantitative and qualitative data. Nevertheless, correlation results are slightly lower for the factor, openness to new experiences, than conscientiousness.

Extraversion and Transformational Leadership attributes

Following analysis, Hypothesis II. 2, that leaders who are more extraverted are perceived as more influential, stimulating, inspiring and considerate of employees' needs, is tested with correlational conclusive analysis. Results show significant positive correlation between extraversion as a personality factor and four attributes of transformational leadership. Correlational analysis is presented in Table 40 below.

Significant positive correlation resulted between extraversion and idealized influence ($r=.443$, $p<.01$), followed by the significant positive correlation between extraversion and inspirational motivation ($r=.419$, $p<.01$). Furthermore, results from the correlation analysis resulted in significant positive correlation between extraversion and individual consideration ($r=.369$, $p<.01$) as well as extraversion and intellectual stimulation ($r=.332$, $p<.01$).

Due to the sample size, analysis was done with the whole sample, $n=182$. Additional analysis was done with split files (leaders and employees) which yielded similar results.

In line with results provided by quantitative analysis are the results derived from focus group discussions. These enrich the data pool with individual experiences from focus group participants, but also take the analysis further than a statistical conclusion, by providing meaning to existing relationships between variables, data for further investigation, and identifying new linkages and new variables in the process.

“To feel free to ask the leader for explanation... when you are free to ask [help]for technical problems that you might encounter, a creative leader always makes sure that you know, that you can go to him and ask him anytime you have problems²⁶...”(FGD 4,6)

Analysis of focus group discussions require us to break down concepts that are being evaluated and analyze them on a deeper level. Six facets of personality factor extraversion are: warmth, gregariousness, assertiveness, activity, excitement seeking and positive emotions. The following quotations from the focus group discussions allude to warmth, which enables leaders to be friendly and empathetic towards employees, characteristics that lead to individual consideration.

“One thing that caught my attention was the behavior of some leaders when they saw an employee getting sick or did not feel well; they said to the employee to go home and get some rest; they were considerate and attentive towards their employee and acted upon that²⁷...”(FGD 4,6)

Another approach towards creative leadership is portrayed in the quotation below. Experiencing positive emotions and expressing these emotions, is perceived by engineers as a creative leadership attribute. On the other hand, managing stress and taking responsibility for employees is valued as a virtue of the creative leader. This personality facet is shown to be linked with inspirational motivation and idealized influence. When participants were describing the leader (see quotation below), one can sense an admiration for that leader.

²⁶ “Me qene e lire me pyte per naj problem... je e lire me shku me pyte per problem teknike qe munesh me i pase, gjithmone t’thojne munesh me ardhe me pyt per ckado qe ki nevoje...”

²⁷ “Qa m’kujtohet ka pase disa prej lidereve, qe e kan vrejte punetorin qe osht I smute edhe I ka thone, qu shko n’shpi, jon kon t’kujdeseshem qe e ka pa qe nuk je mire edhe t’ka thone shko te shpia, mos rri n’pune mos e mundo veten...”

“The leader we are valuing as a creative leader, he was never in stress; I have never seen him panicking; he was always positive; he was always smiling...he didn't want to make his employees feel bad, and always took responsibility for whatever happened²⁸ ...”(FGD 1, 7)

Extraversion proves to be significantly correlated with leader effectiveness and transformational leadership (Judge, Bono, Ilies & Gerhard, 2002).

Extraversion as one of the personality factors has six facets: warmth, gregariousness, assertiveness, activity, excitement seeking and positive emotions. All of these facets are described in the second chapter, Literature Review. Moreover, as presented there, personality is a predictable dimension of creativity, especially extraversion (Eysenc, 1994; Barron & Harrington, 1981; Dellas & Goier, 1970).

The extraversion personality factor correlates with both creativity and transformational leadership. As Judge et al. (2002) concludes: Transformational leadership as well as leader effectiveness are significantly correlated with extraversion.

Therefore, Hypothesis II. 2 is fully supported by the results from quantitative data, as well as from qualitative data.

Agreeableness and Transformational Leadership attributes

Hypothesis II. 3 assumes that leaders who are agreeable are perceived as considerate towards employees' needs. For this hypothesis, as for others presented above, correlation analysis has been conducted and agreeableness as a personality factor resulted in a positive significant correlation with four attributes of transformational leadership. Results are presented in Table 41 below.

The highest correlation resulted between agreeableness and idealized influence ($r=.623$, $p<.01$), followed by the positive correlation between agreeableness and individual consideration ($r=.605$, $p<.01$). Furthermore, significant positive

²⁸ „Qaj lideri qe po e cilsojme si lider kreativ, kurr nuk ka qen ne stress kurr nuk e kom pa tu paniku, gjithmon e ka pase frymen positive, gjithmone ka qene tu qesh... nuk ka dasht punetoret me u ni keq, e ka marre pergjegjesine nese ka ndodhe ndonje problem...”

correlation resulted between agreeableness and inspirational motivation ($r=.600$, $p<.01$), as well as agreeableness and intellectual stimulation ($r=.554$, $p<.01$).

Due to the sample size, analysis was done with the whole sample, $n=182$. Additional analysis was done with split files (leaders and employees), which yielded similar results.

Hypothesis I.1, presented above, was tested to measure two of the facets of agreeableness: Straightforwardness and modesty, in relationship with four transformational leadership attributes, which resulted in significant positive correlation. Nevertheless, the agreeableness personality factor has four additional facets: trust, altruism, compliance and tender-mindedness.

The above presented results are supported by the data from focus group discussions, as well.

“... Employees themselves declare, that they feel very bad when their leader comes and asks them why something is not working, and then sits together with employees and finishes the job, by giving an example, and takes off without criticizing at all²⁹...” (FGD 1, 4)

Agreeableness, as a personality factor, tends to generate different results in its relationship with leadership. In the previous chapters this phenomenon is elaborated in more detail. According to Bono and Judge (2004) agreeableness has a tendency to be significantly positively correlated with individual consideration, due to altruism, trust and tender-mindedness tendencies. On the other hand, as Yukul (1998) argues, facets such as need for affiliation and modesty are negatively related to leadership. These results do not coincide with the results derived in this dissertation thesis, where agreeableness correlates in a significant positive way with all four transformational leadership attributes. The same applies to modesty and straightforwardness.

Hypotheses were formed based on literature review and based on the results from focus group discussions, which clearly reflected appreciation of these personality facets by the employees. This might be due to cultural differences, and the roles that are offered as models.

²⁹ “...Edhe vete punetoret thoshin qe eshte perulja me e madhe qe munem me perjetu prej ti, sepse vjen ne menyre shume te qete ta kryen punen dhe te jep model se si duhet dhe largohet dhe nuk jep as kritike as asgje...”

Hypothesis II.3 is fully approved and supported by both quantitative and qualitative data.

Competence, Achievement striving and Transformational Leadership attributes

Hypothesis II. 4 proposes that leaders who are more competent and strive to achieve are perceived as intellectually stimulating, considerate, inspirational and influential. Competence and achievement striving are facets of the conscientiousness personality factor. The above presented Hypothesis I.3 resulted in a significant positive correlation between the conscientiousness personality factor and four transformational leadership attributes.

In order to test Hypothesis II.4, correlational analysis was performed for two facets of the conscientious personality factor: competence and achievement striving, with four attributes of transformational leadership.

As presented in Table 42 below, competence resulted in significant positive correlation with idealized influence ($r=.640$, $p<.01$), inspirational motivation ($r=.575$, $p<.01$), individual consideration ($r=.540$, $p<.01$) and intellectual stimulation ($r=.522$, $p<.01$).

Similarly, results for the achievement striving conscientiousness factor resulted in significant positive correlation. Achievement striving and idealized influence were positively correlated ($r=.537$, $p<.01$), followed by achievement striving and inspirational motivation ($r=.513$, $p<.01$). Furthermore, significant positive results are shown between achievement striving and individual consideration ($r=.463$, $p<.01$), and achievement striving and intellectual stimulation ($r=.553$, $p<.01$).

Due to the sample size, analysis was done with the whole sample, $n=182$. Furthermore, additional analysis was done with split files (leaders and employees), which yielded similar results.

Similarly to other hypotheses, the II.4 hypothesis was analyzed using results from quantitative data, but also results from focus group discussions. As portrayed below, results from focus group discussions support and enrich results from the quantitative side of the research. Nevertheless, in some cases achievement striving, if followed by reflection of stress and panic, cannot result in identification of transformational attributes in the leader:

“...we had our responsibilities from point A to point B; Driloni (name of the leader) made us check up to point C, way further than we were supposed to

work; this is how much he panicked; he was making our life hell until the other leader came... then when he came we were able to really understand our job...A leader should not reflect panic³⁰... (FGD 1, 7)

On the other hand, professionalism and competence when reflected in the form of support and encouragement are portrayed as factors that contribute to transformational leadership attributes.

“If you can have the support of your leader then it is great, because I can do my work professionally/technically, but when I send through my work I need to have the support of my leader... a creative leader will say, continue working like this; you are on the right track³¹...” (FGD 4, 7)

Moreover, the interest and consideration that a leader shows employees regarding their professional work is much appreciated behavior and stimulating at the same time.

“There were cases, and not only when we were facing difficulties, that our leader expressed his interest to come and see us work in the field, since our department has office work as well, but our main work is in the field³²... (FGD 2, 7).

³⁰ “...na I kemi pase pergjegjesit prej pikes A ne piken B, Drilon (emri i liderit) na shtike me I kontrrollu deri ne piken C, kaq shume ka qene I panikavt, na pat myt deri sa erdh Oktaji edhe aty e kuptum realisht detyren tone... Lideri duhet mos me e reflektu qat paniken ...“

³¹ “Nese ti e ki perkrahjen e liderit, ateher osht mire, se une profesionalisht/teknikisht e kom bo mire punen, tash kur del te pala tjeter po e kom mbeshtetjen e ktyne une nihna mire...te thot vazhdo qeshtu, se mire je edhe u kry...”

³² “Ka pase raste, jo veq kur nuk kemi mujt me zgjedhw po ka shprehw interes me ardhw te na, zakonisht puna jone lidhet si sector me terren, kemi pune edhe ne qender po zakonisht jemi ne terren edhe ka shprehw deshire me ardhe...”

Competence as a facet of the conscientiousness personality factor is defined by self-confidence, efficiency and intelligence, whereas achievement striving is defined by persistence, ambition, determination and confidence (Hartshorn, et al. 1929; Costa et al. 1991).

As presented above with all available evidence, Hypothesis II.4 is supported and approved. Nevertheless, it leaves space for further inquiries, especially the facet of achievement striving.

Table 38. Correlational analysis between Conscientiousness and Transformational Leadership attributes

		Conscientiousness	Idealized I	Inspirational M	Individual C	Intellectual S
Conscientiousness	Pearson					
	Correlation	1				
	Sig. (2-tailed)					
	N	128				
Idealized I	Pearson					
	Correlation	.604**	1			
	Sig. (2-tailed)	.000				
	N	120	170			
Inspirational M	Pearson					
	Correlation	.578**	.710**	1		
	Sig. (2-tailed)	.000	.000			
	N	126	166	178		
Individual C	Pearson					
	Correlation	.561**	.778**	.711**	1	
	Sig. (2-tailed)	.000	.000	.000		
	N	123	164	170	172	
Intellectual S	Pearson					
	Correlation	.616**	.690**	.553**	.751**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	127	168	177	171	180

** . Correlation is significant at the 0.01 level (2-tailed).

Table 39. Correlational analysis between openness to new experience and transformational leadership attributes.

		Openness New Experiences	Idealized I	Inspirational M	Individual C	Intellectual S
Openness New Experiences	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	147				
Idealized I	Pearson Correlation	.392**	1			
	Sig. (2-tailed)	.000				
	N	141	170			
Inspirational M	Pearson Correlation	.409**	.710**	1		
	Sig. (2-tailed)	.000	.000			
	N	144	166	178		
Individual C	Pearson Correlation	.451**	.778**	.711**	1	
	Sig. (2-tailed)	.000	.000	.000		
	N	138	164	170	172	
Intellectual S	Pearson Correlation	.354**	.690**	.553**	.751**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	146	168	177	171	180

** . Correlation is significant at the 0.01 level (2-tailed).

Table 40. Correlational analysis between extraversion and Transformational Leadership attributes.

		Extraversion	Idealized I	Inspirational M	Individual C	Intellectual S
Extraversion	Pearson					
	Correlation	1				
	Sig. (2-tailed)					
	N	141				
Idealized I	Pearson		1			
	Correlation	.443**				
	Sig. (2-tailed)	.000				
	N	131	170			
Inspirational M	Pearson			1		
	Correlation	.419**	.710**			
	Sig. (2-tailed)	.000	.000			
	N	139	166	178		
Individual C	Pearson				1	
	Correlation	.369**	.778**	.711**		
	Sig. (2-tailed)	.000	.000	.000		
	N	133	164	170	172	
Intellectual S	Pearson					1
	Correlation	.332**	.690**	.553**	.751**	
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	139	168	177	171	180

** . Correlation is significant at the 0.01 level (2-tailed).

Table 41. Correlational Analysis between Agreeableness and Transformational Leadership attributes

		Agreeableness	Idealized I	Inspirational M	Individual C	Intellectual S
Agreeableness	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	146				
Idealized I	Pearson Correlation	.623**	1			
	Sig. (2-tailed)	.000				
	N	139	170			
Inspirational M	Pearson Correlation	.600**	.710**	1		
	Sig. (2-tailed)	.000	.000			
	N	143	166	178		
Individual C	Pearson Correlation	.605**	.778**	.711**	1	
	Sig. (2-tailed)	.000	.000	.000		
	N	137	164	170	172	
Intellectual S	Pearson Correlation	.554**	.690**	.553**	.751**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	144	168	177	171	180

** . Correlation is significant at the 0.01 level (2-tailed).

Table 42. Correlational analysis among competence, achievement striving and transformational leadership attributes

		Achievement					
		Competence	Striving	Idealized I	Inspirational M	Individual C	Intellectual S
Competence	Pearson Correlation	1					
	Sig. (2-tailed)						
	N	173					
Achievement Striving	Pearson Correlation	.582**	1				
	Sig. (2-tailed)	.000					
	N	171	179				
Idealized I	Pearson Correlation	.640**	.537**	1			
	Sig. (2-tailed)	.000	.000				
	N	162	168	170			
Inspirational M	Pearson Correlation	.575**	.513**	.710**	1		
	Sig. (2-tailed)	.000	.000	.000			
	N	169	175	166	178		
Individual C	Pearson Correlation	.540**	.463**	.778**	.711**	1	
	Sig. (2-tailed)	.000	.000	.000	.000		
	N	163	169	164	170	172	
Intellectual S	Pearson Correlation	.522**	.553**	.690**	.553**	.751**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	171	177	168	177	171	180

** . Correlation is significant at the 0.01 level (2-tailed).

Openness to new experiences and Individual Consideration

The following Hypothesis III.1 hypothesizes that the ability to be individually considerate depends on level of openness towards new experiences. In order to test the III.1 hypotheses, regression analysis was performed on the variables, in order to see the impact of the NEO PI R factor – openness to new experiences in displaying individual consideration towards employees. Results show that openness to new experiences significantly predicts individual consideration with ($R^2 = .478$, $F(8, 125) = 4.627$, $p = .047$). Leaders who are perceived to be more open to new experiences, also show more individual consideration towards their employees. Data from focus group discussions support the finding from statistical analysis of the quantitative data presented above.

Due to the sample size, analysis was done with the whole sample, $n = 182$.

As presented below, diverse experience and opportunity to be exposed to new and different models of work will contribute towards openness, and hence individual consideration.

“A creative leader should be informed, should read a lot, technology related and other categories, make study visits in other countries to remain informed on the latest trends, so when technology development is discussed in the meetings, he is informed and will know how to propose ideas, and won’t be out...because we need creativity to go further with the work”³³...(FGD 2, 13)

Moreover, during focus group discussions, concepts of originality and flexibility were mentioned a lot when openness towards new experiences was discussed.

³³ Lideri kreativ duhet me kon I informum, me lexu ma shume, qofte teknologji, me bo vizita studimore ne menyre qe te jete I informum per trendet ma te reja qe zhvillohen ne menyre qe ne keto takimet kur vendoset dhe bisedohet per zhvillimin e teknologjise ne vendin ku punojme aj me kon I informum edhe me pase ni baze te diskutimit edhe me dite me u nderlidh e jo me kon krejt out... per shkak se edhe kreativiteti na duhet per me e avancu punen... (FGD 2, 13)

“Now comes into the picture, originality... I wanted to add to what was being discussed; flexibility is closely linked with originality... every flexible action that one undertakes is an original action as well... it is natural to be linked”³⁴ (FGD, 1, 12).

Individual consideration as a transformational attribute is composed of personal attention, mentoring, listening and empowerment (Stone et al. 2003). Furthermore, numerous scholars (Bass, 1995; Connolly et al. 1990) present individual consideration as a reward from the leaders' side to employees, thus enhancing creativity.

Therefore, Hypothesis III.1 is confirmed and approved by the regression analysis, which states that openness to new experiences as a personality factor predicts individual consideration, an attribute of transformational leadership. Furthermore, results are supported through focus group discussion results.

Results from this hypothesis tend to go beyond proving causal relationships. The aim of this hypothesis and others of this group (III) is to test predictors. In this case, openness to new experiences predicted individual consideration. Data from the focus group discussions presented above showed that openness to new experiences-- also meant travelling, reading and acquiring new and different experiences, which makes leaders capable of understanding their subordinates and colleagues.

Agreeableness and Inspirational Motivation

The next hypothesis, III. 2, states that the personality factor of agreeableness predicts inspirational motivation as one of the attributes of transformational leadership. To test this hypothesis, linear regression analysis was performed and results of the regression show that the NEO PI R factor--Agreeableness--significantly predicts Inspirational Motivation with ($R^2 = .698$, $F(8, 122) = 14.522$, $p = .018$).

Furthermore, data from focus group discussions are in line with results from quantitative data.

³⁴ “E qetu vjen n’shprehje origjinaliteti...deshta mu nderlidh me qet muhabet, puna e fleksibilitetit osht ngushte e nderlidhne me origjinalitet... cdo vendim flexibel qe ki me marr ka me qen veprim origjinal qe ki me e bo... osht shume I natyrshem”

“...what motivated me were the acknowledgements for employees placed on the walls of the company; I don’t know why they do not do that anymore; that was a very motivating gesture for anyone who got these acknowledgements...”³⁵ (FGD1, 10).

Therefore, the III. 2 hypothesis is confirmed and validates the assumption that leaders who are perceived as agreeable are valued as more inspirational and motivating.

In the Literature Review chapter, both agreeableness and inspirational motivation are presented thoroughly. Agreeableness as a personality factor is characterized by trust, straightforwardness, altruism, compliance, modesty and tender-mindedness. Inspirational motivation is characterized by commitment to goals, communication and enthusiasm (Stone et al. 2003).

According to Lim and Choi (2009), agreeableness as a personality factor is characterized by maintaining existing relationships and avoiding tension with colleagues. Having the ability to manage a situation and keep it under control, is considered a virtue by focus group discussion participants, and this might be a behavior that employees are inspired by.

Extraversion and Idealized Influence

Continuing with the analysis process, Hypothesis III. 3, that the ability to be influential and idealized depends on the personality trait of extraversion, was tested. As for the above-described hypotheses, a linear regression analysis was performed and resulted in supporting the hypothesis. Results of the regression are used to see the impact of the NEO PI R factor, Extraversion, which significantly predicts the Idealized Attributes/Behaviors with ($R^2 = .517$, $F(8, 115)=5.240$, $p=.050$). Due to the sample size, analysis was done with the whole sample, $n=182$.

Similar to previous integrated analyses of hypotheses, the III.3 hypothesis and focus group discussions were analyzed. Facets of extraversion are: activity, positive emotions, gregariousness, assertiveness and excitement seeking. The following extract from focus group discussions relates to the leader's ability to remain close, friendly and positive with his/her

³⁵ “...mu cka me bon pershtypje, jon mirnjohjet ne mure per puntoret, pse I kan ndale kto mirnjohe ato kane qen motivim shume I mire per puntoret kushdo qe I ka marre ato...”

employees. Furthermore, when this situation was shared in the focus group discussion, it was accompanied by admiration.

“... It is a good behavior to not avoid working; he does not have that bossy attitude, that I don't do this job, this is not a job for me... there were occasions when he went under the table to patch cables and somebody from the outside could not understand that he was the team leader...”³⁶ (FGD 2, 7).

As described in Chapter 2 (Literature Review) of this dissertation, extraversion has six facets: warmth, gregariousness, assertiveness, activity, excitement seeking and positive emotions.

The role of the extraversion personality factor in creativity is already established. Many scholars (Zhao & Seibert, 2006; Sung & Choi, 2009) prove that extraversion significantly predicts creative behavior. According to Mangan (1978), the extraversion personality factor and originality factor of leadership are positively correlated. Furthermore, Judge et al. (2002), provides evidence that extraversion is positively correlated with transformational leadership.

Hypothesis III. 3 is approved and supported, due to the results presented above. The personality trait of extraversion predicts Idealized Influence; both idealized attributes and idealized behaviors are transformational leadership attributes.

Inspirational Motivation, Intellectual Stimulation and Conscientiousness

Hypothesis III.4 states that inspirational motivation and intellectual stimulation depend on the personality trait of conscientiousness.

The results of regression analysis show the impact of the NEO PI R factor – Conscientiousness to significantly predict Inspirational Motivation with ($R^2 = .699$, $F(8, 106) = 12.653$, $p = .031$), Intellectual Stimulation ($R^2 = .699$, $F(8, 106) = 12.653$, $p = .000$). According

³⁶ „... sjellje e mire eshte edhe jo me ju ike puneve dhe nuk e ka qendrimin qe thot se jo kjo pune nuk eshte per mua... ka ndodhe qe ka hi nen tavoline me I lidh kabllat edhe dikush prej jashtit nuk ka mujt me e kuptu qe ka qene lideri i ekipes...”

to the results, leaders who show facets and traits of the conscientiousness factor of personality are more inspirational and intellectually stimulating; therefore, Hypothesis III. 4 is supported.

Furthermore, data from focus group discussions relate the conscientiousness factor facets: competence, dutifulness, self-discipline and order with responsibility.

“... you are identified as a person who takes responsibilities and others have support from you. When I used to work with employees, the first argument that they gave me was, do you know how to do this job, because they thought that I stay all day in the office and do nothing. When you know the job, you don't have problems with employees; leaders that come from employees are the best.”³⁷ (FGD, 1,4).

Hypothesis I.3 tested the causal relationship between conscientiousness and four transformational leadership attributes. Delving deeper in the analysis, it was seen as important to understand whether there are other variables that predict one another as well. Results from regression analysis show significant prediction from the conscientiousness personality factor, inspirational motivation and intellectual stimulation. According to Stone et al. (2003), inspirational motivation is characterized by commitment to goals, communication and enthusiasm, whereas intellectual stimulation is characterized by rationality and problem solving. On the other hand, conscientiousness is characterized by competence, order, dutifulness, achievement striving, self-discipline and deliberation.

As presented in the Literature Review chapter, a specific behavior that characterizes inspirational motivation is sharing goals, clarifying what is right and important for the organization (Bass, 1985). This is clearly linked with competence, achievement striving and dutifulness.

Furthermore, according to Gillespie et al. (2004), intellectual stimulation correlates with trust (one of conscientiousness facets). Employees who reported to have intellectually stimulating leaders had a tendency to trust them.

³⁷ “...ti identifikohesh si person qe merr pergjegjesi dhe te tjeret gjejne mbeshetje te ti. Kur me ka ra me u ballafaqu me puntore, argumentin e pare qe mathojshin ish, a din ti me e bo kete pune, se menojshin qe une rri ne zyre ton ditin edhe nuk boj kurgjo. Kur e din punen nuk ki problem me puntore, liderat qe vine prej puntoreve jane me te miret.”

Hypothesis III.4 is confirmed and supported by the quantitative part of the analysis, and is also enriched from the data in focus group discussions. A part presented from the focus group discussion provides a wider analysis and space for further observation and investigation. The relationship between responsibility and facets from the personality factor of conscientiousness is definitely something that needs more attention.

Trust – Public vs. Private Sector

Hypothesis IV.1. There are differences between employees in public and private companies in their perceptions of leaders' trustworthiness.

There was a significant difference in scores for the public ($M=21.16$, $SD=4.717$) and private sectors ($M=19.45$, $SD=3.884$) and Trust $t(170) = 2.604$, $p=.010$. Due to the sample size, analysis was done with the whole sample, $n=182$. Additional analysis was done with split files (leaders and employees) and yields similar results.

As described in the methodology chapter, there were four focus group discussions: two from public companies and two from private companies. Below are presented fragments from private and public companies in relation to the trust that employees have in their leaders.

“Pressure comes from above; first it has an impact on the leaders, then on us employees; when you analyze it, the leader is in the most difficult position; he is in the middle between senior management and their employees, but when you have a company that has a defined hierarchy, and therefore responsibilities are defined, then it would be far easier for the leader and employees.”³⁸(FDG 4, 7)

This paragraph was taken from a focus group discussion in a private company. Trust in the leader in this case is contextualized, based on the company and the culture of the company.

³⁸ “aj presioni nis prej nalt, niher mbrin te liderat manej vjen te puntoret, kur e kqyr, lideri osht n’mes dy zjarreve, po kur kompania si kompani e ka ni hierarki, ku jone te definume te gjitha pergjegjesite, ateher lideri e kish pase ma let po edhe punetori e kish pase ma let”

Clearly, employees in private companies assess that functioning and clarification of responsibilities is important in trusting the leader; otherwise, when the duties and responsibilities are not clear, one can always hide behind the senior management or say they do not have enough autonomy. It is interesting how trust and trustworthiness are related to power within the company.

On the other hand, participants in the focus group discussions from public companies value the leader's autonomy and portray creative leaders as having autonomy in decision-making.

“Being a creative leader comes with a specific autonomy; if you can achieve that then you have an extra credit... you have the autonomy to decide when to give bonuses to employees regardless of what senior management says.”³⁹ (FGD 2, 10)

There is a fundamental difference in attribution of trustworthiness; in the case of private companies, employees attributed the lack of trustworthiness to the company's overall system, in this case, the absence of a hierarchical structure that would create clarity in roles and responsibilities. Data from focus group discussions held in private companies, attribute trustworthiness to the leaders themselves; they do not mention a need for a more hierarchical organization; they just need firm and responsible leaders.

The results presented yield a path for further investigation as well as future interventions, based on the status of the company/institution.

Anxiety, Self-Consciousness and Vulnerability – Public vs. Private Sector

The hypothesis IV.2 assumes that there are differences between employees in public and private companies in their perceptions of anxiety, self-consciousness and vulnerability.

³⁹ “Do me thone vjen me nifar autonomie te qenit lider kreativ, nese ti e arrin qata e ki ni bonus... nuk me intereson cka thot menaxhmenti I nalet, po nese ti e arrine me e bo ket ose ate, ti e ki ni bonus”

In order to test Hypothesis IV. 2, an independent sample t-test was performed. Results show a significant difference in the scores for the public (M=23.81, SD=2.884) and private sectors (M=24.86, SD=3.272) regarding Anxiety [F (1,176) =4.939, p=.028.

There was a significant difference in scores for the public (M=24.51, SD=3.308) and private sectors (M=25.68, SD=3.514) regarding Self-Consciousness [F (1,162)=4.571, p=.034.

There was significant difference in scores for the public (M=26.39, SD=3.200) and private sectors (M=27.39, SD=3.283) regarding Vulnerability [F (1, 171) =4.038, p=.046.

Due to the sample size, analysis was done with the whole sample, n=182. Additional analysis was done with split files (leaders and employees). When further analysis was done to separately analyze employees' perceptions, results showed significant differences between groups only for the anger/hostility facet of neuroticism, where again private (M=26.78, SD=3.654) showed higher results than public companies (M=24.40, SD=4.744) in anger/hostility [F (1.669)=112, p=.003. These results confirm even more the differences between private and public companies and delve into better understanding of the relationships.

Results show that data from the the three analyses is higher for private companies. When the focus group discussion transcripts were analyzed, it was observed that in public institutions the words “stress” and “panic” were not mentioned at all; these words yield zero results when looked up in transcripts. When analyzing focus group discussion transcripts from private companies, however, the word “*stress*” was mentioned 4 times and the word “*panic*” was mentioned four times as well.

These results show that private companies need to provide stability and security to their employees for a more promising future.

Positive Emotions – Private vs. Public Companies

An independent sample t-test was performed in order to test the IV.3 hypothesis, which assumes that there are differences between employees in public and private companies in their perceptions towards leaders' positive emotions.

Results present a significant difference in scores for the public (M=22.22, SD=4.238) and private sector (M=20.27, SD=4.474) and Positive Emotion [F (1, 166) =8.030, p=.005.

For this hypothesis, public sector/institutions resulted higher in positive emotions than private sector/companies. When analyzing these results, they coincide with results from Hypothesis IV.2, where private companies scored higher in anxiety, vulnerability and self-

conscientiousness, all facets of the neuroticism factor of personality. Due to the sample size, analysis was done with the whole sample, $n=182$. Furthermore, additional analysis was done with split files (leaders and employees), and yield similar results.

On the other hand, when analyzing focus group discussion transcripts, the word “emotion” was not mentioned in any of the focus group discussions. One of the focus groups mentioned the word “feeling” 4 times. This may be due to a cultural context; in Kosovar culture, it is not that common to speak about emotions; it is not a quality that is valued as a virtue.

Inspirational Motivation – Public vs. Private Sector

Motivation was mentioned often in focus group discussions as an important part of creative leadership; hence the hypothesis assumes that there are differences between public and private companies towards inspirational motivation.

Data yield significant differences in the public ($M=3.43$, $SD=2.46$) and private sector ($M=2.6$, $SD=2.201$) scores, regarding Inspirational Motivation; $t(176) = 2.383$, $p=.018$. Due to the sample size, analysis was done with the whole sample, $n=182$. Additional analysis was done with split files (leaders and employees); the data did not provide significant results. That may be due to the small sample size.

Furthermore, data from focus group discussions provide qualitative evidence on the importance of motivation, valued by focus groups with participants from both public and private sectors.

The fragment below refers to the private sector, presenting the motivation process as viewed by employees from the first focus group discussion. They put a lot of importance in the preparation and analysis phase.

“...he was a creative leader who knew how to motivate employees...when we started a new project, he took 5 days just analyzing how we could do it faster and better...”⁴⁰(FGD 1, 12)

⁴⁰ „...ka qen lider kreativ ka dite me te motivu... kur na ka ardhe ni projekt aj 5 dite ka nejt tu e analizu qysh mujm me e bo ma shpejte qysh mujm me e bo ma mire...”

Here we can see that efficiency is valued, and leading the team to achieve more is the goal that justifies the higher level of anxiety present in the private sector compared to the public.

On the other hand, employees and leaders from the public sector look at motivation from a broader perspective and do not limit themselves to efficiency and goal attainment.

"All of the factors are very important, like working environments, when you wake up in the morning and are happy to go to work; creating good relationships with colleagues is very important, and as I said earlier, personality is very important, is more important than professionalism, because today you can start working on the IT sector and within 5 years you become an expert..."⁴¹ (FGD 3, 6)

Differences between the public and private sector can be observed from focus group discussions as well. While private sector employees and leaders are preoccupied with efficiency and effectiveness, public sector employees and leaders have the advantage of a more open perspective on motivation and inspiration. This may be due to the job security that the public sector offers, whereas private sector companies are all the time struggling to find new projects and investors.

Therefore, Hypothesis IV. 4 is supported and shows that the public sector scores higher in inspirational motivation as a transformational leadership attribute than the private sector. Furthermore, inspirational motivation was the only transformational leadership attribute that yielded significant differences between the public and private sector.

⁴¹ "Po krejt motivet tjera janë shumë të rëndësishme si: ambienti I punës, kur qohesh në mengjes shkon me qef n'punë, krijimi I raporteve në mes të njerëzve është shumë I rëndësishëm, e thash edhe ma herët personaliteti osht shumë I rëndësishëm edhe vjen para profesionalizmit, se sot nëse dikush fillon me u marrë me IT, për 5 vjet bohët ekspert..."

Modesty – Men vs. Women

The gender variable required specific attention in this doctoral thesis, since there is a gender imbalance in the engineering field. Therefore, Hypothesis V.1 assumes that male and female employees perceive differently the modesty of their leader.

An independent sample t-test resulted in significant difference in the scores for males (M=16.94, SD=3.513) and females (M=18.60, SD=3.854) regarding Modesty; $t(174) = -2.834$, $p=.05$. Results show that women perceive leaders as more modest, compared to their male colleagues.

Results from the focus group discussions reveal mostly that, when participants thought about a creative leader, they thought about men, as presented in the paragraph below:

“I think of a male creative leader, because I have never had a female leader and I don’t know how it is; I mean, not that I would not think of a female leader, but... and not only in 3CIS, but everywhere; society here is very patriarchal and I cannot think of a woman leading 10 men, because we are very few women in the engineering sector...”⁴² (FGD 4, 4)

On the other hand, after the discussion on gender started there was a declaration from another female employee.

“We all imply a man when we think of leaders...but if you analyze it more, maybe it would be better to have a women leader...you know why...because females are more detail oriented; women take care more and are able to recognize feelings and moods of

⁴² “Une mashkull, se nuk kom pase kurr lidere femer edhe nuk e di qysh osht, po menoj jo qe nuk e ksiha menu me qen femer, po ... jo veq n’3CIS, po gjithkunj, ka t’shkojsh shoqnia osht shume patriarkale edhe nuk po muj me menu ni femer tu I drejtu 10 meshkuj, se edhe na ktu jena qaq pak...”

*employees; therefore they will be able to understand and know employees...*⁴³ (FGD 4, 4).

Even though the nature of public and private sector institutions/organizations is country specific and there are not published scientific articles on similar studies in neighboring countries, there are studies done that analyze leadership styles in public and private institutions. Public sector leaders are more change oriented; they tend to come up with new ideas and encourage employees to develop and grow, whereas private sector leaders are more oriented towards relationships; are considerate, friendly and trustworthy (Arvonen & Ekvall, 1999, Andersen, 2010). The results presented above are in line with the existing literature, since public sector companies scored higher in inspirational motivation when compared to private sector companies. This may be due to the fact that leaders who work in public sector companies are more relaxed, and thus have the opportunity to think about employees' growth and development as well as change overall, whereas leaders in the private sector resulted to be more nervous and anxious, and that is mainly because of the lack of job security and the constant struggle with stress and pressure.

Due to the sample size, analysis was done with the whole sample, n=182. Furthermore, additional analysis was done with split files, and yielded similar results.

Hypothesis V.1 is supported and approved by quantitative data, resulting in gender differences on modesty. Women perceive their leaders as more modest than men do, and maybe this is due to having to evaluate the opposite gender, since there are far fewer women leaders than men leaders. Here as well is the cultural context factor, and the interpersonal relations that leaders have with their female employees. Male employees might know better than their leaders, because they have an opportunity to spend more time with female employees formally and informally.

⁴³ “Na krejt kur e menojme, e menojme me kon mashkull... po kur e menon ma fell noshta ma mire osht me kon femer... a din pse... se femnat jon ma detajiste, femnat I kqyrin ma shume kisha mujt me e vertjte a osht ne disponim apo jo per me ja dhone qat pune...”

Assertiveness – Men vs. Women

Hypothesis V.2, which assumes that assertiveness is valued differently by male and female employees and leaders, yields significant differences in the scores for male (M=22.50, SD=3.036) and female (M=20.85, SD=2.999) regarding Assertiveness; $t(163) = 3.272, p=.001$. An independent sample t-test was performed to test this hypothesis, which resulted in evidence that there are gender differences in perceptions of assertiveness. Following the flow of arguments used in this chapter, based on the data and results provided, these results may be a product of the level of exposure men and women have towards their leaders. How much do they communicate with their leader? Do women communicate more via email or personally? How about men; do they communicate more personally, during cigarette breaks or via email? These are all questions that need to be answered, that are raised by these results.

Moreover, data from focus group discussions prove that relationships differ for men and women. The paragraph presented below indicates that relationships leaders create are not always the same with all employees, stressing the importance of maintaining the same distance and limit with all employees. A female employee has spoken the part.

“...there are leaders who have this distance; as much as you are open and free to speak with them, they have that professional distance...but the distance and the limit should be the same for all employees...”⁴⁴(FDG 4, 6).

Hypothesis V.2 has been supported, by proving that there are significant differences between male and female employees when assessing the leaders' assertiveness. Moreover, data shows that men assess their leaders as more assertive than their female colleagues.

Activity – Men vs. Women

The last tested hypothesis was related to activity as a facet of the extraversion personality factor. Therefore, Hypothesis V.3 presumes that there are gender differences in leaders' perception of

⁴⁴ “...ka qe e kane qat distance, sado qe munesh me bo muhabet shlire, apet e kane qat distance... qaj kufini duhe me kon I njejte per krejt masnej...”

the level of activity. There was significant difference in the scores for male ($M=23.26$, $SD=3.566$) and female ($M=21.37$, $SD=4.297$) regarding Activity; $t(175) = 3.044$, $p=.003$. Data shows that men, more than their female colleagues, perceive leaders as active. Due to the sample size, analysis was done with the whole sample, $n=182$. Furthermore, additional analysis was done with split files, yielding similar results.

Results for this hypothesis can be explained with arguments presented for Hypothesis V.1 and V.2, mainly contextual and cultural factors that influence interpersonal relations between male and female employees.

Analysis based on gender was seen as important and vital for this group of participants, since there were some issues raised during focus group discussions. Nevertheless, it was not possible to assess leaders individually, due to anonymity issues, which are explained in the third chapter – Methods. Thus, a specific analysis targeting men and women leaders was not possible, since participants refused to write the code for their leaders.

Even though creativity research on women needs more attention, research on leadership proves that women are more likely to exhibit transformational leadership behaviors (Bass & Avolio, 1994). Furthermore, Carless (1998) reports that women score higher on interpersonal transformational behaviors. Empathy is another trait that contributes toward identifying women as more analytical problem solvers (Brenner & Bromer, 1981, Loden, 1985).

5. Conclusions and Perspectives

This chapter presents conclusions derived and developed from analysis of the theoretical framework and results from the dissertation's research. The main research questions that shaped the structure of the thesis were: "What are the traits of creative leadership perceived by employees?", "How are creative traits linked with characteristics of transformational leadership?", "How does the factor of personality traits interact with leadership styles?", "How do employees from public and private companies differ in their perceptions towards their leaders?", and "How do female and male employees differ in their perceptions toward their leaders?".

5.1. Main Findings and their Connection to the Theoretical Framework

Starting with the focus group discussions, general characteristics of creative leadership were identified and elaborated. Characteristics of creative leadership that were identified are: charismatic, responsible, proactive, not reflective of stress and panic, up-to-date, experienced, visionary, creating group cohesion, stimulating, and fair. Creative leadership is seen as positive and effective leadership. There are four major findings extracted from this dissertation; therefore, they will be presented four-fold.

The initial finding is the causal relationship between personality factors and transformational leadership attributes, followed by analysis on predictability of transformational leadership behaviors by personality factors. The third major finding is the difference between public and private sector companies, and the fourth is the gender difference and what lies beneath it.

Straightforwardness, modesty, extraversion, openness to new experiences, conscientiousness, competence and achievement striving resulted in significant positive correlations, with four attributes of transformational leadership: inspirational motivation, intellectual stimulation, idealized influence and individual consideration, which was an expected result due to the focus group discussions as well as data from the literature review.

One interesting result was the significant positive correlation between agreeableness and the four transformational leadership attributes, since the agreeableness factor is not always positively correlated with transformational leadership. Modesty is an agreeableness facet which, based on the literature, is correlated negatively with transformational leadership (Yukul, 1998). A possible assumption to try and provide an explanation for these results, that are slightly

different from the existing literature might be the influence of tradition on Kosovar society and, as such, modesty is highly valued. Furthermore, in Kosovar society, it is more acceptable to be quiet and not talk about your work, success, issues and problems; you are valued more and these behaviors are esteemed as virtues.

Furthermore, results for neuroticism personality factor facets, such as anxiety, anger/hostility and depression, yield negative correlations with transformational attributes, as expected and supported from literature review and focus group discussions.

After establishing and analyzing causal relationships between personality factors and facets with transformational leadership attributes, it was considered crucial to continue regression analysis in order to understand better the relationship between these variables.

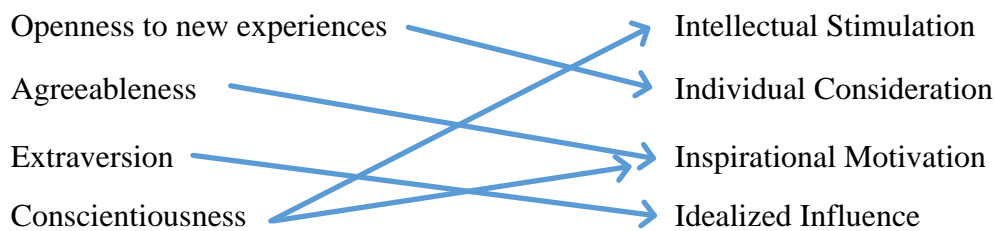


Figure 6. Relationship between variables

After regression analysis was conducted, results showed that all personality factors, except for neuroticism, do predict one or two transformational leadership attributes. Figure 6 presents figuratively these predictions. Openness to new experiences has been shown to predict individual consideration. The more open leaders are, the more understanding and empathetic they will be. These conclusions are derived not only from statistical analysis and general observations, but also from focus group discussions.

Furthermore, agreeableness resulted in predicting Inspirational Motivation and, as noted earlier in concluding remarks about the modesty facet of agreeableness, the result may be due to cultural context and the role models employees were exposed to earlier in their lives. Extraversion as a personality factor significantly predicted the transformational leadership attribute; idealized influence. Extraversion is characterized by warmth, gregariousness, assertiveness, activity, excitement seeking and positive emotions. Leaders who are warmer, enjoy the company of others and are friendlier have a tendency to be idealized and influential towards their employees. These findings may be due to cultural and contextual factors. As the

GLOBE study suggests, countries that show significantly higher scores in assertiveness are those part of the South/East cluster in the GLOBE study, composed of France, Italy, Spain, Portugal, Greece, Turkey, Hungary, Czech Republic, Slovenia, Poland, Russia, Albania and Georgia (Koopman, DenHartog, and Konrad et al. 1999). Unfortunately, Kosovo was not part of the GLOBE study; nevertheless, it can be related to Albania, Slovenia, Turkey and Greece.

According to statistical regression analysis, the conscientiousness personality factor predicts two of the transformational leadership attributes: inspirational motivation and intellectual stimulation. It is the only personality factor that resulted in predicting two transformational leadership attributes. Conscientiousness is characterized by order, competence, dutifulness, achievement striving, self-discipline, and deliberation. Not only did the conscientiousness personality factor predict the most transformational leadership attributes compared to other personality factors; it also provided the highest positive correlation with all transformational leadership attributes. Furthermore, the conscientiousness facets of self-discipline, achievement striving, dutifulness and competence, all result in medium to high significant correlation with all transformational leadership attributes. This strong correlation and regression relationship between conscientiousness and transformational leadership is valued as a novel and promising finding. Furthermore, this relationship can be explained based on the data from the GLOBE study, where the leadership dimension of status consciousness was higher for South/East Europe (Koopman, DenHartog, and Konrad et al. 1999).

It is imperative to emphasize the results from the agreeableness personality factor, especially the modesty facet and results from the conscientiousness personality factor. Results were explained and conclusions were derived based on the current data; however, this is just the beginning of leadership and creativity studies in Kosovo and offers potentials for further delving in this topic, not only in the engineering field and not only in Kosovo.

The third major finding, as presented in the beginning of this chapter, is the difference between public and private sector companies.

Trust	Public ↗	Private
Anxiety	Public	Private ↗
Anger Hostility	Public	Private ↗
Depression	Public	Private ↗
Positive Emotions	Public ↗	Private

Figure 7. Differences between private and public sector

In Figure 7 above, significant differences between public and private companies are portrayed. As presented and discussed in the Results and Discussion Chapter, employees in public companies trust their leaders more; they score higher in inspirational motivation as a transformational leadership attribute, and higher on positive emotions as an extraversion personality factor facet. A plausible assumption for these results might be due to the fact that the public sector offers longer contracts; even though the salaries may be lower, employees are entitled to more benefits by the institution where they work, compared to employees in the private sector. On the other hand, private sector companies score higher on anxiety, anger/hostility and depression compared to public sector companies. Moreover, mentioned in Chapter II – Literature Review and Chapter IV – Results and Discussion, facets of neuroticism, such as anxiety, anger/hostility and depression, correlate negatively with transformational leadership attributes.

The fourth major finding concerns gender differences. Unfortunately, there was no possibility to do an analysis for specific leaders and then create groups based on gender, due to the anonymity factor as explained in the third chapter – Methods.

Results yield significant gender differences when it comes to modesty, assertiveness and activity level. Figure 8 below describes these differences.

Modesty	Male	Female ↗
Assertiveness	Male ↗	Female
Activity level	Male ↗	Female

Figure 8. Visual representation of differences between men and women

Women score higher in evaluating their leaders as modest, whereas men score higher in assessing their leaders as assertive and active. Modesty as an agreeableness facet resulted as a very vital trait for creative leaders in Kosovo, specifically leaders in the engineering sector. On the other hand, activity as an extraversion facet and assertiveness result in higher scores for male employees. These quantitative results, as well as results from focus group discussion analysis and direct observation, offer a basis to attribute these findings to the relationship between leaders and employees and the role of gender and culture in this relationship.

Moreover, data from the GLOBE study show that countries from South/Eastern Europe score higher in Collectivism II - Family Collectivism (Koopman, DenHartog, and Konrad et al. 1999).

This is a proof that the more traditional society has a greater gender gap and inequality, specifically for a patriarchal society such as Kosovo. Moreover, based on results from the GLOBE study, Albania scored significantly low on gender egalitarianism, which proves that there was documented unequal treatment of men and women (Koopman, DenHartog, and Konrad et al. 1999).

5.2. Research Desiderata

This dissertation thesis achieved the extraction of valuable information from qualitative and quantitative data. The majority of findings in this dissertation are in line with the existing theoretical framework and available research evidence. Furthermore, this dissertation identified novel and original processes of leadership and creativity in Kosovar society, the majority of which were attributed to cultural and contextual factors. These new findings follow the same course as findings from neighboring countries with which Kosovo shares history, culture and tradition. Moreover, this is a pioneer research in Kosovo and much more needs to be done, to understand its findings and explore the newly opened paths for more research, whether in leadership, creativity, personality or creative leadership.

5.2.1. Analysis

In my dissertation thesis, I focused on engineers and the engineering field, for reasons already mentioned in previous chapters. The already presented and discussed results are promising and new approaches can be developed. For my dissertation thesis, it was vital to employ mixed

methods, since I was exploring the concepts of Kosovar engineers in creative leadership and this was the very first study of its kind in Kosovo.

For future studies, I would recommend to use a bigger sample size and, in order to achieve this, to prepare a shorter questionnaire, since the one used in this study required 50 minutes to respond and in total had 300 questions. Data from other countries with a similar history and political and economic conditions will prove a good opportunity to compare findings.

For further studies, I would suggest to focus specifically on agreeableness, especially the modesty facet, and conscientiousness and all its facets, and to further investigate the differences in Kosovar results compared to findings from the existing literature.

Furthermore, it would be interesting to enrich the research design using in-depth interviews with leaders, to understand their experiences as leaders and how they value the perceptions of their employees.

Thus I would suggest an analysis with a higher number of participants, both from leaders and employees, as well as more information from leaders regarding the relationship with their employees.

5.3. Pedagogical Consequences

Every job is a learning opportunity; as such this dissertation provides data and information that can and should be used for further development of leaders and employees. The results from this dissertation provide information, which can be used in research and in practical pedagogy. Information derived, opens new paths and raises questions, which can be substantially answered with further research. Regarding pedagogical consequences, information and results acquired from this research, enlighten the path for future interventions both with short-term and long-term impact in society.

Results from these findings point to a deeper developmental process than the relationship of leader and employees. As discussed in previous chapters, conceptions of leadership are linked with role models that employees were exposed to during their lives. Models of parenting, children are exposed to through childhood have an impact on the preferences and effects of specific leadership styles that they experience in adulthood. This was one of the main arguments for the findings presented from this dissertation. Offering parenting programs and adapting existing parenting programs for the Kosovar context will invest in future adults who will value a

different type of leadership in the future. The only parenting program in Kosovo is Positive Discipline in Everyday Parenting, based on the model and theory of Professor Joan Durrant (2013). This intervention will have a more long-term effect in society and will therefore help the society to shape the conceptions of leadership. Furthermore, it will make parents accountable towards their children; through understanding of the long-term impact their parenting styles have on their children's concept of leadership, authority, responsibility and relationship. Results obtained from this dissertation research, show a significant impact that cultural and contextual factors have on perceptions of creative leadership. Norms and values obtained and internalized are deeply embedded in every individual and as such it is very important to understand them and as well understand the tendency of the particular population towards development. Moreover, a study conducted in Kosovo by Arënlju, Hoxha, Bërxulli, and Jemini – Gashi (2014) resulted in significant correlation between authoritative parenting style and intrinsic motivation. Role models are very important in the later development of individuals. In a study conducted by Brown and Treviño (2014), it was concluded that specific childhood role models resulted positively in following that specific type of leadership in the work place.

Attributes of transformational leadership: intellectual stimulation, inspirational motivation, idealized influence and individual consideration, correspond to a more developmental and equal relationship. A dyadic relationship which is equal in terms of communication and freedom of expressing opinions, thoughts and potential disagreements, while providing opportunity to be open and understand each other's point of view. Therefore, it is imperative to introduce traits of creative leadership, which are mainly transformational leadership attributes and to boost the equal and progressive relationship starting from parents and children and continuing to leaders and employees. These attributes will contribute to developing and fostering critical thinking, which is crucial in every aspect of development. Introducing critical thinking and accepting it as a normal form of processing information contributes in generating change in the society and bringing new trends, orders and ways of thinking. Thus, creating a progressive change between generations rather than imitating and reproducing the same old ways of leading and following. Furthermore, critical thinking will promote change, which is vital for creative processes and creative products.

Parenting programs, skill based trainings; workshops, coaching and mentoring are all new processes for the Kosovar society.

Furthermore, training and workshops on leadership for educational institutions will have an impact on the relationship between leaders and employees in educational institutions, as well as educators and teachers will also work with children and transmit the knowledge to them, thus having an impact in the formation of attitudes and behaviors that children develop. Moreover, the best way to learn and internalize an attitude and behavior is through modeling the behavior and in the same time contributing to a better relationship between teachers and pupils/students.

The knowledge and information gained from the training can be presented in schools as well, particularly in primary schools. It can be added as a special two hours lecture to the class of “Civic Education⁴⁵”. This will contribute to developing leadership concept and construct and providing children with information regarding factors that have influence in leadership in general and in creative and transformational leadership. Children in schools are acquainted with the concept of leadership. Children from the first grade undergo the process of school elections, starting from electing the president of the class to the student representative in the school council. Through this process, pupils/students are introduced with the concept of democracy. Therefore, it is important to understand the concept of leadership from the early stages and raise awareness on the importance of the concepts of leadership. This election process in schools should be taken seriously and should serve as a real-life example for children to understand the role of leadership and democratic processes. Thus, stimulating children’s’ curiosity for leadership.

Leadership training and workshops are not only for developing and improving relationships and achieving greater efficiency at work; they are mainly oriented towards personal growth and development, and therefore they will have a broader impact in societal dynamics and society in general. Leadership workshop with employees, will contribute in tailoring special leadership training adequate for Kosovar Context. Specifically, this training will be important for the private sector in Kosovo based on the results obtained by my doctoral research. As mentioned in the Results Chapter, employees from private companies perceive their leader as more anxious, hostile and depressive compared to employees in public companies. A plausible attribution and possible explanation for these results might be the pressure and stress that private companies lay upon their employees to be more effective and efficient, and at the same time not

⁴⁵ Civic Education is an obligatory course that is taught in the 6th grade in Primary School.

offering the job security that is offered in public sector companies. Employees in the public sector have the substance to display more positive emotions, build relationships that foster trust between leaders and employees, and hence inspire and motivate employees, whereas, in the private sector companies, employees are overburdened with surviving in the market, which inhibits trustworthy, positive and inspiring relationships. Another plausible explanation for these differences in perceptions between private and public-sector employees towards their leaders, is the career path. The majority of private sector companies in Kosovo, thus the majority of private sector companies that were part of this dissertation research, are small companies that do not offer a promising career path. On the other hand, public sector institutions have a higher number of employees and a different hierarchical organizational structure, which may be perceived as more promising for developing a career in that very institution/company.

The training is not developed yet, but as a consequence of this thesis it is clear that it needs to have the following content. This thesis shows how important and crucial the cultural and socio-economic context is. Based on that insight, specific conditions of culture and context should be used for designing specific leadership training. Training will be designed together with participants. This process will not only help in designing the leadership training, but also it will give employees the sense of ownership towards the end product (training). Thus, making them more prone to identify themselves with the knowledge they get from the training and then implement the knowledge and information from it. This form of training will be specifically tailored, thus responding to employees and leaders' needs, rather than offering a standardized training, which is designed for a wider target population and might not fully address specific needs of employees.

The training should be followed by job assessment and mentoring. From focus group discussions results in prior Chapters, it can be observed that, creative leaders are not that common in Kosovo and majority of traits that employees identified as characteristics of creative leaders are personality traits. It is crucial to have sessions on personality traits with employees and leaders. One should understand their own personality traits and dominant personality factors as well as temperament in order to have a clearer understanding of their own reactions in different situations. Following the information and awareness raising about themselves, which will require a lot of self-reflection and meta-cognition, understanding of differences between factors of personalities will be crucial and substantial, because it will make them aware of their own attitudes, values, norms and behaviors, therefore will have a wider and more open idea of relationships, in this case relationship between themselves and their leader.

This training can be offered to improve the mentoring process between an employee and the leader and will directly help improve and make the most out of the relationship. Training can be offered as part of the Middle Management Trainings and Senior Management Trainings offered by specific consultancy organizations, as well it can be offered as a separate training, which will be focused on the quality of relationship between leader and employees, therefore influencing the on-the-job-training process and investing in the long term development of employees. Based on the results from this dissertation thesis, two pillars of the training will be:

- Understanding the specific personality trait of employees, thus inviting leaders to see employees individually and to value them as individuals and then as employees, this trait will contribute to develop/improve the individual consideration attribute of transformational leadership and
- Understanding the specific cultural and contextual factors that will have an influence in the relationship between the leader and employee.

In the beginning of the Training, participants will identify obstacles and issues that they face with their employees and will put in the “Parking Lot”. On the last day (training may consist of three to four days) of the training, participants should be able themselves to explain and provide ways how to overcome the problematic situations, that they posed in the beginning. This will be achieved through elaboration of the first two pillars presented above. Training will be based on scientific data, personality and leadership theories, as well as role-plays and real life examples, which will invite participants to be interactive and more relaxed.

Higher educational institutions will be the first target for this training, specifically the Faculty of Education, since from there the impact can be broader and can echo across generations. The knowledge and behavior will be carried by later alumni’s out in the world and educate others accordingly. As well, educational academic staff are professionals in this field and have substantial knowledge of personality development, thus it will be easier for them to understand the overall philosophy of the training and the message it will transmit. Additionally, the training will contribute to the management of the higher education institutions, since will influence leader-employee relationships and dynamics, but as well it can be piloted with them initially. Thus, providing grounds for practical research, through analyzing pre and post questionnaires from the training and evaluating the overall training process and its immediate effects, which will be measured through pre and post training questionnaires, but as well long term effects of the training, which will be measured through a follow – up evaluation after 6

months of attending the training, to assess the sustainability of the training and the level of satisfaction of employees and leaders from the changes that the training has generated. Faculty of Education will be the initial point of this training, since the training has a developmental character and comprises of teaching, modeling of behavior, starting from primary schools to companies.

In case the training is successful, then a hierarchy of training experts will be created. A more specific and detailed training will be designed and will be offered as training for trainers (ToT), thus creating a second layer of trainer: facilitators. Facilitators can be trained leaders that can offer trainings themselves, in this way the training can scale up.

The first step towards the implementation of the above-explained idea will be a presentation offered to Kosovo Association of Information and Communication Technology. Here, the main findings from this dissertation will be presented since these findings can provide an opportunity for engineering organizations to improve and further develop their leadership potential. New cooperation in leadership can start and grow in practical benefits, for the science of leadership and creativity, as well as the engineering field in Kosovo.

Thus, as agents of societal change, university professors, teachers of all levels and parents will be targeted and will have an opportunity to change the views on authority and leadership for new generations, not to destroy existing conceptions, but rather to offer developmental models that prepare us better for the future.

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Attachments

Attachment 1: Multifactor Leadership Questionnaire (MLQ) and NEO-PI-3 - Rater Form

Attachment 2: Multifactor Leadership Questionnaire (MLQ) and NEO-PI-3 - Leader Form

Attachment 3: Focus Group Discussion Transcripts

Attachment 1: Multifactor Leadership Questionnaire (MLQ) and NEO-PI-3 - Rater Form

I. Të dhënat demografike

1. **Gjinia:** Mashkull Femër

2. **Viti i Lindjes:** 19____

3. Niveli i Edukimit:

Kam përfunduar shkollën e mesme

Kam filluar fakultetin, por nuk e kam përfunduar

Kam përfunduar fakultetin

Kam përfunduar Masterin

Kam përfunduar disa provime në studimet e Masterit

Jam PhD Kandidat

Kam PHD

4. **Kompania:** _____ Publike Private

5. **Profesioni:** _____

6. **Vitet e përvojës:** _____

For use by Linda Hoxha only. Received from Mind Garden, Inc. on September 16, 2015

MLQ Multifactor Leadership Questionnaire Rater Form (5x-Short)

Emri _____ Data _____

Numri i ID ne organizatë _____ ID e Menaxherit _____

Ky pyetësorë ka për qëllim që të përshkruaj stilin e lidërshpit të personit të sipër përmendur ashtu si e perceptoni. Ju lutem përgjigjuni në të gjitha pyetjet. Nëse ndonjë pyetje nuk është relevante, ose nuk jeni të sigurtë ose nuk e dini përgjigjen, ju lutem lejeni të zbrazët.

E Rëndësishme (e nevojshme për të vazhduar): Cila ju përshkruan juve më së shumti?

_____ Unë jam në pozitë më të lartë në organizatë se sa personi të cilin po e vlerësoj

_____ Personi të cilin po e vlerësoj është në të njëjtin nivel në organizatë me mua

_____ Unë jam në nivel më të ulët në organizatë sesa personi të cilin po e vlerësoj

_____ Nuk dua të tregoj nivelin tim në organizatë

Në faqet në vijim janë listuar dyzet e pesë deklaratat. Gjykoni se sa shpesh secila

deklaratë I përshtatet personit të cilin ju po e përshkruani.

Përdorni këtë shkallë të vlerësimit:

Asnjëherë gjithmonë	Rrallë	Ndonjëherë	Shpesh	Shpesh, në mos
0	1	2	3	4

Personi të cilin e vlerësoj...

1. Më ofron ndihmë kur unë punoj dhe mundohem.....0 1 2 3 4
2. Analizon shumë para se të kritikojë.....0 1 2 3 4
3. Nuk ndërhyt deri sa problemet të bëhen serioze.....0 1 2 3 4
4. Merret me parregullsi, gabime, përjashtime, dhe devijime nga standard.....0 1 2 3 4
5. Nuk ndërhyt kur çështje të rëndësishme ngritën/shfaqen.....0 1 2 3 4
6. Flet për vlerat dhe besimet e tij/saj.....0 1 2 3 4
7. Mungon kur na nevojitet.....0 1 2 3 4
8. Kërkon mendime të ndryshme gjatë zgjidhjes së problemeve.....0 1 2 3 4
9. Flet me optimizëm për të ardhmen.....0 1 2 3 4
10. Na bën të ndihemi krenar për faktin që punojmë me të.....0 1 2 3 4
11. Diskuton në mënyrë të qartë se kush është meritues për arritjen e qëllimeve në punë...0 1 2 3 4
12. Pret që gjërat të shkojnë keq para se të veprojnë.....0 1 2 3 4
13. Flet me entuziazëm se çka duhet të arrihet.....0 1 2 3 4
14. Kërkon që të kemi qëllim të fortë.....0 1 2 3 4
15. Kalon kohë duke na mësuar dhe trajnuar.....0 1 2 3 4
16. E bën të qartë se çka mund të presim për të marrë kur objektivat e performancës janë arritur.....0 1 2 3 4
17. Tregon që ai/ajo beson në shprehjen “Nëse nuk është e prishur, mos e ndreq”.....0 1 2 3 4
18. I tejkalon interesat personale për të mirën e grupit.....0 1 2 3 4
19. Më trajton mua si individ dhe jo vetëm si punëtorë.....0 1 2 3 4
20. Tregon se problemet duhet të bëhen kronike para se të veprojnë.....0 1 2 3 4
21. Vepron në mënyra që më bën ta respektojë.....0 1 2 3 4
22. Merret shumë me gabimet, ankesat dhe dështimet.....0 1 2 3 4
23. I merr parasysh pasojat morale dhe etike të vendimeve.....0 1 2 3 4
24. Mban shënim të gjitha gabimet.....0 1 2 3 4
25. Shfaq një ndjenjë të fuqisë dhe vetëbesimit.....0 1 2 3 4
26. Shpreh një vizion imponues për të ardhmen.....0 1 2 3 4
27. Merret me dështimet e mia në mënyrë që unë të punoj më mirë.....0 1 2 3 4
28. I shmanget marrjes së vendimeve.....0 1 2 3 4
29. Më konsideron mua si person që kam nevoja, aftësi dhe aspirata të ndryshme nga të

tjerët.....	0 1 2 3 4
30. Më shtynë ti shikoj problemet nga kënde të ndryshme.....	0 1 2 3 4
31. Më ndihmon të zhvillohem.....	0 1 2 3 4
32. Më këshillon të kërkoj zgjidhje të reja në mënyrë që ti përfundoj punët.....	0 1 2 3 4
33. Nuk përgjigjet me kohë në pyetje urgjente.....	0 1 2 3 4
34. Insiston që të gjithë të kemi një qëllim të përbashkët.....	0 1 2 3 4
35. Shfaq kënaqësi kur i arrij pritshmëritë.....	0 1 2 3 4
36. Shfaq besim që qëllimet do të arrihen.....	0 1 2 3 4
37. I përmbush nevojat e mia në punë.....	0 1 2 3 4
38. Përdor metoda të lidërsipit që janë të kënaqshme.....	0 1 2 3 4
39. Më shtynë të punoj më shumë sesa që pritet nga unë.....	0 1 2 3 4
40. Më prezanton suksesshëm tek autoritetet më të larta.....	0 1 2 3 4
41. Jam i/e kënaqur me bashkëpunimin tonë.....	0 1 2 3 4
42. Më motivon për të arritur.....	0 1 2 3 4
43. Arrin ti përmbush kërkesat e organizatës.....	0 1 2 3 4
44. E ngritë vullnetin tim për të punuar më shumë.....	0 1 2 3 4
45. Udhëheq një grup efektiv.....	0 1 2 3 4

NEO-PI-3

NEO Listë e veçorive personale -3

Profesor I riu Pol T. Costa dhe prof. dr. Robert R. McCrae

Udhëzim: Fletë për përgjigje që duhet të plotësohet me shkrim me dorë

NËSE PËRDORNI FLETË PËR PËRGJIGJE QË MUND TË SKANOHET, KTHENI NË FAQE 2.

Ju lutemi i lexoni me kujdes të gjithë udhëzimet para se të filloni me përgjigjet. Të gjithë përgjigjet i shkruani në fletën për përgjigje dhe shkruani vetëm atje ku është treguar. MOS SHKRUANI në këtë broshurë.

Në fletën shoqërues për përgjigje, shkruani emrin tuaj në vendin e ofruar. Përcaktoni gjininë me shënim në vendin përkatës. Shkruani datën dhe numrin për identifikim në vendin e dhënë. Shënoni “menaxheri” në vendin ku është shkruar “Person që vlerësohet” sepse përshkruheni menaxherin tuaj. Shkruani moshën dhe shënoni vendin që gjendet menjëherë deri „R“ dhe është e shënuar me NEO formular.

Kjo anketë përmban 240 paraqitje. Ju lutemi i lexoni me kujdes dhe rrethoni një përgjigje që është më përkatëse me pajtimin ose mospajtimin tuaj.

Rrethoni “0” nëse paraqitja pa dyshim nuk është e saktë ose krejtësishtë **Fuqimisht nuk pajtohem.**

FNP NP N P FP

Rrethoni “1” nëse paraqitja është mesatarisht e pasaktë ose **Nuk pajtohem.**

FNP NP N P FP

Rrethoni “2” nëse paraqitja është barazisht e saktë dhe e pasaktë, dhe ju **Neutral** ose nëse qendrimi juaj është neutral

FNP NP N P FP

Rrethoni “3” nëse paraqitja është mesatarisht e saktë ose nëse **Pajtohem** me të.

FNP NP N P FP

Rrethoni „4“ nëse paraqitja pa dyshim është e saktë ose nëse **Fuqimisht pajtohem** me të.

FNP NP N P FP

Përgjigjuni të gjithë pyetjet. Nuk ekzistojnë përgjigje të saktë ose të pasaktë dhe nuk duhet të jeni ekspert që ta plotësoni anketën. Përshkruheni menaxherin tuaj sinqerisht dhe përcaktojeni mendimin tuaj sa më saktë.

Përgjigjet janë të përcaktuara me numër rendor vertikalisht në fletën për përgjigje. Kini kujdes përgjigja të jetë e shënuar në vendin me numrin përkatës. Nëse bëni gabim ose e ndryshoni mendimin MOS FSHINI! Vizatoni „X“ pas përgjigjes së pasaktë dhe e rrethoni përgjigjen e saktë. Pasi do ti përgjigjeni të gjithë 240 pyetje, përgjigjeni të tri pyetjet të shënuara me A, B dhe C në fletën për përgjigje, ktheni në faqen 3 të kësaj broshure me pyetje dhe filloni me pyetje 1.

Data/muaji/viti i lindjes: / / Femër Mashkull; Data/muaji/viti i plotësimit: / /
Qyteti/qyteza/fshati nga vini: _____;

FNP = Fuqimisht nuk pajtohem; NP = Nuk pajtohem; N= Neutral; P = Pajtohem; FP = Fuqimisht pajtohem

39. Nëse është e nevojshme, është i/e vullnetshëm/e të manipuloj me njerëzit, që të marrë atë çka dëshiron.

FNP NP N P FP

127. Ka dëshirë të punoj vetëm, pa u shqetësuar nga njerëzit e tjerë.

FNP NP N P FP

131. E fajëson veten, kur ndonjë gjë shkon gabim.

FNP NP N P FP

E përshtatur dhe e shumëzuar me leje të veçantë prej botuesit, Shoqatë për burime të vlerësimit psikologjik, 16204 aveni Floridë veriore, Lutc, Floridë 33549, prej NEO Listë të veçorive personale – 3 (NEO_PI_3), të profesorit të ri d-r Pol T. Kosta dhe prof. D-r Robert R.MekKre; të drejta të autoreve 1978, 1985, 1989, 1991, 1992, 2010 të Shoqatës së burimeve për vlerësim psikologjik (PAR). Ndalohej shumëzim i mëtejshëm pa leje të PAR-it

Attachment 2: Multifactor Leadership Questionnaire (MLQ) and NEO-PI-3 - Leader Form

I. Të dhënat demografike

1. **Gjinia:** Mashkull Femër

2. **Viti i Lindjes:** 19____

3. Niveli i Edukimit:

Kam përfunduar shkollën e mesme

Kam filluar fakultetin, por nuk e kam përfunduar

Kam përfunduar fakultetin

Kam përfunduar Masterin

Kam përfunduar disa provime në studimet e Masterit

Jam PhD Kandidat

Kam PHD

4. **Kompania:** _____ Publike Private

5. **Profesioni:** _____

6. **Vitet e përvojës:** _____

MLQ Multifactor Leadership Questionnaire™ Leader Form (5x-Short)

Ky pyetësorë ka për qëllim që të përshkruaj se si e perceptoni ju stilin tuaj të lidërshiptit. Ju lutem përgjigjuni në të gjitha pyetjet. Nëse ndonjë pyetje nuk është relevante, ose nuk jeni të sigurtë ose nuk e dini përgjigjen, ju lutem lejeni të zbrazët.

Dyzet e pesë deklaratat shpjeguese janë renditur në faqe në vijim, Gjykon se sa shpesh deklaratat ju përshtatet juve. Fjala “tjerët: nënkupton: kolegët tuaj, klientët, raportet direkte, mbikëqyrësin, dhe/ose të gjithë këta individë së bashku.

Përdorni këtë shkallë të vlerësimit:

Asnjëherë gjithmonë	Rrallë	Ndonjëherë	Shpesh	Shpesh, në mos
0	1	2	3	4

1. Unë ju ofroj punëtorëve ndihmë kur ata punojnë dhe mundohen.....0 1 2 3 4
2. Unë analizoj shume kur kam ndonjë mendim kritik.....0 1 2 3 4
3. Unë nuk ndërhyj deri sa problemet të bëhen serioze.....0 1 2 3 4
4. Unë merrem me parregullsi, gabime, përjashtime dhe devijime nga standardi....0 1 2 3 4
5. Unë i shmangem ndërhyrjes kur ngritën çështje të rëndësishme.....0 1 2 3 4
6. Unë flas për vlerat dhe besimet e mia.....0 1 2 3 4
7. Unë nuk jam aty kur punëtorët kanë nevojë për mua.....0 1 2 3 4
8. Unë kërkoj zgjidhje të ndryshme kur zgjidhi probleme.....0 1 2 3 4
9. Unë flas me optimizëm për të ardhmen.....0 1 2 3 4

10. Të tjerët janë krenarë për faktin që janë të lidhur/punojnë me mua.....0 1 2 3 4
11. Unë tregoj qartë se kush është meritë për arritjen e qëllimeve në punë.....0 1 2 3 4
12. Unë pres që gjërat të shkojnë keq para se të veproj.....0 1 2 3 4
13. Unë flas me entuziazëm për atë se çfarë duhet të arrihet.....0 1 2 3 4
14. Unë kërkoj që të kemi qëllim të fortë.....0 1 2 3 4
15. Unë kaloj kohë duke mësuar dhe trajnuar të tjerët.....0 1 2 3 4
16. Unë e bëj të qartë se çka mund të presë të marrë dikush kur qëllimet e performancës janë arritur.....0 1 2 3 4
17. Unë tregoj që besoj shumë në shprehjen “Nëse nuk është e prishur, mos e ndreq”...0 1 2 3 4
18. Unë i tejkaloj interesat e mia personale për të mirën e grupit.....0 1 2 3 4
19. Unë i trajtoj të tjerët si individ dhe jo vetëm si anëtarë të grupit.....0 1 2 3 4
20. Unë tregoj që problemet duhet të bëhen kronike para se të veproj.....0 1 2 3 4
21. Unë veproj në mënyra që ndërtojnë respektin e të tjerëve për mua.....0 1 2 3 4
22. Unë përqendroj vëmendjen time të plotë në trajtimin e gabimeve, ankesave dhe dështimeve..... 0 1 2 3 4
23. Unë i marr parasysh pasojat etike dhe morale të vendimeve.....0 1 2 3 4
24. Unë mbaj shënim të gjitha gabimet.....0 1 2 3 4
25. Unë shfaq një ndjesi të fuqisë dhe vetëbesimit.....0 1 2 3 4
26. Unë shprehi një vizion imponues për të ardhmen.....0 1 2 3 4
27. Unë merrem me dështimet e punëtorëve në mënyrë që ti motivojë ata për ti arritur standardet.....0 1 2 3 4
28. Unë shmang marrjen e vendimeve.....0 1 2 3 4
29. Unë e konsideroj individin si person që ka nevoja të ndryshme, aftësi dhe aspirata prej të tjerëve.....0 1 2 3 4
30. Unë i shtyj të tjerët që ti shikojnë problemet prej shumë këndeve të ndryshme....0 1 2 3 4
31. Unë i ndihmoj të tjerët që të zhvillohen.....0 1 2 3 4
32. Unë propozoj mënyra të reja të zgjidhjes së problemeve.....0 1 2 3 4
33. Unë vonohem të jap përgjigje në pyetjet urgjente.....0 1 2 3 4
34. Unë insisto që të gjithë të kemi një qëllim të përbashkët.....0 1 2 3 4
35. Unë e shprehi kënaqësinë kur të tjerët i arrijnë pritshmëritë e mia për ta.....0 1 2 3 4
36. Unë shpreh besim se qëllimet do të arrihen.....0 1 2 3 4

37. Unë i përmbushi nevojat e të tjerëve për punë.....0 1 2 3 4
38. Unë përdor metoda të lidërshipt që janë të kënaqshme.....0 1 2 3 4
39. Unë i shtyjë të tjerët që të punojnë më shumë se sa që pritët prej tyre.....0 1 2 3 4
40. Unë i prezantoj sukseshëm punëtorët tek autoritetet më të larta.....0 1 2 3 4
41. Unë punoj me të tjerët në mënyrë të kënaqshme.....0 1 2 3 4
42. Unë e ngris dëshirën e të tjerëve për të arritur dhe pasur sukses.....0 1 2 3 4
43. Unë arrij ti përmbush kërkesat e organizatës.....0 1 2 3 4
44. Unë e ngris vullnetin e të tjerëve që të punojnë më shumë.....0 1 2 3 4
45. Unë e udhëheq një grup i cili është efektiv.....0 1 2 3 4

NEO-PI-3

NEO Listë e veçorive personale -3

Profesor I riu Pol T. Costa dhe prof. dr. Robert R. McCrae

Udhëzim: Fletë për përgjigje që duhet të plotësohet me shkrim me dorë

NËSE PËRDORNI FLETË PËR PËRGJIGJE QË MUND TË SKANOHET, KTHENI NË FAQE 2.

Ju lutemi i lexoni me kujdes të gjithë udhëzimet para se të filloni me përgjigjet. Të gjithë përgjigjet i shkruani në fletën për përgjigje dhe shkruani vetëm atje ku është treguar. MOS SHKRUANI në këtë broshurë.

Në fletën shoqërues për përgjigje, shkruani emrin tuaj në vendin e ofruar. Përcaktoni gjininë me shënim në vendin përkatës. Shkruani datën dhe numrin për identifikim në vendin e dhënë. Shënoni “veten” në vendin ku është shkruar “Person që vlerësohet” sepse përshkruheni veten tuaj. Shkruani moshën dhe shënoni vendin që gjendet menjëherë deri „S“ dhe është e shënuar me NEO formular.

Kjo anketë përmban 240 paraqitje. Ju lutemi i lexoni me kujdes dhe rrethoni një përgjigje që është më përkatëse me pajtimin ose mospajtimin tuaj.

Rrethoni “0” nëse paraqitja pa dyshim nuk është e saktë ose krejtësishtë **Fuqimisht nuk pajtohem.**

FNP NP N P FP

Rrethoni “1” nëse paraqitja është mesatarisht e pasaktë ose **Nuk pajtohem.**

FNP NP N P FP

Rrethoni “2” nëse paraqitja është barazisht e saktë dhe e pasaktë, dhe ju **Neutral** ose nëse qendrimi juaj është neutral

FNP NP N P FP

Rrethoni “3” nëse paraqitja është mesatarisht e saktë ose nëse **Pajtohem** me të.

FNP NP N P FP

Rrethoni „4“ nëse paraqitja pa dyshim është e saktë ose nëse **Fuqimisht pajtohem** me të.

FNP NP N P FP

Përgjigjuni të gjithë pyetjet. Nuk ekzistojnë përgjigje të saktë ose të pasaktë dhe nuk duhet të jeni ekspert që ta plotësoni anketën. Përshkruheni menaxherin tuaj sinqerisht dhe përcaktojuni mendimin tuaj sa më saktë.

Përgjigjet janë të përcaktuara me numër rendor vertikalisht në fletën për përgjigje. Kini kujdes përgjigja të jetë e shënuar në vendin me numrin përkatës. Nëse bëni gabim ose e ndryshoni mendimin MOS FSHINI! Vizatoni „X“ pas përgjigjes së pasaktë dhe e rrethoni përgjigjen e saktë. Pasi do ti përgjigjeni të gjithë 240 pyetje, përgjigjeni të tri pyetjet të shënuara me A, B dhe C në fletën për përgjigje, ktheni në faqen 3 të kësaj broshure me pyetje dhe filloni me pyetje 1.

Data/muaji/viti i lindjes: / / ; Femër Mashkull; Data/muaji/viti i plotësimit: / /

Qyteti/qyteza/fshati nga vini: _____;

FP = Fuqimisht nuk pajtohem; NP = Nuk pajtohem; N= Neutral; P = Pajtohem; FP = Fuqimisht pajtohem

39. Nëse është e nevojshme, unë jam i/e vullnetshëm/e të manipuloj me njerëzit, që të marr atë çka dua unë.

FNP NP N P FP

127. Unë preferoj punët, që më lejojnë të punoj vetëm, pa u shqetësuar nga njerëzit e tjerë.

FNP NP N P FP

131. Unë prirem të fajësoj veten, kur ndonjë gjë shkon gabim.

FNP NP N P FP

E përshtatur dhe e shumëzuar me leje të veçantë prej botuesit, Shoqatë për burime të vlerësimit psikologjik, 16204 aveni Floridë veriore, Lutc, Floridë 33549, prej NEO Listë të veçorive personale – 3 (NEO_PI_3), të profesorit të ri d-r Pol T. Kosta dhe prof. D-r Robert R.MekKre; të drejta të autoreve 1978, 1985, 1989, 1991, 1992, 2010 të Shoqatës së burimeve për vlerësim psikologjik (PAR). Ndalohet shumëzim i mëtejshëm pa leje të PAR-it

Attachment 3: Focus Group Discussions

Focus Group Discussion - 1

L: Une nuk kisha kontribu ne diskutim, ndijuni sa ma te lire me diskutu, mundeni edhe me I perdore emrat e menaxhereve te juaj ne bisede, une emrat I fshi ne transcript.

A: Mos me I permen po e dime na

L: Cilat jone karakteristikat e liderit kreativ per juve? Cka mendoni cka duhet me pas nje lider kreativ? Kur permend dikush udheheqjen creative/liderin kreativ, mundeni me thon qwe e shihni ni lider te caktum qe ju del perpara, por cfare sjellje ka aj lider cfare karakteristika ka?

T: Po filloj une, sipas mendimit tim, teorite per lider kreativ mund te jene te definume hsume mire ne libra dhe studime, por une besoj qe nje lider I mire dhe kreativ duhet te jete edhe nje lider I lindun....per te qene nje lider kreativ fillimisht duhet te jete pragmatic, dhe duhet te kete aftesi, perviec aftesive menaxhuese eee, qellimeve te tina duhet te kete edhe aftesi menaxhuese te burimeve njerzore qe jane aty qe punojne me te. Ne kete rast, besoj qe mirsjellja, menyra e komunikimit dhe qasja ndaj problemit dhe interpretimi I qasaj te grupi e rrit kreativitetin ne krejt grupin. Kaq kisha dashtu shkurtimisht qe le te flasin edhe te tjeter most e flas vetem une. Keto jane dy pikat qe kisha dasht me me I potencu: pragmatic dhe menyre te komunikimit sa ma te mire me njerezit me te cilet punon.

L: Cfare eshte menyra me e mire e komunikimit, cka po mendoni, per te 4 juve mund te jete e ndryshme kjo menyre?

G. Menyra me e mire e komunikimit kish me qene, mu kon ne gjendje ti me I angazhu puntoret e tu ne pune ose projekt qe je tu e bo ne menyren sa me te lete dhe te thjeshte te mundeshme, e jo me ju “kcyt ne qafte” me u shprehe ma popullorqe, a din osht shume me rendesi qe ni lider me e pase qat kualiteti, 2 duhet me qen ne gjendje me I vleresu a, aftesite e secilit pounetor, lideri I mire e ka qat kualitet, e tani ne menyre creative me I shfrytezu, se jo krejt puntoret jane te barabart. Tjeter kualiteti I mire kish me qen, qe te punetoret qe kane disa mangesi me u marre ma shume me ta dhe me I pru ne te njejtin nivel me te tjeter, dhe jo “a valla tip o din, ti spo din” jepi

ma shume pune ati qe din e le anash qata qe sdin, ajo nuk o n'rregull. Tjeter qa kish mujt I ni lider kreativ me bo, ka plot sene, po foli prej eksperiencave personale, p.sh. qetu n'3CIS ka pase raste kur dikush dikush osht angazhu ma shume me ni pune e dikush ma pak, edhe e kan arsytetu me ata qe "e valla ky shume I kadalshem", ose e valla ky ska people skills, ose spo din anglisht, per mendim temin mangesite e punetorve duhet me u kompenzu prej liderit edhe me I ndihmu me u tejkalu ato magesi. Tjeter spo di cka me thon, tja jap renin edhe tjerve me fol.

A: A te vazhdoj, te qashtja e liderve. Nuk po foli veq per 3CIS, kom experience pak si ma I vjeter ne kompani tjera serioze, nuk munj me e dallu liderin prej Bossit ose patronit (shefit) une liderin e marr si njeri qe duhet me dal I pari si per te mire si per te keq, osht njeri pergjegjes kryesore, fjala e fundit eshte e tij po edhe fjala e pare osht e tij edhe ketu ka lider, ketu ten a qe osht Boss edhe krejt emailat kur vijn per pune ose per projekt vjen ne ate formen "FYI" email I patrajtum I pa analizum a osht per mu a jo, ndodh qe duhna me e kthy edhe une mrapsht tu I tregu qe nuk ka qen per mu. Kjomperngon me se shumti te menaxheret, une per vete kam qen menaxher kom udheheq permi 30 punetore, edhe cka me ka shut'i mu, une kom qen lider qe kom ardhe pre s'poshtit edhe kom hyp nalet.... Kom qen shume I fuqishem edhe kom marre vendime, cak edhe nifar lloj sindikate, I kom menaxhu kontraktoret e Ipkos, ata djemt, ju ka vyt dikush qe sju prish ndjenja, nuk osht e ransishme a punon mas orarit t'punes edhe sa paguhesh, ndjenja me e ni veten te ransishem osht shume qensore, munesh me ja vanu rrogen munesh me ja vanu orarin e punes, mos me ja pagu overtime, por vetem nese sillesh mire dhe ne momente te caktume kur atij I vyn kohe ose ni moment I mire, ti je ne gjendje me ja mundesu qata

L: Me qen fleksibil a.

A: po me qen fleksibil, qiky menoj qe osht komunikimi te cilin une e kom praktiku vet, dhe ata djemt hala m'permenin dhe hala m'lypin mu mu kon. Me ni kompani tjeter ku kom punu, e kom pase detyren me projektu kuzhina, une kom dale ne pune me tesha te punetorit , si krejt punetoret, kur ka aredh malli unekom qen aty me ta, kurr nuk I kom boa ta me e ni veten ma poshte, osht ardhe momenti kur une u duhta me u largu prej atyhit edhe me ka zavendesu ni djal, prej atyne punetoreve, edhe ne javen e pare qe ka dale ne pune e ka pa si te panevojshme me e veshe uniformen masi po rrin ne zyre, ne fund te javes ja kan lshu 4 njerz kryesor punen, me arsyen qe nuk mujm me bo me to, se ky u bo shef meniher, ndersa une kom nejt 4 vejt me qato tesha. Bile kom pase presion pse po I vesh keto tesha. Sipas pervojes teme, mardheniet duhet te jene njerzore e pastaj me kalu ne mardhenie si kolege. E maj n'men ni shprehje ten je menaxherit tem, qe thojke, na jemi sin je zingjir, naj hallke osht ma e madhe naj njo osht ma e

vogel, po cila do qe kputet edhe ma e vogla nese osht, ky zingjir ka me ra edhe nuk ka me mujt me funksionu mo. Menoj qe cdo njeri me e ndi veten te ransishem edhe kur ja ndan punen puntorit, duhet me I thon kqyre se qekjo osht per ty, seni ma i arte osht kur I thojme a ta bojme qeta, ose kur sta ka kry ni pune, ka ndodhe kur thojshin spo bon qekjo, aj nuk thojke pse spo bon, qysh nuk po bon, ama thojke a ta bojme bashk, me provu, nese e provojme bashk thojke a ta bojme bashk. Punetoret kurr skan mujt me e dit a osht ka fiton a osht ka hup, don me thon problemet e natyres qe a ka firma te hyra a ska, ato nuk duhen me u reflektu te puntori, se ne momentin kur puntoret fillojne me bo kalkulime ateher osht keq puna. Qatajoim ka e perjetoj per momentin edhe ne 3CIS, ketu ka shume njerez qe bojn kalkulime, dhe kjo eshte si pasoje e mosangazhimit te mjaftueshem, se nese lideri e angazhon puntroin ne krejt kohen ai nuk ka kohe me bo kalkulime.

L: Kjo eshte e rezikshme

A: Mungesa e informacionit dhe info gjysmake eshte e rezikshme, kjo osht cka menoj une, shefi I mire merr pergjegjesi vet edhe I mbron puntoret.

Krejt qeta qe e tha Arbri une e gjeta ni fortografi (me siguri ne rekoreder nuk del) po kjo foto e pershrun shume mire krejt punen e liderit kreativ. KJo shuem mire e pershkrun ni lider te mirfillt, per hater te pershkriimit me fjale, fotoja eshte ku Bossi I urdheron puntort e vet ne ate menyre qe krejt punen e bojn puntoret a ni lider I mire ju del perpara dhe I udheheq ata punetore dhe e kryjn bashk ni pune. Ja vlen me e cek qe kjo sherben si definim te une cka osht ni lider I mirfillt, e kta jane zakonisht lider kreativ, gjejn zgjidhje per tular problem dhe nuk lypin fajtor te tjetere kush, Arbri e ceki ma heret qe pergjegjesine e marrin mbi vete, ose ose e bojn qe krejt ekipa me e marre pergjegjesine mbi vete e jo vetem nje individ I caktum, tjetere spo di cka me thon.

AH. A me fol veq per eksperiencen e 3CIS a edhe dikun tjetere?

LK: Qysh te nihesh ti/

AH: une punoj ne 3CIS 6 vjet edhe ne KONET kom punu 1 vjet, tash po du me fol per KONET, ajo firme nuk egziston me, po munesh me e dit pak a shume edhe ti. Aty qysh kemi punu, kemi qene 4 inxhiniera, don me thon ja k anise rrjeta prej fillimit, si shef aty, lider, shef, CEO krejt I ka pase, aj ka dale prej ni firmes MCM edhe o bo drejtor ktu I firmest e telekomunikimit. Ne fillim nuk ka pase proble se osht ndertu rrjeta edhe krejt, kur ka ardhe puna e trajnimit, se na kemi pase 0 eksperience edhe kemi pase nevojte per trajnim, kur o ardh puna e trajnimit, gjithcka qe kemi bo kemi bo me vetiniciative, aj nuk osht gjind kerkah, kemi lype ndihme prej tina, nuk n

aka jep ndihme. Na ka refuzu 1 muj e diqka prej zyres, nuk n aka pranu ne takim, na kemi kerku per me bo trajnimi qe me vazhdu projekti. Po qashtu qysh ka qen aj edhe firma o mshel, se me asi njerz nuk munet me vazhdu. Tash po kthehna ne 3CIS, ku kom qen lider I vehtes edhe I ni grupi te vogel te njerzve diku 6 veta, ma shume se 6 nuk kom pase, po ma shume kom pase lidera, kom pase lidera te mire, te kqi, katastrofe ahahahah... po kom pase edhe lider te mire, ketu ne 3CIS ka lidera te mire shume...

L: ok, a mundem vetem pak me nderhy ketu, cka po menoni kur po thoni lider I lindun, cfare jon qato karakteristikat e linduna?

AH & GB – Ne anglisht I thojne karizma, karizmatik, edhe I shoqnueshem, ne e perdorim popullorqe edhe nje fjale “eshte I lehte bre vlla”

AH: – Din me marre problemin vet si lider me e zgjedhe, mos me ja gjujt puntoreve

T: - Jon sene, I lindun don me thon qe nuk munet mu msu n’libra nuk ka definicion, osht karizmatik. Lider I lindun je kur je kon 7 vjeq e je kon kryetar I klases, jo domosdoshmerisht je nxanesi ma i dallum I klases

GB: - Une e kom ni definicion pak ma tjetet per ket sen, ti je lider I lindun kur nje grup I njerezve vine te ti ne menyre te natyrshme, pa I lyp ti me ardhe, po thjeshte vine per me I udheheq ti, qajo osht lider I lindur

T: I ban gjanat ne menyre te natyrshme, lideret te cilet zgedhen vet

L: vetem edhe ni pyetje, a menoni qe qeto karakteristikat e linduna, a menoni qe munden me u ndertu? A menon qe njeri ndron, zhvillohet, edukohet?

T: Prej aspektit tem te shiqpart osht pak proble, po nisna prej krejt experiences se punes qe e kom pase, krejt kohes, zakonisht njerzit qe vine ne pozite te liderit ten a, qofte ai I lindun ose jo, nalen \, ja ban pause vehtes edhe qajo eshte gjaja ma ed keqe ten a, nuk je ne hap me kohen, duhesh me e msu punen e puntoreve edhe me nejt mrapa tyne

A: Nese je lider qe ki ardh prej s’nalti, shumicen e puneve qe I bojn ne teren puntoret e tu, ti nuk I din, kur del prej si lider prej puntoreve jane disa faktore qe ndikojne: 1: eshte karizma, 2: ti identifikohesh si person qe merr pergjegjesi dhe te tjeret gjejne mbeshtetje te ti. Kur me ka ra me u ballafaqu me puntore, argumentin e pare qe mathojshin ish, a din ti me e bo kete pune, se menojshin qe une rri ne zyre ton ditin edhe nuk boj kurgjo. Kur e din punen nuk ki problem me puntore, liderat qe vine prej puntoreve jane me te miret.

GB - Me ju pergjigj pytyes toned qe tha “A mundet me u kriju ni lider” pajtohem qe ki disa lloje te liderave, na e permenem punen e liderit te lindun, po une besoj qe edhe eksperienca te bon lider te mire, qeniet njerzore jane te krijume per me u adaptu edhe per rritje intelektuale, mshpirterore edhe fundi I fundit fizike dhe me ata vine edhe ndryshimet. Dikush ka aftesi me msu prej eksperiencave dikush jo. Njerezit qe kane aftesi me msu prej eksperiencave kane aftesi mu bo lider te mire.

T: qata e thash edhe ne fillim qe jon 2 lloje te lidereve I lindun dhe I mesuar , aj qe meson punon dhe e ngrite veten ne ate shkalle qe I ndihmon me u bo lider, njejte siq punon dhe meson nje inxhinier qe eshte I afte me I kap elementet. Meson qe me I plotesu magesite qe I munogojne ne karakter te tina.

G.B:Po maneji ki edhe njerz qe nuk jon ne gjendje me thith qato sene te mira, ata perfundojne si lider te kqi, po edhe liderat e lindun me pune dhe experience behen lidera edhe me te mire, ata per mendimin tim jane lidera te jashtzakonshem.

T: Une du diqka me u nderlidhe pasi qe u permen edhe Arbri ma heret “A e din punen” para disa dite e kam lexu nje reportazh, se jam I pasionum mas Ilon Mask, qe eshte sot nder njerezit me te afte qe eshte gjalle. Ai eshte nje inxhinier shume I zoti, udheheq 3 kompani te medha dhe krejt reportazhi ishte, se si eshte te punosh per Ilon Mask, si punesohesh qysh eshte intervista, ni menyre qe me la shume pershtypje ishte menyra e nxitjes se punetoreve te ti, cka ben aj qe t’ju tregoje punetoreve, 2 dite I kalon ne cdo kompani qe udheheq, dhe kur takohet me menaxher te ndonje divisioni per shembull te kompanise “Space X” kompani e cila merret me raketa ne pergjithesi dhe nese ndonjeri prej menaxhereve te ati grupi I tholte se nuk po mujm me ardhe deri te rezultati eshte shume problematike, Ilon Mask I lent e gjitha punet anash dhe ulet me ta edhe I zgjedh problemin, tu marre parasysh menaxhimin e 3 kompanive qe I ka, gjen kohe rrin mas orarit edhe I kryen punen dhe jut hot qe nuk ka qen aq problematike ajo pune, po qe ju realisht nuk keni qene aq te perkushtuar per punen \, sepse e kishit kry edhe ju vet. Nes eune munem me e kry per 5 ore dhe ju per 2 jave nuk keni mujt me e kry eshte se nuk jeni perkushtu shume. Edhe vete punetoret thoshin qe eshte perulja me e madhe qe munem me perjetu prej ti, sepse vjen ne menyre shume te qete ta kryen punen dhe te jep model se si duhet dhe largohet dhe nuk jep as kritike as asgje.

L: A eshte kjo menyre per me stimulu puntoret

GB: Qe nje menyre e lidershypit kreativ

L: A e kane gjete punetoret ata si stimulum

T: E kane pa si vrejte, po ne nje menyre krejt tjetër, nuk I ka kercnu ne menyre direkte dhe jane te vetedishme per me qene me I perkushtuar

GB: Une mendoj qe ky eshte nje kualitet shume I mire I punetorit, sepse te shtyn ty me u mundu edhe me punu ma shume se te shtyne ty, mua me kish stimulu

T: Une deshta me u nderlidh me ata qe tha Arbri, eshte e rendesishme me e dite puntori se lideri din me e bo edhe punen e tryre.

A: Te ai Zotnia ku kom punu ai ka qen drejtor I nje fabrike gjigandi ekonomik dhe ne moshen shume te re ka udheheq numer te madh te punetoreve, prej tij kam mesu shume, edhe aftesine se si me manipulim me nerez me ndjenja te njerzve, sepse njerezit I perkasin ndjenjave jo arsyes. Cfaredush arsye mi jap, kur dikujt ja prish ndjenjat aj nuk te ndegjon me. E kam pa qe ne ate kohe qe aj krejt kohen me tregonte se si duhet te sillem me ekipen time, aj mi jepte mua detyrat ne leter dhe me ekipen I krysha punen , kur u kthehsha ja bojsha u kry, ma kthente kaq shpejt I bote a: qe edhe qeta qe edhe qeta me e bo, krejt kohen ka pase pune edhe nuk kishim klienta. Qaty kemi ardhe ne perfundim qe ky sip o e kryme punen po na jep pune tjetër me bo, qe ma mire punen e pare qe ta jep (ekipa jeme ka pase me I pastru depot) ma mire ta pastrojme depon numer mire gjithë ditën e mire, se sa me shku per 3 ore me e pastru depon e pastaj aj me ti jape me I pastru edhe 2 depo tjera mrena ni dite, e ti mos me arrite asnjënen me e bo mire. Kjo ka qene nje lloje sjellje e cila te nxit me qen ma I mire ne pune, ta rrit pergjegjesine ne pune. Une te ky e kom pa se cka don te thote kur dikush ta jep nje kritike me perfide me te msheft, aj nuk te kritikojke asniher ne ftyre, po ta bojke, e ki kry a, hajt bone edhe qeta edhe qeta.... Mas ni jave te shtike me e bo punen e njejt prap se nuk ka qen mire....menyra e komunikimit lka rendesi te madhe ne udheheqje dhe ne zgjidhjen e problemit....e rendesishme eshte mos me pase bariere dhe mos me e shti me u ni keq njeriu... ne kemi pase raste kur dikush pyeste cka e ki ket person, ai thoshte bashkpuntore, kurr nuk thojke puntore...

T: Une menoj qe edhe diqka tjetër... nese nje lider I mire din me e udheheq ni grup, krejt grupi kan me u ni qaq afer edhe kan me dite... edhe ne momentin qe aj lider largohet prej aty, kane me dite me qen ne sinkronizim, kan me punu ne ate menyre qe krijojne mardhenie jo vetem pune, po edhe mardhenie shoqerore.... Une ne 3CIS e kujtoj ni grup ku ka punu Aridoni edhe ti Gente, une jom kon vetem 3 jave... ka fillu me 4 veta, mas gati 3 vjetve mu me ka ra me kalu per 1 muj dite te grup... aty jon kon 40 veta dhe nuk kom pa grup ne 3CIS qe kane punu aq shume njerezit,

qe nuk osht fole hiq... kur kon shku me punu me ta e kom pa qe ka pase mardhenie fantastike ne mes te grupit, nuk ka pase me rendesi a osht lider Aridoni a osht lider X ... mrena qati grupi mardheniet jon kon fantastike, mbulueshmeria e punetoreve o kon perfekt, nuk ka pase nevoje me u njoftu menaxhmenti I larte per kete pune....

L: A ka funksionu kjo menyre

T: Ekipi ka funksionu ne menyre perfekte, ka qen ekipi ma I sukseseshem ne 3CIS, ka qen ekipi qe I ka pru mas shumti pare 3 CIS-it... une kam punu vetem 3 jave aty , po e kam vrejte qe mrena 5 oreve jam ni pjese e grupit, ta kan dhon afersine, menoje qe nje rol shume te rendesishem e ka lujt lideri I pare I ati grupi qe I ka kriju ... se une e di qe ne fillim aj grup ka pase probleme, ka pase njerez qe lideri I pare I ka largu, kur ne ni grup te caktume ka njerez karakteri I te cileve nuk pershtatet, lideri natyralisht duhet ti shohe dhe ti kuptoje keto sene, nese nuk arrin me I verejte

GB: Lideri duhet me pase astefi me I menaxhu egot e njerezve ne menyre te sukseseshme

T: Duhet me kon edhe pak psikolog, duhet me pase komunikim nderpersonal\

GB: Duhet me e eliminu egon e cila nuk pershtatet me grupin

T: Jasht orarit te punes mund te keshe komunikim perfekt me liderin

GB: Une po du me u nderlidhe me kete qe pot hot Tuzi, se ka pase njerez te cilet kane dal nga ky grup ne projekte tjera dhe nuk kane funksionu si familje pastaj: Pse – shtrohet pyetja. Une po mendoj qe nashta o kon pune lidershipi I keq, nese qaj grup I njerezve kane funksionu perfekt, ndersa ne ekipin tjeter jon kon katastrofe

T: Lidershipi ne qat grupin e dyte kur kane dale po menon

GB: Po po qaty... ateher munesh mas mirti me e vrejte se cka don me thon me pase lider kreativ ose ni lider te keq me 0 kreativitet dhe 0 aftesi te udheheqjes... tash nuk po I permeni projektet me mer

L: Shume ne pike te mire jemi per me vazhdu... nese keni me shut edhe diqka?

AH: U permenen te gjitha.

L: Pe dime qe lidershipi/menaxhimi I ka eshe ato anet e keqia, qe na bon nervoz naj her, qe na bon edhe me u ni keq, se te vjen shume inat, nese ju kisha ftu me menu per lideret/menaxhert e

juj dhe sjelljest specifike te tyre, dhe ju e prute ni shembull shume te mire... menoni cfare kane gene sjelljet e lidereve menaxhereve (une jam shume e interesume ne sjelljet e lidereve) qe ju I kisht karakterizu si sjellje te lidereve kreativ.

GB: Ne ekipe tjeter, une menoj qe mungesa e sinqeritetit bjen deri te fragmentimi I ekipes, thashethemet qesi problem te vogla joesenciale per pune, prumja e seneve personale, krijimi I grupeve te vogla, favorizimi I nje grupi te njerzve,klanet... keto nuk jon sene te mira per ni lider... nese kta kan funksionu si familje ne ekipin e Vodafonit ten a nuk ka egzistu kjo... pse nuk kane funksionu grupi...

T: Ni rast me kujtohet kur e kom ni muhabetin, qe ka pase raste kur ni person o kon tu punu edhe aj tjetri prej skejtit tjeter te salles ka ngajt me I ndihmu, ndihma ne ate ekip edhe osht marre ate pune edhepse nuk ka qen hiq puna e tina, po I ka pase 5 minuta te lira dhe ka ndihmu, sepse lideri qe ka arrit me e kriju ni sen qe krejt ekipen me e angazhu.... Ka ba rotacion mrenda ekipes, ka lyp trajnime per ekipen se kerkush nuk ka pase pervoje... menaxhimi I orgnizates ka lidhje edhe me kulturen e nje populli, une kam punu edhe ne Finlande, brenda 8 oreve nuk te ka fol, ke shku me e pyt diqka ti ka kushtu 2 minuta dhe ka vazhdu me punen e vet... kete system nuk mund ta instalosh ten a, ne jeme tjere, na jemi shume te hapur, flasim shume ndoshta edhe I pengojme njeri-tjetrit ne pune... per te qene lider kreativ duhesh me dite dhe me I kuptu edhe kulturat e njerezve edhe sub-kulturat e tryre... 3CIS –I e ka ni karakteristike se ka punetore prej krejt trojeve shqiptare, une p.sh. une jam I Tuzit, mund te jem malesor I eger mund te ofendoj dikend dhe mund te krijohen perqamje mbrenda grupit e ti si lider duhet ti kuptosh keto vecori... ni diqka qe eshte shume e rendesishme te sjellja varet edhe nga profile I njerezve... dua ti permendi 3 sjellje... kur kom hi ne 3CIS nuk kom pas idene se cka eshte Telekom e as nuk ka m konfigururu naj her, sepse kam ardhe prej nje backgroundi i cili ka qene me i pergjitheshem qe ka qene shkenca kompjuterike... 3CIS ma ka dhon shancen, kemi pas 1 muj trajnim, pas ati trajnimi kom fillu ni projekt krejtte ri per mu... atbote e ka pas ni lider qe ka persona qe nuk kane kalu mire me te, por per mu aj ka qene njeri qe me ka shty me msu rrjeta, ka qen njeri, ai o kon karizmatik, veq ka keshe... na kemi qen 12 veta ka pase thashetheme, por aj ka qen cover ka qen protection nuk ka lon rrezet e diellit me te djeg ty, aj me ka rekomandu me shku ne Angli , aj nuk me ka tregu qe me ka rekomandu... Aj I ka dite punet shume mire... aj ka dite me dale mas punes me pi birra kapak kemi fole per pune... ckado qed ka pase me ni person kurr nuk ja ka thone para tjerve... osht kujdes per puntore shume, I ka marre pergjegjesite permi vete, ke mujt me llogarite ne te shume.... Ka dite me rrespektu cdo njeri thojke “cdo njeri din diqka qe na tjert nuk dijm” ka pase aftesine me te ngu, kur e ki kete aftesi meson shume sene dhe e kupton shume

me mire ekipen tende... tea j ka pase shume njerez qe kan shku edhe u kan fol per neve kane provu me shti, pot e aj n uk ka ndiku asniher... masi qe ka dal prej punes kemi diskutu disa her edhe n aka kallxu disa element qe me u rujt prej njerzve te tjere... ai ka pase aftesi me I kontrollu...

A: E kam ni rast ne ekipin ku kemi punu ne ni projekt ne NY, aty ka pase pergjegjesi shume te madhe dhe njeri I 3 I projektit ka qen lider I jone, ai ka qene person qe ka pase shume pergjegjesi dhe reflekton shume panic dhe stress, ne e kemi pas ni kolege I cili ka qene shume sensitive ndaj ketij person, dhe e kemi pase Oktajin I cili ka qene shume professional... na I kemi pase pergjegjesit prej pikes A ne piken B, drilon na shtike me I kontrollu deri ne piken C, kaq shume ka qene I panikavt, na pat myt deri sa erdh Oktaji edhe aty e kuptum realisht detyren tone... Lideri duhet mos me e reflektu qat paniken

L: Po menoni lideri kreativ

A: Per kreativitet kish thon qe, lideri kreativ duhet me e ngu punetorin, me e lon punetorin me I shpreh menimin e vet se si duhet te ndodhe, jo veq me ta jape direktiven qeta ki me bo edhe me vazhdu

T: Edhe me e kuptu qe jo gjithmone e tina eshte e drejte dhe jo gjithmone menimet e tina jane me te mirat

A: Me e kuptu me marre menimin e krejt ekipes

T: Qaj lideri qe po e cilsojme si lider kreativ, kurr nuk ka qen ne stress kurr nuk e kom pa tu paniku, gjithmon e ka pase frymen positive, gjithmone ka qene tu qesh edhe per ckado qofte e ka marre shume pertore, nuk ka dasht punetoret me u ni keq, e ka marre pergjegjesine nese ka ndodhe ndonje problem

GB: Po du me u nderlidhe ketu, lideri kreativ duhet me reflektu besim te puntoret

T: Drilonin e njohim krejt edhe osht inxhinier perfekt, por ben presion dhe I rrit gjanat shume

A: Gezimi ka qen njeri qe e ki stresu shume let, ne momentin qe I thojke ky cka bone aj u destabilizojke, lideri kreativ e kish kuptu

GB: Me e mbrojte nga stresi

A: Kur ki ksi lloj punish dhe ksi lloj problemesh eshte shume me e menqur p.sh. me e qit Oktajin si lider, sepse e din punen e vet, nuk panikon, ka pergjejesi.

GB: Lideri I mire, zgjedh lider te mire

T: Ekipa eshte mozaik

AH: Ne 3 CIS ka pas qe jon bo lider pa deshiren e tina. Menaxhmenti ja ka jep poziten dhe ata

T: Oshte edhe dobsia e tina qe e ka pranu ate pozite

GB: Une menoj qe lideri I mire din edhe kur mu terhek, kjo eshte karakteristike e liderit kreativ

T: Ka momente kur ni molle e prisht e prish krejt koshin, neseti nuk je I zoti me marre vendim dhe me I heq ata persona prej grupit ateher je tu e marre ne qafe krejt ekipen, une isha nderlidhe edhe me diqka tjeter, ka raste te caktume kur lider ka qen edhe dikush me I dobet se ekipa e vet. Edhe qajo osht problem.

AH: Ose lider I ni grupi mos me dite punen e ati projekti

L: Ekspertiza profesionale eshte e rendesishme ne lidershpin kreativ?

AH, GB, T & A: Jashtzakonisht shume e rendesishme, teper.

T: Po du me u nderlidh, mu nese mu kish ofru naj her me e menaxhu ni grup te caktum, une kurr nuk e kisha marr nese e kisha marre nese e kisha dite qe ne grup eshte dikush teknikisht me I zoti se sa une. Ka raste te caktume qe lideri vjen (osht njet si ne shkolle, kur nxansat e kane ni professor te keq e aj don me I mesu diqka, po krejt klasa kesh se e shohin sa I dobet osht) dmth ka raste qe ka pase aftesi menaxheriale, por kur ka hi me ni projekt qe sja ka pase idene, ka hi me teknologji qe si ka njoftje

Kur lideri ka expertise dhe experience, din me imenaxhu situatat dhe ka background te mire aj shume veshtire e ka me deshtu

GB: Une po menoj qe zgjidhje creative e lidershpit kish me qene, me e marre te dytin mas teje, I cili osht ma I mire

A: Duhesh me e njoftje punen, me pase njohuri, nese e identifikon dikon qe munesh me ta kry punen tone, osht e rrezikshme, se pastaj aj ta menaxhon punen tone...

GB: Ti duhesh me qen I afte si lider qe me ja utilize skills te punetorve edhe ne favor tonin edhe ne favor te krejt ekipes

A: A me jape pergjegjesi ma shume a qysh

GB: Jo krejt njerzit linden te dishem, duhet me ju msu

T: Jane dy burime qe humben, menaxheri dhe punetori. Ka edhe raste qe ne lamine tone qe jone fantastic ne pune , po r nuk kane takt me u sjell, p.sh. Fatos Peci, ka qene aftesi e Artirit qe ka dite ku me e qit Fatosin, prej kujt me u menaxhur

L: A mund te themi qe e ka rrespektu puntorin

GB: Ka dite dite thjeshte me e lexu punetorin dhe ka marre vendime ne baze te gjendjes se puntorit

L: a muret kjo me qen Konsiderata Individuale

GB, T & A- pause a little and than... po qekjo osht, jashtzakonisht shume, kjo osht konsiderate individuale

GB: - Lideri I mire ne kete rast e ka pershtat me grupe te caktume me njerz te caktum

A: DREJTORI SA HER TA SHEH KTA (GENTIN) ja permend disa shpata, ama sa her ta sheh... mu niher me ka nguc krejt edhe me ka ndal ne corridor edhe ma k abo mos u prek se kom qef me kesh me njerz... ai ka konsiderate individuale

T: 3CISka hup njerz te mdhej per shkak te asaj sjelljes

GB & T: Cka bon aj osht bullying edhe osht sjellje jashtzakonisht e keqe, ka qef edhe nevojje me te bo mu ni keq para krejtve... nuk I intereson a te ka prek emocionalisht a profesionalisht, thjesht te bully edhe te bon me u ni keq

T: krejt na puntort e dime qe osht qashtu edhe jemi te pajtum me ket se

GB: Ec e fol naj sen, nuk guxon

T: Ka njerz qe ja kan kthy

A: une ja kthej njerzve, kushdo qe me thot naj sen qe me ofendon edhe me bon me u ndi keq une ja kthej....

GB: njerzit tuten me ja kthy, ti nuk guxon me ja kthy, se me bo me qellu aj ne disponim te keq muret me te qit prej punes e ti ki qaq shume obligime qe duhesh me I kry, thjesht nuk munesh me e afford me e lshu punen

A: kemi pase raste kur puntori ja ka kthye fjalën, edhe ka shku deri në atë mase sa që Kujtimi është frigu mos po i revanshohet edhe fizikisht... po ata nuk e kanë qit prej punës as asgjë... unë menjëherë që e ka pa prapavi, nuk hakmerret...

GB&T – Kjo është veti shumë e keqe

T: P.Sh. e krahason Gezim Pulen që është njeri që i ka 67 vjeç, ka eksperiencë të hatashme profesionale, që është ndër njerëzit më të përgaditur, ende sot rrin e lexon... neve na është dukur shumë e quditshme, se si drejtori vjen të ulet në tavolinë edhe të pyet se sipër o të ecin senet... unë personalisht më ka pashë në sy pozitiv dhe nështat më ka trajtuar shumë mirë se e ka ditë që jam i vetmi që jam prej Malit të Zi, i ka trajtuar shumë mirë ata që janë prej Presheve, prej Maqedoni... të ka nale k abo muhabet më ty...

A: Kur sillet dikush mirë secili gjen elemente me arsye të atë sjellje të mirë, tip o menon që është sill mirë më ty se je prej Malit të Zi, unë menjëherë që o sjelle mirë më mu pse jom prej Gjakoves Hahahahahaha

T: Nuk e kanë abo veq më mu, unë e shoh që e bon edhe më të tjeret

GB: Reflekton pozitivitetin ndaj njerzve

T: Prer më ka qen paradoksale më e pa në drejtor që ka qene, zëvendës ministër e drejtor më heret eme kon qaq i thjeshtë sa më u ulë më bo muhabet e më bo hajgare e më folë për punë, të e ditë në si e kemi atë statusin e drejtorit që është zyrja qatje që nuk munesh më hi mërena

AH: qasi drejtori çfarë e përmenda unë, që i qon 1 muj ditë emaila e nuk të pranon më të taku, a kënj punon më në objekt më të

A: Mardhenia jememe të ka fillu të e thirrë Zoti Gzim, Axha Gzim e tash e thirrë veq Gzim

T: Krejtve në aka japë shumë motiv edhe ka punu më secilin prej nesh, a ka qene në pozite shumë të nalte, më e këqyr në baze të hierarkisë ka qen i 3 person në kompani prej më të naltve... i ka këpercy kërejt qeto edhe ka ardhë të ti.... Do më thon i ka thy kërejt barrierat edhe ka këomunikë më neve edhe neve në a ka bo më në shumë rahat edhe ka dit më e vlerësë punën, këkado që kë bë të për 3CIS , e ka dit në këdo moment më e pyet e ka ditë për secilin se kë punon edhe më këka mëret

GB: - E pse është ndërpre këkjo, kështrohet pyetja...

A: Ajo cka po me duket interesant me e ceke osht ne lidhje me komunikimin... ne qoftese komunikimi osht ne disa pika deri sa te mrrin ne ca

T: osht shuem e keqe

T&GB: Deshton, nuk shkon informata si duhet, qajo informata qe osht nise me shku nuk mrrin te caku

A: Ma heret pyte per llojin e komunikimit e pata me e permend ma heret kete veti pot ash mu kujtu... do me thon sa ma shume pyka qe ka informata shkon tu u deform edhe ne fund del krejt ndryshe edhe qajo menoj qe komunikimi I liderit duhet me qen direkt me puntoret

T: Qaty po nderlidhem te Ermali edhe 2-3 lidera tjere qe e kane pase aftesine qe problemet e punetoreve kane dit me I reflektu shume mire ne menaxhment nalt

A: Edhe menyra se si thuhen senet ka shume rendesi, kush po ta thot

T: Edhe mos me shku lideri nalt si individ, po me e perfaqesu grupin, jo me e marre krejt meriten e grupit ni individ persiper

A: ka ransi shume se si thuhet kritika edhe kush ta thote ka shume ransi, eshte shume e rendesishme me i njoftu punetoret edhe me dite kujt cka me i thon, po gjithashtu edhe me e dite se kend me e caktu per me transmetu informaten, p.sh. sa me takt folin, cfare qasje kane.

A&GB: Komunikimi direct duhet me kon ne rend te pare, se perndryshe dalin shume probleme.

M: Ne kreativitet, ne term te kreativeitetit eshte origjinaliteti dhe adaptueshmeria ose pershtatshmeria, jone karakteristika te personave kreativ. Prej krejt ktyne qe ju permendet, e ju permendet raste te ndryshme qe keni menaxhu vet po edhe kur jeni menaxhu prej dikujt, cysh lidhen, qysh lidhen qeto karakteristikat: komunikimi, cka patem ketu tjeter, mbrojtje, me kriju kohezion te grupit, me pase konsiderate individuale... kta e permendet edhe gjithshka u sillke rreth kesaj.

GB: Na krejt kto pika i prekem ne menyre te pergjithsume

M: Krejt kto qe i permendet deri tash, e qe te gjitha erdhen prej juve, qysh lidhen keto me origjinalitetin, edhe me adaptueshmerine, a shkojne bashk, apo keta lider qe sillen ne kesi forme jo domosdoshmerisht jane origjinal ne punen e tyne dhe kur ju menaxhojne juve dhe a jane te adaptueshem. I adaptueshem don me thon me qene edhe burimore, qe din me gjet burime

T: aha aha

GB: Normal qe shkojne njona me tjetren, mendimi jem personal... nese lideri nuk ka aftesi me u adaptu edhe me e gjet ni zgjidhje origjinale , mendoj qe nuk osht lider kreativ... lideri kreativ I ka qeto aftesi edhe prej shume seneve qe I folem ktu, ka X raste qe u permenen qe qaj deshtimi me u adaptu ka rezultu me lidershhip te keq, jo kreativ

A: Une menoj qe lideri duhet me qen njeri I mire me ni qasje te mire, nese I posedon keto dhe niset prej keti kandi ateher e ka me te let meanxhimin komunikimin dhe te gjitha

GB: edhe gjen zgjidhje

A: Lideri kreativ duhet me e kuptu qe osht tu punu me njerz e jo me maqina, nerzit I kane edhe problemet e veta, sado qe munohen me I lon jasht punes ato problem reflektoje ne procesin e punes... menoj qe me qen original duhet me qen njerzor... ne qofte se lideri ka qasje vetem formale ateher aj nuk osht original

GB; Me gene formal osht shume e ftofte

A: A ki kohe a ski kohe, a je ne disponim a nuk je

A.H; Tash jemi ne qasi projekti qe e kemi liderin, qe thot mu m'ka pru menaxhmenti edhe veq rrin qaty, nuk bon sen... me ma bo hey, kqyre qet email qysh po I pergjigjem ma bon mu

A.H&A: Nuk osht original

T: I mungon profesionalizmi, edhe noshta qe nuk e njeh projektin... sipas meje, origjinaliteti dhe pershtatshmeria, varet si definohet.... Cka nenkupton I mire ose I keq... besoj... duhesh me qen fleksibil me puntoret, jo me pase rregulla strikte... ekipi nuk jon krejt njerzit si ti, nuk e kane qasjen tone..

G.B: E qetu vjen n'shpkehje origjinaliteti... m'fal qe t'nderpreva... deshta mu nderlidh me qet muhabet, puna e fleksibilitetit osht ngushte e nderlidhne me origjinalitet... cdo vendim flexibel qe ki me marr ka me qen veprim original qe ki me e bo... osht shuem I matyrshem (FGD, 1, 12)

T: Po eshte shume I natyrshem, rrjedh nga vet karateri yt

M: E me me qen inovativ. Lideri me qen inovativ, ka lider qe don me e bo ekipen e vet...lideret e adaptueshem provojne me I bo punet ma mire, se qe I kan bo ekipet tjera... a lideret inovativ provojn me gjet ni zgjidhje te re... tashti ju a keni pase najher lider qe ju keni pase ni forme te

punes, ni rutine, edhe ka ardhe lideri edhe ka provu me gjet mnyra qe me ju ndryshu juve menyren qysh e boni punen

T: Me na bo ma produktiv

M: Se osht problem me ju ndrru njerzve rutinen, osht proces i ron

A: Ten a ndodh e kunderta, na ju thojm qe nuk ka nevoje me e bo qet hap, p.sh. puna e algoritmit nese qeto nuk na kan dale, nuk kemi nevoje me shku me I bo edhe tjerat, se nese 2 te parat nuk te dalin as kto skan me dale... jooo n aka ardhe qeshtu... qe nuk osht e vertet qe I ka ardhe, po I ka thon dikush qe qeshtu duhet me e bo edhe manej as qe e ka lodhe kryt...

T: Ne 3CIS te 2 llojet I kom provu

A: na e kemi projektin me timeline shume te shkurte... o kon ni exel edhe aty jon koon te shkrume secila pune qe ka mu bo, timeline o kon shume i shkurt per cdo nate edhe aj na shtike senin e njejt me bo ka 2 ose ma shume here, edhe na i tham qe tabela osht e njejt edhe qe po na bjen me bo punen e njejt plus qe e kishim timeline shume te shkurte... kur u ankume edhe i thash qe spo kemi kohe... e pyta ni kolege tjeter edhe ma boni jo more nuk ki nevoje, pse po thu qe ski kohe...maneaj aj ma boni jo more nuk ishim dashte me e bo ton ate pune... kjo te shtin qe heren tjeter kur te

M: A e kishit cilesu kete lider kreativ

A, A.H, T & GB: Jo jo

A: une kesh tu te fol per te kunderten e kreativitetit

T: une kisha dasht me i permend te dy rastet edhe rastin e liderit kreativ dhe rastin e kundert te liderit kreativ, kisha dasht me e permend Darsejin, aj ka qen lider shume i keq po ka qen lider kreativ ka dite me te motivu... kur na ka ardhe ni projekt aj 5 dite ka nejt tu e analizu qysh mujm me e bo ma shpejte qysh mujm me e bo ma mire...

M: Ama ti ktu po thu per kreativitetin individual te tij

T: Jo jo , per kreativitet edhe tek te tjetert, se e ka reflektu krejt at ate te tjeret

M: E pse ka qene i keq

T: A o ken katastrofoe se ska dite absolutisht me menaxhu tensionin, t'ka majt ton kohen nen tension, ka lyp me e bo 4 fishin e qasaj qe ti munesh me e bo edhe kur se ke bo e ka hiperbolizu qata... osht shume e quditshme si personalitet...

G.B: Aspekti negativ i liderit kreativ

M: ok ok

T: aj e ka pase ni karakteristike shume te mire, e ka pa personalitetin ton, e ka analizu personalitetin ton, t'ka kuptu edhe i ka pa aftesite se cka munesh me bo ti edhe te ka bond se munesh me e bo 2 fishin e qasaj, ka arrite me t'bind edhe t'ka shti me bo qata, te ka stimulu intelektualisht, i ka nimu krejt grupit me i zgjedh gjanat ma let e ma shpejt edhe mas 5 ditve o zhduk, ta ka lon

M: a ska qen konsistent ne sjelljen e vet.

T: Jo jo jo... ti ka lon komt e arushen n'dore,... edhe kur e ki pase ti problemin... aj o shkri per 10 dite, ka nejt me ty i ka bo krejt senet edhe mas 2 jave e ke thirr per ni problem ta ka bo, cka po thirre cka po don, kap more puno vet, e ka ndru komplet qasjen edhe mas 2 javeve ti ka lon komt e arushem

A: aj o kon joker i 3CIS...

T&A: Aj ka delegu punen edhe manej ka pase punen tjeter

M: tash jemi tu fole per middle managementin, po duket qe kemi pak probleme me menyren se si menaxhmenti i larte e ka menaxhu ket lider

T: PO

A.H: Ata e kan shfrytezu shume...

T: Aj o shit shume mire, se ka dasht me tregu para 3CIS qe muj me i menaxhu disa projekte a realisht nuk ka qene lider i asnjonit... nuk munesh mi thon lider atina

G.B: qysh pe pershkrun ti aj koka kon full of shit

A.H&T: Jo jo jo, aj e ka marr ni project edhe ta ka gjujt ty, masanej ka dal edhe e ka marre ni project tjeter,

T: Ne afat 2-3 jave ka pase aftesi me e menaxhu grupin me I caktu do detyra...ke mujt edhe me honger shume keq prej tina...qe qe ta spjego, aj ka dite qe mrena 2-jave ni muj, me e marre

punen me e nda te njerzit e ka lead krejt punen, atij ke mujt m e ju drejtu per cdo problem, mu marre me emaila me krejt gjanat, ka dite qe ni problem qe ka ndodhe mrena mujt... se ka pase tension te jashtzakonshem me I identifiku shume gjana, me dit me riorganizu qat grup edhe me e kry punen sepse e ka pase qat detyre... po ka pase edhe momente qe me ja thon ni fjale, se ka pase problem me shku ne menaxhment edhe me e tregu cka ki thon, se o kon I tensionum, I mbiingarkume... ka dite edhe mu pendu... por mas ni muji aj ka thon, njerz duhet me ece se ka dal ni project

M: tash nese, muji I pare qe e pershkruve... me zgjate gjate ton kohes... a kish me qen ky lider kreativ...

T: Jo, Po, kreativ kish me qen, po jo lider I mire

M: Pse, jo lider I mire

T: Se nuk ka pase mirsjellje, komunikimi personal nuk e ka pase te mire

GB: Ato jon qeshtje tjera, komunikimi nderprsonal

T: Jo nuk osht qeshtje tjetere, se ajo ndikon direkt te puntori

M: A e kupton liderin kreativ me qen edhe i sjellshem me ty... kur thush lider kreativ

A: E permene edhe ma heret qajo sjella osht shume e ransishme

T: e ka prej karakterit t'vet, din me t'motivu me t'qu n'ajr po din edhe me t'qit pertoke... n'moment dhezet osht si me kerozine e ne moment ndalet osht asi diseli qe nuk munet me ece... osht kreativ, po jo lider i mire

M: Ti per lider kreativ deri qetash m'the: osht marre me juve, ka punu me juve

T: Qellimin e ka arrit

GB: Ka gjet zgjidhje te shpejta

M: Ka qene inovativ

Ka qene inovativ, osht pershtat

T: ka dit me e shit shume mire me e shit projetkin te klientat, mirepo komunikimi nederpersonal, qito oscilimet i ka pase te jashtzakonshme

A: vyte mi ceke qe kto nuk jone parakushte per ni lider... ti munesh me kon lider kreativ e inovativ, po kjo nuk osht baza per me qene lider i mire

T: jo, qata po du me thon me dallu

A: kjo po e kthen te sjellja... kur je I sjellshem edhe ato mangesite qe I kit e mbulohen

G.B: qingji i bute thith 2 nana

T: Darseji e ka nit e majtun n'men qe I ka shti puntoret me 3-4 vjet ne intervista....osht njeri emocionalisht

M: Po ju prap qet njeri qe ju ka inspire qe ju ka motive, po I thuni qe nuk osht lider I mire

GB: Mu po ma merr menja qe definicioni jot i liderit kreativ

T: Atij i jon frigu puntort... ka dit me e menaxhu punen raportimet i ka lyp, ka qen shume pedant... cdo dite ka majt mledhje n7 mengjes... me e pa gjendjen.. kerkush prej puntorve nuk e merrke guxim... nuk munet me ken lider i mire qati qe i frigohen puntoret...

GB: Nuk ka inspiru lojalit te njerzit edhe qaty paska qen problemi

T: Ka qene shume egoist

M: A muj veq me ju pyt cka ju pelqen prej menaxherve te juj, ni ose 2 fjale.

A: cka na pelqen:

T: Kisha marre prej: karizmatik, aftesine profesionale, mbrojtjen e puntorve, edhe menyren qysh kane komuniku edhe momentet kur i kane vrejte mos performancen e puntorve

G.B: Ni sen qe m'ka pelqy te lideri jon osht qe e ka laid back statusin, ne ate sensin qe kur ti duhesh me e kry ni pune aj nuk ta bon te madhe

A: Qeta dojsha me i permen edhe une, po pe permeni tjeter kon

GB: Rujtja e gjakftofsisë

A.H: Muj mi permen 2 lider tjeter, Petriti edhe G. Dobrosi – ata kane arrit me e bo ni grup prej 40- vetash qe punojne bashk, liderat e mire

A: Ktu ka shume lidera te mire... po per ni lider te mire vyne me pase edhe shume pervoje edhe shumica e mangesive vine prej te qenit te papervoje...me ransi osht me ta jep ni pune qe ti din me

bo, po edhe nese nuk din me bo, me ta jep dikon qe te mson e mos me te ngarku shume me diqka qe ti nuk munesh me e bajte, ne kuptimin e dijes edhe punes... aty e kom perjetu qata, me kan ndihmu deri sa me kane aftesu... e te njejten pune munen me e jap ne menyre te dhunshme po edhe edhe ne mnyre shume njerzore... e keto karakteresistika i ka pase aj shefi jem, se atij i thom ton jeten shef, se aj o sill me neve ma mire se qe kishim mujt me u sill na me veten tone... se me reagu keq osht ma e leta

T: Lider qe din me menaxhu

A: Edhe jo me dit me menaxhu kur jon senet mire, po edhe kur jon senet keq... e jo me ju gjujt dikujt e me ja gjujt krejt peshen edhe krejt energjine negative qe e ki, se pse ndodhi qekjo...

A: Te njejtin lider munesh me e nda ne aspektin teknik edhe ne aspektin profesional.

T: Lidershipi kreativ shkon ma shume me menaxhimin horizontal, kur i trajton te gjithë ne menyre te barabarte.

Focus Group Discussion - 2

Moderatori: Lidership kreativ si concept është shumë I ri edhe per neve që merremi me këtë fushë të stdimit. Unë I kam këtu disa eee koncepte të cilat kisha dasht me ju lexu juve se si definohen

R: Ish kone mire

Moderatori: per me ju jape juve ni pasqyre, per tash diskutimin qe vjen. Lidershipi kreativ definohet si aftësia për të angazhuar qëllimisht imagjinatën e dikujt për të përcaktuar dhe udhëhequr një grup drejt një qëllimi të ri, një drejtim që është I ri për grupin si pasojë e sjelle këtë ndryshim kreativ. Udhëheqësit krijues ose kreativ kanë një ndikim thellesisht pozitiv në kontekstin e tyre, në këtë rast në vendin e punës dhe individeve në këtë suate. Stimulumi itelektual përshkruan menaxherë të cilët nxisin inovacionin dhe kreativitetin permes sfidimit të

proceseve normale, të rutines juj ditore dhe pikpamjeve te grupit. Provojne pak me ju sfidu që me dalë prej asaj rutinës suaj të përditëshme, për më provu diqka të re. Menaxherët me stimulin intelektual nxisin të menduarit kritik. Konsiderata individuale, përshkruan menaxherë të cilët veprojnë si trajnere dhe këshilltarë të bashkpunorëve. Menaxherët me konsideratë individuale inkurajojnë bashkëpunëtorët për të arritur qëllimet që ndihmojnë edhe punëtorëve po edhe organizatës. Kanë konsideratë individuale për secilin punëtor. Origjinaliteti i referohet një procesi ose ni ideje jo të zakonshme dhe jo të shpeshtë dhe e pasqyron idenë për të ju qasur një problem apo një situatë në një mënyrë të re, pa u mbështetur në mendimin ose rutinën e përherëshme. Përshtatshmëria, I referohet tendencies për të pranuar një paradigëm, ose ni besim ose ni diqka që e bojme ne përditshmerinë tonë, Brenda të cilit problem është ngulitur. Ata janë në gjendje të prodhojnë disa ide që janë në përputhshmëri me praktikën, normat dhe mënyrën e tanishme, don me thonë janë persona që përshtaten e nuk nxerin ide të reja, mirepo provojnë mënyrën se si është punu deri tash me e bo edhe ma mirë. Përderisa te Inovacioni i referohet tendencës për ta shkëputur problemin nga qasja fillestare e mendimit të pranuar, për të dalë don me thonë prej asaj kornizës së të menduarit dhe ata kanë tendencë për ta ridefinuar problemin, me e kqyrë problemin prej një këndi tjetër, të prodhojnë shumë ide, ta thyejnë organizatën që I përcepton, do me thonë që përcepton problemin veq në kornizën të kufizuar edhe ofrojnë zgjidhje që synojnë me I bo gjanat ma ndryshe. Do me thonë nuk provojnë me I bo gjanat në mënyrën se si jonë bo deri tash, po provojnë me gjetë mëmyra të reja se si me I bo... si me zgjidhë problemin.... Unë kisha dashtë me kontribu sa ma pak në diskutim, për arsye se ëëë kisha dashtë me qen mendimet e juja të hapura lidhur me lidhshimin kreativ edhe lidhur me ata se cka osht edhe pyetja e parë që e kishim fillu diskutimin kish me qenë:

1. Cilat janë karakteristikat e liderit kreativ për juve? Kur përmendet lideri kreativ cka ju bjen n'mend, kshtu shumë pa dorza?

R: Për menaxher e keni fjalën

M: Po po, për udhëheqësin që e keni ju. Cilat janë ato karakteristika që I identifikoni si karakteristika të menaxherit kreativ.

R: Po të parën, caktimi i detyrave nga ana e punëdhansit. Me ja caktu qartë detyrat, kur ju jep detyra me ju jap të qarta, e jo me folë shumë, e në fakt mos me dhanë përshkrimin e problemit si duhet në mënyrë që puna të kryhet. Do me thanë qekjo kish me qen e parë, që lideri me qenë I qartë, kur punëtori e merr atë detyrë me e pasë të qartë se cka ka me punu edhe me e kry punën, qekjo kish me qenë karakteristikë e menaxherit kreativ..... E dyta eëëë, afërsia me punëdhansin

nga ana e punëdhansit në këtë rast menaxherit, me kanë në gjendje me ditë aftësitë e secilit punëtor mrenda shërbimit të cilin e udhëheq aj... tjetër për shembull, po ashtu edhe qashtja e vlerësimit, ee për shembull jepet ni detyrë edhe me pasë punëtori parasysh që pas kryerjes së qasaj pune ka me ardhë momenti që ka me raportu për atë punë edhe punëmarrësi me e pasë verësimin e dhënë

M: feedback

R: Po bash feedbackun

M: me e pasë feedbackun prej menaxherit, ku kom bo mirë ku kom bo keq

R: pop o po

M: Ju mundeni edhe mos me ju pajtu (të qeshtura) e kam fjalën që me rrjedhë diskutimi sa mirë mirë dhe ashtu si duhet.

S: E kam një mendim tjetër nuk me duket qe nje prej karakteristikave kryesore të menaxherit me delegu punë, me ju dhane pune stafit... është transmetim I problemeve, diskutim I problemeve së bashku me grupin dhe mbledhja e mendimeve prej secilit anëtarë se si me e realizu/zgjidhe atë problem dhe masandej mas realizimit të punës patjeter që nuk munet krejt grupi mepunu njejt, dikush ka ide më productive dikush më pak edhe feedback/vrejtet, ne thojza vrejttet, mos me ju transmetu anëtarëve ne grup po secilit veq e veq që mos me u ndi ata keq në mesin e grupit, jo une kom punu ma pak ose tjetri ka punu ma mirë

M: do me thonë mos me e bo mu ni keq para krejtve me ta jap feedbackun

S: Po ashtu është më mirë veq e veq... mos me e dite tjetri cka I ka thane kti tjetrit

D: Une kisha menu ma ndryshe...

S: Kjo e ban ma interesant krejt diskutimin tash

D: Une kisha mendu që nëse ni menaxher i mirë e vlerëson punën edhe para tjerve ja vlerëson punën dikujt, atëher kish me pasë edhe produktivitet ma të madhë, a nëse ty t' thot ke punu mirë veq ty n'sy a tjerët nuk e dinë

G: Për të keq e pat fjalën po m'doket Syla

M: Për krritika e pat fjalën

D: Mirë une edhe për kritika edhe për të mirë... pse edhe kritikën duhet me ja ditë nëse njani ka punu gabim... nese tjert nuk e dinë aj vazhdon me punu në të njëjtën mënyrë... duhet me i ditë do sene menaxheri do me thanë...

S: Unë e thash në fillim me ja japë kritikën individualisht, se nëse aj vazhdon me u sillë ashtu atehëer ndoshta është mirë edhe nër sy të të tjerëve me ja thanë

D: Edhe njo tjetër menaxheri mos me...

S: Tek ne është kriju përshtypja se menaxheri osht veq me dhanë punë... e nuk po m'doket që osht concept dhe sjellje e duhur

D: Me ju lanë mundësi edhe tjerve me shprehë mendimet, qikjo nashti ish kon, jo me kallxu ata që unë jom menaxher eshe cka të thom une bohët, mirqpo me pase mundësi edhe tjerët me I kyq në zgjidhje të problemit...

R: Me kanë fleksibil

D: Me marrë vendime të shpejta dhe të drejta... se të shpejta nashti marrin po, të drejta spo di sa jonë

R: Unë e konsideroj që është kreativ kur merr vendime të prera, jo me thanë m'dokët, ta shohim, duhet me pasë parasysh... po t'prera PO JO edhe cka të vjen vjen... menaxheri duhet me I pre senet... e jo të shohim, të presim...

M: Ama krejt kjo masi që I ka marrë parasysh menimet e punëtorëve, a po

R: Po po, krejt n'rregull, qatyne që duhet me i marrë... po jo do të shohim do t'shikojmë... edhe mas asaj dite harrohët aj far vendimi edhe mas 2 – 3 dite harron për cka o bo fjalë aty... me qen njeri që I pren senet, normal kur vjen momenti, se kjo nuk osht diqka që lypët për cdo ditë, po ka raste kur vjen te ni moment kur duhet me vendosë po jo, e në ksi momente mos me thom “do t'shohim” “do t'bejme” E tek ma vonë kur të kthehet në rend të ditës aj problem të cilin edhe noshta e ka harru, se e ka lon me “do t'shohim” “do t'bejme” tani lindin problem tjera të njëpasnjëshme... jo ju kom thon, jo s'm'ke thane... jo ti e ki pasë përgjegjësinë, jo kshtu jo ashtu... kshtuqë duhet mi pre senet... edhe caktimi I detyrave, une thash bahet në formë grupore... ku ja cakton detyrat personave ti e ki atë punë, ti ki me bo atë punë, nëse ka punë të asaj natyre që mnësh me e nda... e jo përshembull me ju fol 4-5 personave, pa e ditë mirë se kush cka ka me kry...

M: Ndoshta kjo lidhet me qata që e tham në fillim: Konsiderata Individuale, ju e përmendët ma herët vlerësimin; ti nëse e vlerëson atë punëtor, ti e njeh atë punëtor, ti e merr kohën me u marrë me to, me menu ku I ki ti pikat e forta dhe në këtë formë ta cakton edhe punën, nuk e di a po menoni edhe ju kështu

G: Po, po edhe une mendoj që menaxheri duhet me I ditë më së miri edhe punët e krejt inxhinerave të cilët I ka në shërbim/sector/grup, sepse po kemi shume shpesh raste... se nap o kemi lloj lloj softëaresh, bile se paku atë karakteristikat kryesore të ni softëare secili prej menaxherëve kryesor duhet me I ditë, spo them perfekt se aj me I ditë të gjitha nuk ka nevojë për ekipë, mirëpo jo tash me u detyru na me ju spjegu atyne kohë të gjatë se cka kom punu në...

M: Do me thonë duhet me pasë ekspertizë profesionale në atë lami...

R: Kolegen sap o e kuptoj une, ka të drejtë se menaxheri duhet me kon 1 hap para stafit të vet...

D: Jo ni hap, pod y a ma shumë hapa

R: Duhet me pasë informata, po jo në detaje, se në detale I din puntori që e bon cdo ditë atë punë, ska nevojë me I ditë menaxheri...

G: Po ashtu është, po bile së paku në vija të trasha me I ditë, në mënyrë që nëse ngecë inxhineri apo punëtori me pasë ku me u drejtu, se kerkush nuk është I gjithdihëm... na kemi pasë raste kur kemi ngecë na në diqka, edhe ma shumë jemi pytë na në mes vete, se ma shumë ndoshta e ka ditë kolegu apo kolegja që e ki pasë afërë, sesa që e ka ditë menaxheri... e nëse e ki pytë ti menaxherin o dashtë me ja spejgu niher qata që ti e ki bo... don me thanë nuk ka qenë në gjendje me te udhëzu se cka tutje ti me vepru, e për këtë arsye mendoj se duhet të jetë sa më kreativ personeli I cili është në lidhësi, se sa noshta ajo pjese tjerët, ani që detajet është mirë secili me I ditë... na këtu jemi kompani energjetike, ne kemi punë me shtetet e jashtme edhe gjithmonë marrim si model ndonjë shtet i cili është me renome, mirëpo gjithmonë duhet me gjetë ngjashmëri të kushteve dhe konditave... dhe me I marrë modelet e atyne që afërsisht jemi tëngajshëm me ta, e jo sikur që kemi pasë na rastin që kodin e rrjetit e kemi marrë prej Irlandës që osht noshta ni model, se e kemi pasë edhe konsulencën prej tyne, jemi bazu në kod të rrjetit t'tyne edhe për apliku na po ngecim shumë herë e në shumë pika... do me thanë menaxhmeti duhet me qenë aj, që edhe nëse nuk e krijon vet modelin po merr model prej dukujt, modeli me qenë me karakteristika të ngjashme me tonat...

R: Me vendet e rajonit p.sh.

G: Jo me shku me marrë modelin Amerikan, Irlandez etj, se ti... t'themi thjeshtë popullorqe nuk ki kaqik me e zbatu qata

M: Do me thonë të qenit menaxher kreativ ka të bëjë me u përshtatë, me ja përshtat kontekstin tonë ku po punojme; social, gjeografik, kulturor me ja përshtat edhe modelin me e pasë parasysh

G: Sepse jetojme ne rrethana te ngjashme me të gjitha shtetet e regjionit, sepse ne kemi shumë punë me të gjitha shtetet e regjionit, sidomos per bartje të energjisë edhe gjithqka do me thane e krahasojmë e punojmë, si me qene, a din gjith me shtetet fqinje kemi bashkpunim ne cdo aspect ani qe deri tash jemi te panjoftun prej tyne, po I kemi aspiratat me qenë të pavarur ... duhet lidershipi që ta ketë parasysh që të mos dalim jashta kornizave tona jo vetëm të shtetit tonë po edhe me ju përshtat punëtorëve... a si punë ktu kemi kryesisht punë ekipore, secili anëtarë I ekipës është I njoftum për punën që e bon kolegu që e ka në ekip, po kish me qenë shumë mirë nëse kish me qenë ma e madhe transparenca e menaxhmentit që e ka me stafin, kishte me qenë puna ma mirë, sepse shumë herë mbesim të pa informumë... p.sh. kur ipet detyra, të thot plotësoje ni tabelë apo ni diqka pa të informu se cka paraqet ajo tabelë

R: Për qata thash edhe une, caktimi I detyrave nga ana e punëdhënësit të punëtori, me ta spjegu, me japë sqarime... se ten a veq ta jep ta përcjell problemin, ta bon qeshtu m'ka ardhë, bone ti

D: Ajo tani shkakton, moscaktimi I detyrave e shkakton edhe qata që as nuk ka kritikë as nuk ka lavdatë, e për neve ajo është diqka që e presim prej ni menaxheri t'mirë...

S: Po m'dokët kjo cka u diskutu deri tash, u diskutu për rastin e menaxherit të mirë mrena ni sektori me sa mujta me e kuptu... po kemi raste kur caktohet ni grup punues prej shumë sektorëve dhe patjetër duhet me u caktu edhe k\dikush që e udhëheq atë grup punues dhe eshte e pamundëshme me I ditë ai punët e secilit që me kon ni hap përpara anëtarëve të grupit, si lider I ati grupi ai duhet të shërbejë si interface me nivelin ma t'naltë edhe ne mes anëtarëve të grupit, se noshta ndonjëherë ka raste kur ata nuk munën me diskutu kështu në nivel horizontal, po diskutimet shkojnë nëpërmes liderit të grupit.... kështuqe ai si udhëheqës I ati grupi duhet me e marrë mendimin e secilit edhe e plotëson edhe mendimin e vet me krejt mendimet e punëtorëve ... kështu mundet me I plotësu edhe idetë në mes të anëtarëve të grupit, se p.sh. nëse njoni thot ni ide që nuk munët me u përshtat me idenë e kolegut, lideri mundët me I gjetë pikat e përbashkëta... për këtë arsye është shumë e rëndësishme që lideri me qenë I hapur...

M: Tash une jom e vetëdishme, se krejt kemi menaxhera edhe ndonj aspect I menaxhimit të menaxherëve tanë ndoinjëherë edhe nuk na pelqen edhe kjo gjithkujt I ndodhë... une kisha kërku

nga ju me mendu për naj sjellje që e bëjnë menaxherët e juv edhe që ju e cilësoni si sjellje creative, jo vetëm tash, po edhe nëse kemi eksperiencë të mëhershme, cka kanë bo menaxherët e juv edhe që ju e keni cilësuar si sjellje të menaxherit kreativ.

D: Ketu vshtirë pak...

S: Në punojmë në mirmbajtje edhe ka raste të rralla kur kërkohet të kemi ashtu punë creative

R: Ma shumë ka kreativitet prej anës tonë sesa prej menaxherave

M: Aha, po jo domosdoshmërisht lidhshipi kreativ duhet me u lidhë më qështje creative, ju e përmendët zgjidhjen e problemit që është drejtpërsëdrejti e lidhur me kreativitet, po ju mundeni me konceptu edhe ndryshe... ktu ju përmendet që një komponentë është me e marrë parasysh mendimin e juv, me japë feedback osht në komponentë tjetër... a k abo najher naj sjellje që ju keni thonë ose që qetash po muneni me mendu që qajo kish me ra me qen si sjellje e menaxherit kreativ, jo vetëm në zgjidhje të problemit ose zgjidhje të problemeve teknike, po edhe ndaj sjelljes me juve që e ka?

R: Në përgjithësi sjelljet janë mirë, në rregull... se ktu na të gjithë jemi kolegë, vetëm dallojmë për nga niveli I pozitës që e kemi se sa I përket nivelit të shkollimit e kemi të njëjtë të gjithë... ktu veq për shkak të pozitës menaxheriale, ose pozitës së liderit që e mban është dallimi në mes të neve dhe atina...

D: Mirëpo qaj emer që e ka, menaxher, na shkakton neve nifra frikë që as mendimet najher që I kemi nuk të lejon mu bo ti kreativ...

M: A ka ndodhë najher që ju ka pa menaxheri juv që jeni shumë të lodhur edhe ju ka thon shkoni në shp...

G: po mu m'ka ndodhë...

M: Qysh e cilësoni kta, a osht qikjo në trajtë e liderit kreativ, e menaxherit kreativ...

G: Nuk e di sa osht e dobishme...

R: Po, po osht osht, osht në komponentë e menaxherit kreativ, nuk osht ku me dit sap o osht... kur e sheh që noshta kurgjo nuk ki me marrë prej tin ë atë ditë, atëher osht ma mirë, I len për neser thot osht ma I kfillt...kjo osht ma mirë kur menaxheri e vren vet, pa I thon punëtori kom nevojë me shku une...

M: Kjo është karakteristikë kur menaxheri e vëren vet...

G: Unë për veti kom pasë rast kur kom punu edhe jashta mundësive të mia, nuk e kom kqyr, kom nejt edhe gjysëm ore ma vonë edhe asi... mirëpo ditën kom thon valla kurqysh nuk jam edhe menaxheri meniher më ka thon ani a po don me shku se edhe po e shoh që nuk je bash mirë, spontanidhësh mire... edhepse e kemi me ligje të punës me marre ditë të lira edhe kemi liri prej tina...

D: Po edhe lavdatat nuk mungojnë po jo qysh i presim na....

G: Ka ndodhë kur edhe të thirrin në ship, ta bojnë osht urgjente qekjo punë a munësh me ardhë...

S: Ka raste kur ndonjëherë ankohesh që nuk po mundesh me i kry të gjitha punët edhe aj ta bon an ipse nuk po ja jep najkujt tjetër le ta bon punën... tashi mu nuk më dokët ajo ide e mirë, po ata duhët me I thon vet menaxheri...

M: A keni pasë ndonjë rast kur ju keni mbet, nuk keni arritë me e zgjedhë një punë ose problem edhe që menaxheri ka ardhë edhe osht ulë me juve edhe ju ka ndihmu

S: Ka pasë raste, jo veq kur nuk kemi mujt të e zgjedhë po ka shprehë interes me ardhë ten a, zakonisht puna jonë lidhet si sector me terren, kemi punë edhe në qendër po zakonisht jemi në terren edhe ka shprehë dëshirë me ardhe...

M: A osht kjo karakteristikë e liderit kreativ, a ju duket

S: Po, sjellje e mirë është edhe jo me ju ikë punëve dhe nuk e ka qëndrimin që thot se jo n\kjo punë nuk është për mua... ka ndodhë që ka hi nën tavolinë me I lidh kabllat edhe dikush prej jashtit nuk ka mujt me e kuptu që ka qenë menaxheri...

G: Këto raporte egzistojnë këtu të na mes menaxherëve dhe puntorëve, ndoshta e k aba të vetën që edhe profesionalisht jemi të gjithë të barabart edhe ka ndodhë që osht ulë bashk me ty në tavolinë edhe ta k abo cka ta merr menja qysh me e zgjidhë, a osht ma me ven me e qit qeta qetu a ku... don me thanë merr mendime

M: A është kjo karakteristike e liderit kreativ?

G: Po, po do me thanë merr të dhana prej teje që ti cdo ditë merrësh me atë punë edhe ta merr parasysh menimin, a po ta merr menja me e bo qeshtu a qeshtu edhe ti je e lirë me e shprehë mendimin tand edhe aj e merr këtë si ni diqka shumë positive, e vlerëson dhe mandej e shpërndan tek të tjerët ... barrier të thella nuk ka, po them në të shumtën e rasteve, se ne njerëz jemi, po në aspektin professional nuk ka...

S: Ni veti tjetër e kreativitetit... kur don me realizui diqka edhe ti si punëtor e shpreh dyshimin tënd se nuk ka me shku mire, ke pak frikë se si po rrjedhin gjanat, e aj inkurajimi ... edhe nëse nuk shkon mirë duhët me provu, edhe nëse prishë ose shkatërron diqka duhët me e provu ...

M: Do me thonë ka inkurajim nga ana e punëdhënësit...

S: Po inkurajimi është ... edhe ajo është ni vecori, se ka raste kur provon diqka për herë të parë dhe ajo frika se munësh me shkakto ni problem me të madh, Inkurajimi ta lehtëson për 70% krejt procesin dhe ndonjë vështërsi që e ke pasë... po dalin tash vetitë creative

M: Po kështu dalin tu I diskutu edhe kjo është qëllimi i krejt procesit.... Unë kisha dasht me ju pyt tash se cka ju pëlqen më së shumti te menaxheri juaj, mendoni se cilat janë disa karaktersitika që ju pëlqejnë, kjo është e mirë, ama positive, let me e identifikuj

S: Rrogat I kanë kogja t'mira që na pëlqejnë, po boj hajgare se nuk e di...

M: Po diqka që ju pëlqen të menaxheri juaj

D: Noshta edhe denimet kur ti jepin I jepin si ma butë, sikur me dhanë ni lavdatë..

M: Kritika jepet në mënyrë të butë a?

D: pop o, që të shtin me dyshu a ke kritikë a lavdatë, po masanej kur ta menon e sheh që ka qenë kritikë...

G: E për mu vetia ma e mire osht kur ti e bon ni punë edhe e dërgon te menaxhmenti, kur ta kthen me email, të thot flm shumë ishte shumë mirë veq vazhdo kështu...

M: Do me thonë ta njeh...

G: Po ta vlrëson qat punë që e ki bo, do me thane ajo për mu është më shumë se me të vlerësu me pagë, kur ta bon bravo...

D: A ja valla Gonxhe, une nuk kisha thonë ashtu...

G: Kur ta bon shumë mirë, edhepse nuk kesh tu i gjet behane pagës, mirëpo kur ta cmon kur ta vlerëson punën, se qon cdo ditë emaila, detyrat që po I kryen edhe pyetesh a thu i lexoj a si lexoj kush... por ne momentin kur thotë a shumë mirë... kemi pasë rast për disa raporte që komentohen para bordit të kompanisë, të ka thanë që e ka lavdu bordi shumë punën tënde, ka qenë gjithqka shumë mirë edhe noshta kanë dhanë ndonjë vrejte ka thanë nëse munësh me e rregullu.... Edhe masi që osht rregullu të ka thonë bravo shumë mirë... ajo për mu ka qen ni

knaqësi që m'ka majt ka ni jave ditë... e lavdatat nuk knaë mungu, përspe kritikave, si p.sh. të k abo pytje pse nuk keni arritë me e kry këtë punë, edhe ka pasë raste kur kam qenë aq transparente edhe ja kom bo spo di bre vallahi spo ma rrokë...

M: E keni pasë lirinë do me thonë me e i thonë ashtu?

G: Po e keni pasë, e kemi ni system I cili osht bukur I komplikum si softëare edhe kur të ka pyt a ke punu në këtë pjesë? Edhe une ja kom bo valla jo, se diqka spo ma rrokë, spo di... edhe ajo nuk ka pasë ndonjë denim apo diqka të tillë, po ka thonë hajde po përpiqemi ose pyete kta se e din këtë lami më mirë... të ka orient se ku me lypë ndihmë, se une si person që punoj me ni sector tjetër, nuk kom pasë njohuri s aka menaxhmeti në lidhje me atë se kush munët me m'ndihmu me atë detyrë, edhe së paku të ka orient, pyte.... Edhe kom pas rastin konkret kur ka ardhë ni menaxher tjetër që e ka ditë më mirë punë edhe ka ardhë osht ulë në tavolinën teme edhe me m'tregu se qysh bohet... po flas me shembuj konkret që gjatë punës tonë I kem pasë...

S: Ka raste kur kemi pasë vështërsi me zgjidhjen e ni problem dhe lirshëm jemi shprehë se spo mundemi me e realizu dhe ka raste kur vet ju ka qasë problemit dhe ka lexu noshta kur ka shku te shpia, e ka lexu edhe ta ka tregu manej ty...ka raste edhe kur si pozitë, si udhëheqës I sektorit, kanë raste kur janë në pozita të vështira se janë në mes të menaxhmentit të lartë dhe neve punëtorëve dhe personalisht isha mendu a me e marrë atë pozitë a jo edhe nëse paga kish me qenë tepër më e lartë...

M: do me thonë të duket që është punë e vështirë me qen lider/menaxher kreativ

S: Po në disa situatë, me I menaxhu ato situata

M: A e ka menaxhu naj her menaxheri ju j naj situatë që ti kishe thonë, kur nuk m'kish ra n'men me bo qeshtu

S: Unë thash në aspect më të përgjithëshëm, jo për situatë konkrete... p.sh. ke kritikë prej s'naltit po nuk e transmeton poshtë te puntorët

M: Je n'mes a

S" Po je n'mes, ki kompresim edhe ka kogja shpesh asi situata edhe une them vet me veti shyqyr që jam në këtë pozitë e nuk kam nevojë me u ballafaqu me sene të tilla...

M: Tash, tu e pasë parasysh, që në mënyrë që lideri të jetë kreativ, duhet të jetë sa më origjinal dhe i adaptueshëm, ju e përmendët adaptueshmërinë, aftësia e liderit që me e menaxhur punën,

me thon në menaxhment të naltë, m'fal ne nuk mundemi me marrë modelin e EU-se, Irlandës ose Francës se ne jemi Kosovë dhe si i tillë nuk përshtatet dhe pastaj aj juve (Punëtorët e tij) i qet në pozitë shumë të vështurë edhe të keqe, se mane j ju si keni me e implementu ata... tash, cfarë mendoni për karakteristikat të cilat i përmendët deri tash, nëse doni munj edhe me ju kujtu... njena ke; me i caktu detyrat në mënyrë të qartë, me qenë i afërt me punëtorët, me ju japë feedbackun në mënyrë individualë që ju respekton edhe juve, me qen fleksibil, me marrë vendime të shpejta, me i diskutu problemet së bashku... tash krejt kto karakteristika ju i përmendët që janë karakteristika të menaxherit kreativ... unë tash ju kisha pytë se si munden me u lidhë këto karakteristika me origjinalitetin dhe përshtatshmërinë... nëse doni muj me u kthy mbrapa të definimet e komcepteve të origjinalitetit dhe përshtatshmërisë... përshtatshmëria ishte, kur ni lider/menaxher e bon punën në mënyrën se si është bërë më herët, po e bon ma mirë tash, origjinalitetit osht ni proces ide

D: Qe e bon vet

M: Po, tash krejt kto që i përmendet, qysh lidhen me origjinalitet e përshtatshmëri

G: Tash na përpos që duhet me ju përshtat kompanisë si kompani, se punët tona janë punë teknike, po ti detyrimisht duhesh me ju përshtat edhe shteteve të regjionit me të cilat punojmë, ne cdo sec duhet me pase bashkpunim, do me thane ti deshte s'deshte duhësh me qenë kreativ, por prap nuk munësh me dale jashta kornizave se ti duhësh me punu qysh je i obligum me punu, se osht fjala për qështje teknike... se në aspektin teknik nuk munësh me dalë shumë jasht kornizava, se edhe nëse e ki ni ide në raport me atë që duhet me u punu, edhe në raport me shtetet tjera, atëher munësh me bo diqka shumë ma mirë ose ma keq se sa shteti fqinj se ka të bëjë me qështje teknike...

D: Unë kisha me thanë që menaxherat tanë ktu, pak ta kufizojnë atë mundësinë e origjinalitetit tonë, nuk të lojnë mu bo kreativ „po shkojmë qeshtu qysh o bo deri tash, nuk pe ndryshojmë, mos ndrysho shumë vazhdo me qët punë“ frigohen pak me eksperimentu...

M: Do me thonë këto karakteristika që i përmendert deri tash, kur të bëhen bashk me origjinalitet e përshtatshmëri, duhet me qenë përson i guximshëm me i bo a po

S, G, D: po po po... 22:32

S: Te kjo puna e kreativitetit është problem i mos mundësisë së shpërblimit..

D: Noshta I frigohen edhe asaj, se nëse noshta ti bën ni punë creative diqka, aj menon që duhet me të shpërbly edhe e din që nuk ka mundësi me të shpërbly edhe ta bon vazhdo qysh ke qenë tu punu se mirë osht, ski nevojë

G: Ne si inixhinera edhe nëse e bojmë ni punë ma mire, nuk marrim ndonjë shpërblim me pare ... e tash kanihere edhe idetë që ne I japim, I vjen noshta pak merzi me ta pranu që ti mirë e ki se nuk ka qysh me t' shpërbly...

M: Do me thonë ju po menoni që lideri kreativ nuk arrin me u realize si I tille se nuk ka fuqi mbi vendimet e shperblimit të juj

S: po ashtu është, nuk I ka durtë e lira...

M: Do me thonë vjen me nifar autonomie të qenit lider kreativ, nëse ti e arrin qata e ki ni bonus... nuk më intereson cka thot menaxhmenti I nalë, po nëse ti e arrinë me e bo kët ose atë, ti e ki ni bonus

S,D,G: PO PO

G: Përpara ka qenë ashtu, para nja 10 vjete, ka ndodhë që në fund të vitit ose mujait, nëse e ke pa që ke punu gjatë mujit ma shumë...

D: Po edhe nëse ka ndodhë ka ndodhë niher

G: Jo kumedit sa, po punëtorët janë shpërbly, e tash nuk e di që po bohën mo kto...

S: Po është kjo shpallja e punëtorit të vitit në fundvit

G: Ajo osht ma shume formalitet...

S: Po edhe ajo shkon me ren, nëse niher je shpallë nuk munësh me u shpallë vitin e ardhëshëm...2009 jom shpallë, e në 2010 i kom dhonë edhe ma shumë zorr me punu që mos ti zhgenjejë njerzit...

D: Epo shpërblimi ndikon edhe te punëtorët edhe ta rrit moralin për me punu ma shumë...

S: Ama mu nuk p m'pëlqen që pse nuk ka ndodhë edhe ni vit tjetër, jo une po secili ka drejtë me u shpallë, e jo niher je shpallë e tash në krejt karrierën tone nuk nominohesh mo...

G: A noshta qat vit ke punu mas paku... une e di ne 2005 nuk kom bo kushe di cka, po masi që jom zgjedhë kom punu shumë ma shumë...

M: Të ka stimulu

G: Po ama pse mos mu zgjedhë prap...

M: Do me thonë nuk ka pasë konsistencë, se nëse ti ke punu, ti don me vazhdu me të shpërbly..

D: Duhet me ditë vet menaxheri që kur ti shpërblen punëtorët duhet me pritë sukses ma t'madh

S: Atë vit kom qëllu në momentin e duhun dhe në vendin e duhun edhe ju ka ra n'men që duhet me e shpërbly dikend...

D: Atë vit po m'doket pat fillu me u shpallë zyrtarisht, 4-5 veta a sa u shpallën

S: Se di se nuk kom qëllu ktu për me e marrë shpërblimin, po më kanë shpërbly se ni kolegë më ka nominu edhe thjeshtë kom qëllu në kohën e duhur në vendin e duhur edhe ka ndodhë

G: Ne këtu kemi edhe shumë trajnime të ndryshme, edhe menoj që kreativitet i menaxherit është me e caktu puntorin e duhur në trajnimin e duhur, e këto kaniher menoj që ktu kaniher ngatërrohen.... kaniher menaxheri nuk e din se cilin punëtorë po e con në cfarë trajnimi, tek masi të shkon personi edhe të kthehet, shkon 1 vit ku 2 -3 herë shkon personi nëpër grupe punuese, trajnime regjionale ose trajnim per ni diçka te caktu e tek masanej informohet menaxheri se nuk koka detyrë e ksaj po koka detyrë e ksaj tjetrës...

M: E kjo cka tregon... kjo tregon që menaxheri nuk osht marrë individualisht me secilin punëtorë.

G: Do me thanë aty mandej munët me kriju konflikt ndërkolegial... p.sh. munët me thon deri tash shkoj Syla n'trajnim, tash le ti Sylë mos shko mo, le t'shkon Buqja... po e them si shembull se kemi pasë raste...edhe tash cka ndodhë, ky s aka hy në rrjedha të trajnimit, tash hy une në rrjedha prej fillimit, ky munët me thonë pse ma more ti punën teme e cila munët me shkaktu konflikt ndërkolegial... po fatmirësisht kemi raporte tepër të mira ndërkolegiale... najher noshta edhe menaxhmenti kqyr me kësi gjanash të imta me kriju konflikte...edhe në fund asnjëni nuk e din punën mirë dei n'fund, e mesin si dy gjysa, njoni e din njonën gjysë, tjetri tjetrën gjysmë...kemi pasë raste edhe konkrete të këtilla, po bashkëpunimi kurr nuk ka mungu edhe I kemi ndihmu shumë njani tjetrit, për cdo cikrimë për cdo imtësi I kemi ndihmu najni tjetrit, noshta e k abo të vetën se prej studimeve kemi qenë bashkpunues aty në Fakultet të Elektoros, jemi ulë kemi punu detyrat bashk dhe shumë shpëns i kemi nda gjanat me njani tjetrin dhe osht kriju ajo rutina prej studimeve dhe ka vazhdu edhe në punë... e mson p.sh. ni softëare diçka, e din që dikush e ka msu ma mirë, nuk hezitoj aspak me pytë, se kto gjanat teknike janë kaniher të

paplanifikueshme, të doket që po I din po tak ngecë, për ni pikë për ni presje munësh me ngecë... ndonjëherë nëse nuk e ki kolegun me të ndihmu e më të qartësu munësh me ngecë keq, njësoj veprohet edhe me menaxherët, sa kerë kemi lypë ndihmë prej menaxherëve për cfarëdo qoftë na është ofruar pa kurrfar hezitimi... hiq hiq mos paqin mujt në qështje teknike me na ndohmu, ka ndodhë që ka thirrë në kompani tjera në shtete tjera e ka përdorë autoritetin e vet, une po flas gjithmonë me raste konkrete që na kanë ndodhë...

S: Ajo që e diskutoj Gonxhja më herët për qështjen e trajnimeve, jo që lidershipi nuk merret individualisht me secilin, se cilin me e dergu në trajnim, po këtu ka të bëjë edhe me qështjen e përfitimit, se nëse dikush shkon në trajnim po pastaj ka me u marrë më atë punë gjatë tërë kohës ajo nuk është ndonjë benefit se aj ka me e përdorë atë në punën e vet dhe në ngritje profesionale...

G: Kemi pasë edhe rastin, se për do punë tonat që veq patëm hy në rrjedha të kalkulimit të disa të dhënave, kolegët nga Shqipëria kanë qenë ni hap para neve me softëare e me shkëmbim të dhenave, po në momentin që nuk kemi arrit me gjetë zgjidhje kemi shku dhe kemi kërku ndihmë nga kolegët në Shqipëri dhe e kanë nda përvojën që e kanë pasë me neve edhe pa kurrfar hezitimi na kanë spjegu gjithqka dhe kemi ardhe pastaj edhe I kemi apliku, do me thamë porpos që mrena kompanisë kërkojmë ndihmë menaxhmenitit, kolegut na kemi bashkëpunim edhe me shtet fqinje, kjo ka qenë meritë e menaxherit tonë, I cili ka kërku takim tonin me grupin nga Shqipëria edhe me shkëmby përvoja mes vete

D: Po nuk o knoë meritë e menaxherit, po o knoë meritë e jona që na kena kërku, mos ja le krejt meritat...

G: Po aj ka mujt me thonë jo...

D: Po cfarë menaxheri po aj pa I thanë kurr nuk na kish qu... nëse kishin thonë jo kishin met punët, nuk ishin kry, mos I livdo fort...

G: Po ma mirë me I livdu se me I kesh tek e fundit...

M: Po nap o folim për karakteristikat e tyne, tashti unë nuk po ju pyes se a ka ktu lider kreativ apo jo, nuk po du me ju qitë në asi pozite, nap o folim se qysh kish me qenë ni lider kreativ

S: Në bazë të përvojës tonë...

M: A keni me shut diqka në lidhje me lidshpin/menaxhimin kreativ, stimulimin intelektual, konsideratën individuale, ju krejt I permendert po jo domosdoshmerisht me kto terma... po krejt

shembujt që u japën munden me u lidhë me këto terma dhe për origjinalitetin dhe përshtatshmëria, gjëra që nuk I diskutuam deri tash po që ju po menodoni që janë të rëndësishme, a kishit pasë me shut edhe diqka...

G: Mosbllokimi I ideve creative tona...

D: Ku nuk ka mundësi mos me t'blloku, po aty ku ka mundësi me t'blloku ta hup atë idenë tane meniher...

R: Po, po n'moment që si pëlqen apo nuk osht I interesum me e zhvillu atë idenë tonë, ta bon bajat edhe shprehet në asi mënyrë që të bën të pendohesh se pse e përmende atë ide, ka raste të tilla...

D: Ta ka hek atë lirinë, ku ti munësh me u shprehë të menaxheri yt atë që ti e mendon, dhe na vazhdojmë me e lanë kështu...

R: Une e kom ndritë ni qashtje kur kom thonë që tash është koha me u marrë me ni X pune, edhe aj më ka thonë hajt se për atë punë ka kush kujdeset edhe ka shku deri ne 1 vjet, kur u bo e madhe ajo far pune ka ardhë me letra në dorë edhe ka thonë duhëm me dalë me kqyr me ndreqë, e une I thash kur te kom thon une mu marrë me këtë punë me kohë nuk keni dasht me ni, në ato momente nuk e ka vlerësu atë problem e kjo jo për faktin që nuk din me vlerësu po në atë moment nuk osht marrë...

M: Do me thanë lideri kreativ nuk e kish bo këtë gabim

R: Lideri kreativ ju rrin seneve shumë ma gati, I parasheh senet edhe I merr parasysht pasojat...

D: Po edhe I mbledhë idetë prej njerzve, se aj menaxheri kreativ nuk munët me kon vet I gjithdishëm po I mledhë idetë prej krejtve edhe qajo e bon ata lider kreativ...

R: Lideri kreativ duhët me kon I informum, me lexu ma shumë, qoftë teknologji, me bo vizita studimore në mënyrë që të jetë I informum për trendet ma të reja që zhvillohen në mënyrë që në këto takimet kur vendoset dhe bisedohet për zhvillimin e teknologjisë në vendin ku punojmë aj me kon I informum edhe me pasë ni bazë të diskutimit edhe me ditë me u ndërlidh e jo me kon krejt out... për shkak se edhe kreativiteti na duhet për me e avancu punën...

S: Nuk ka nevojë me ditë cdo gjë, po mos me I gjyku idetë e anëtarëve të grupit pa pas informata, po bile për qata me marrë me lexu me u informu...

G: Jo me të thonë, a spo din ti, nuk osht qeshtu... kur të thot nuk osht qeshtu duhët me ditë me të tregu se si është atëher, e këto gjëra mungojnë...

M: Mungon diskutimi konstruktiv?

G: Une mendoj se lideri duhët me qenë ni shakllë më lartë në informacione edhe në trend të ngjarjeve dhe ndodhive duhet të jetë ni shkallë më lartë se stafi jonë inxhinierik...

D: Ti me kta po kallxon që nuk janë ni shkallë më lartë

R, G: Jo të gjithë, po ka raste kur nuk kanë dijeni më shumë..

S: Po kta veq pozita i ka ngritë, se me përgadithe profesionale, stafi inxhinierik është më I përgaditur se sa vet menaxhmenti...

R: Kjo falë ndoshta eshe për shkak të informacioneve, se p.sh. na kemi pasë më shumë vizita jasht, kemi marrë informacione më shumë edhe tash ki informacione edhe je më I pasur edhe tash kur diskuton diqka me menaxherin aj është pa atë informacion edhe nuk e ka idenë se për cfarë po fol... e merr informatën për herë të parë prej meje ose prej personit që e ka pasë atë informacion edhe nihet pak ma poshtë se na... e kjo nuk duhët me ndodhë, menaxheri duhët me kon gjithmonë më nalt se puntori...

G: Tash këtu lon shumë rol edhe mosha, se shumica prej menaxherëve tanë janë ne moshë para pensionit dhe qështja është se teknologjia e informacionit është zhvilluar shumë në vitet e vona dhe për shumicën prej tyne ka qenë pak e mundimshme me fillu me I mësu këto proceset e reja të teknologjisë... për ne ka qenë në fillim...

R: Po du me ta japë ni informacion... une me t'nime e kam, nuk kam shumë dëshirë me folë me t'nime, po kam ndëgju... n'KEK mas lufte u bo menaxher veq që ka ditë me qu email, po nuk e di ne cfarë sektori... tash cka pret kreativiteti prej ketyne personave... ktu ten a ka bajag njerz të dishëm edhe të përgjegjëshme.. staff I cili punon në punë grupore si ktu, ne Kosovë osht rrallë me gjet, po flas për kompani publike...

G: Kemi shumë nevojë për psikologë ne...

Ju falemnderit shume për pjesmarrje

G,R,D: Ju falemnderit shumë edhe juve!

Focus Group Discussion – 3

M: Do me thonë me qenë menaxher kreativ nuk don me thonë me pasë ekspertizë profesionale

I: Apsolutisht, ky është mendimi jem, p.sh. une jom inxhinier I mekanikës edhe tash punoj në sektorin e Teknologjisë Informativë edhe krejt senet une I shoh si IT Edhe kjo munët me knoë pengesë për organizatën, edhepse une personalisht nuk e kam atë qasje...

M: Ama a duhët me ditë pak menaxheri, cfarë pune po bon

I: Menaxheri I mirë duhët me udhëheq me ni grup të ekspertave, ku secili prej ekspertave është ma i Zoti se vet menaxheri për fushën e vet... me kon kryeshef une p.sh., une I kisha mledh ekspertat rreth vetës, e kisha pasë expertin e IT, njerin pëe energjetikë, për trafo, për linja dhe I kisha marrë mendimet e tyne dhe në fund normal kisha marrë ni vendim jo individual po grupor, përcakdo zhvillimi që e kisha bon ë të ardhmën...

M: Une kisha fillu edhe me u prezentu edhe për juve, une jom Linda Hoxha, e boj temën e Doktoratës në Gjermani edhe tema osht lidershipi kreativ, po jo lidershipi në aspektin politik, po lidershipi në kompani të ndryshme... për hir që diskutimi me qenë sa më I hapur dhe për faktin që ju kishit njohuri mbi lidershipin edhe kishit pasë trajnime të tilla, unë cka po provoj me bo osht me I lidhë dy teori të caktume TFL I cili I ka disa karakteristika që I diskutojme këtu, me adaptibilitetin dhe inovacionet të individët dhe pastaj kom me e bo pjesën kuantitative (administrimin e pyetsorëve) ... Po fillimisht mua më duhet të kuptoj përcëptimet e juja mbi menaxhimin kreativ, Cka do me thon me qenë menaxher kreativ dhe nëse e shihni sit ë nevojshme unë I kisha lexu disa definicione

B, L.L., L: Po

B: patjeter që të mund të ndërlihdhemi

M: Lidershipi kreativ është aftesia per me angazhu imagjineten e dikujt, per të përcaktuar dhe për të udhëhequr ni grup drejt një drejtimi të ri, një drejtim që është I ri për grupin si pasojë e sjellë këtë ndryshim kreativ, udhëheqësit krijues ose kreativ kanë një ndikim thellësisht pozitiv në kontekstin e tyne, në këtë rast në punë edhe në individë edhe në situatë. Stimulimi iintelektuall, ky osht concept I TFL, I cili përshkruan menaxherët të cilët nxisin inovacionin dhe kreativitetin përmes sfidimit të besimeve normale ose praktikave normale të punës dhe pikpamjeve të grupit,

do me thonë ju sfidojnë me menu ndryshe me e pa problemin prej një kandi tjetër, inkurajojnë bashkëpunëtorët, m'falni, menaxherët me stimulim intelektual nxisin të menduarit kritik për ta bërë organizatën ma t'mirë. Konsiderata individuale i përshkruan menaxherët të cilët veprojnë si trajnër dhe këshilltarë të bashkëpunëtorëve, menaxherët me konsideratë individuale inkurajojnë bashkëpunëtorët për të arritur qëlimët e tyre dhe ju ndihmojnë punëtorëve dhe organizatës. Originaliteti I referohet procesit/idee jo të zakonshme dhe jo të shpeshë dhe e pasqyron aftësinë për të ju qasur një problem apo situatë në një mënyrë të re, pa u mbështetur në mendimin ose rutinën e përhershme. Përshtatshmëria, I referohet tendencies për të pranuar një formë të të bërit të punës Brenda të cilit problem është ngulitur, ata janë në gjendje të prodhojnë ise të cilat synojnë në përmirsimin e punës dhe praktikave por duke sjellur një mënyrë më të mirë për ti bërë ato, këta persona që përshtaten nuk provojnë me I kqyrë problemet ndryshe, provojnë me I bop o me I bo edhe ma mirë noshta, po në atë rutinën e njejt që osht bo, përderisa personat që kanë tendencë me qenë ma inovativ, provojnë me I sfidu punëtorët e tyre, me menu ndryshe me menu jashtë kornizave, me e ridefinu problemin, me ju qasë problemit prej një pikpamjeje tejtër... Unë isha involve sa ma pak që osht e mundshme në bisedë, në mënyrë që ju ti shprehin mendimet e juja më të sinqerta edhe cilat jonë karakteristikat e menaxherit kreativ për juve? Cka osht menaxheri kreativ?Kur përmenët fjala menaxher kreativ cka ju del përpara?

B: Po na pak a shumë i tham disa, menaxheri kreativ duhet me qenë vizionar, idetë i ka origjinale, duhet me pasë vetbesim posaqërisht...

Ll. Aftësi në vendimmarrje soht shumë e rëndësishme

L: E vertëtë aftësia në vendimmarrje është shumë e rëndësishme, po tani vendimmarrja munët me u nda... që edhe Azemi e përmendi ma herët a i mirëë vendimet vet si individ apo si grup, mirëpo prap osht menaxheri aj i cili në fund e thot fjalën e fundit...

LL. Po, mirëpo me e pasë qat aftësi me marr ni vendim në fund, se cdo zgjatje e një vendimi nuk don me thon që na qon te ni rezultat më i mirë, përkundrazi na qon në probleme të reja të reja... aftësia për vendimmarrje për mu është shumë e rëndësishme tek një menagjer ...

S: Menaxheri kreativ është ajo që gjithmonë mundohet me pru ide të reja, me ndryshu.... Me ju përshtat zhvillimeve...lyp prej punëtorve aj, nuk ju imponon metodën e vet punëtorve... I len me zhvillu...

LL. Osht rebel në kuptimin e ideve dhe në këtë formë edhe të nxit ty... noshta personi I tretë e sheh që pot ë ngacmon lideri, po në këtë formë aj stimulon idetë të reja dhe të nxitë me mendu ndryshe

A: Menaxheri kreativ është këmbëngulës...

S: Po veq ju jep përparsi edhe të rive që kanë ide, I len me e zhvillu iden e vet...

LL. Po aj qato idejat e punëtorve I merr si shumë positive, gjithmonë... nuk don me thon me I pranu të gjitha, por me I stimulu me vazhdu me krijimin e ideve të reja, gjithsesi...

L: Menaxheri kreativ nuk dorzohet, edhe nese dështon me e realize 3-4 herë ni ide aj vazhdon, qeta e ka osht këmbëngulës...

LL: Këmbngulsia është patjetër...

L: Përveq asaj duhët me I pasë edhe njohurit e lidershipit, se ka lider që edhe noshta osht pa shkollë, po osht lider, njerzit e ndjekin...

S: Menaxherat ma konservativ munohën me ta imponu metodën e vet dhe nuk të lojn me ndryshu, të thojnë qeshtu osht mas mirti... ndërsa aj kreativ ta të len ta bon ti ki me e mbri qët rezultat punoju idetë e tua, qysh ta merr ty menja që e ki ma let me punu bone, bile edhe interesohet ta bon qysh e ki bo ... aplikimi I teknologjisë është I rëndësishëm... tash në kreativitet hyn në punë edhe teknologjia, punën teme teknologjia e k abo shumë më të lehtë...

LL: Secilit n aka bo ma të lehtë...

S: Si jonë bo aplikacionet softëare edhepse o kon vështirë me e fut te punëtorët ka qenë shumë vshtirë...

A: Po ndryshimet jonë shumë problematike, gjithmonë janë... se puntorët janë msu me ni rutinë të caktume edhe pavarsisht që ajo ju ndihmon në punën e tyne, pavarsisht që ajo I avancon ata në punë, se fillimisht ata janë msu me punu me ni rutinë të punës I kanë kriju mënyrat se si punojnë, dhe në momentin kur ti ju ndryshon ata me shumë vështërsi e pranojnë, pavarsisht që përfundimi është shumë

...

S: Masanej e shohin thijnë, a cka mu ka letu puna, për ni letër I ka njek 10 drejtora me nënshkru tash për ni minut pe nxerri vet prej sistemit, po deri sa ta pranojnë ndryshimin e kanë problem...

LL. Po sidomos njerzit ma t'vjetër e kanë ma vshtirë me I pranu ndryshimet...

L. isha lidhë të përshtatshmëria që e përmende, gjatë procesit të punës lindin disa problem, mirëpo zgjigjha e qati problem kërkon kohë, pak a shumë e spjegumë pak ma herët se kjo edhe lidhet me pjesën e autoritetit, s aka autoritet ni menaxher I caktuar... ni menaxher munët me kon I mirë mrena kompanisë, sjelljen ndaj punëtorëve munët me e pasë shumë të mirë, ndërsa jasht munët as mos me t'fol, e ndron rrugën kur t'sheh...

S: Kreativitet osht p.sh. edhe nryshimi i skemës organizative, e shumica tutën me bo ndyshime ta bojnë „le qashtu se boll mirë osht“

A: Edhe krijimi I ambientit të punës kur krijohet hapsira që secili ta jep menimin e vet ...

S: Mi vlerësu idetë une menoq që duhet edhe me i vlerësu...

A: Para profesionalizmit duhet me ardhë personaliteti I njeriut osht shume e randësishme kjo, edhe ja e krijon ambientin e punës , komunkimin...

LL: Bile kjo karakteristikë ish dasht me qen e para në ren, për me mbri me I realizu të gjitha kto tjerat...

A: Personaliteti është I pari, profesionalizmi është I dyti...

M: E cfarë personaliteti kish me pasë lideri kreativ, cfarë karakteristika kish me I pasë?

A: Ni njeri që është I afërt, ni njeri që është komunikativ, ni njeri që I pranon idetë...

LL: I hapur...

S: Aj që zhvillohet, ni njeri që ka aftësi me u zhvillu....

A: Nuk do të thotë që cdo herë me ngulë kamë që une kam të drejtë, kur pjesa dërmuese e grupit të thotë të kundërtën...

S: Si të tipit që thonë “unë I di kto gjana, nuk kom nevojë me u trajnu, menaxher jom, I di te tonat”...

A: Une di, une di, une di...

LL. Nuk duhet me qenë I aftë veq me I nxit ideat, po edhe me I pranu qato ide edhe me I shty ma andej...

S: Me I përkrahë qato ide...

A: Kjo puna e përkrahjes tash, osht pak problematike... ne këtu mund të themi ckado që dojme, po me I shty përpara gjërat është shumë problematike, se tjerët I shohin ndryshe, edhe pikërisht qekjo pjesa creative e menaxhimit mungon te na... shkon kërkesa prej këtu si rekomandim që është ide e shkëlqyeshme, kur shkon në nivelet ma të nalt, veq thojnë a po punon tash sistemi edhe pa qata “po, po punon” ateher vazhdoni me punu si keni punu deri tash, skemi cka me investu... k ate na ksi raste...

M: A kish me qene karakteristikë e menaxherit kreativ, nëse kish iditë, që idenë e juj, idnë që vjen prej punëtorve të vet, me e parashtru në mënyrën e duhun të menaxhmenti I naltë...

LL: Patjetër, ajo osht e treat...

S: Valla kryesorja osht qekjo...

A: Këtu I kemi 3 nivele të menaxhmentit, edhe osht mirë që menaxherat e nivelit të parë me e shty idenë me ndihmën e menaxhmentit të mesëm po me qenë bashk, që mos me u shtrembëru ideja dhe koncepti, se deri sa të shkon të pala e tretë ajo po e hup efektin e vet...

S& LL: Po ajo deformohet...

A: Kështuqë kur e parashtron drejtpërdrejt osht pak ma ndryshe... këtu tash vjen në shprehje qështja e komunikimit, qështja e komunikimit është jetike ... përveq komunikimit horizontal duhet me pasë edhe komunikim të mirë vertical...

LL: Pieamida de..

A: Jo vetëm aq, po duhet me pasë edhe komunikim të pjerrët, jom menaxher i ni sektorit, e kom problem përpara po kjo nuk don të thotë që une nuk muj me shku me bisedu drejtpërsedrejt me kryeshefin, se sa ja shpjegoj une drejtorit tem qysh e cka po du me bo, e pastaj aj shkon e I tregon kryeshefit, se këtë po dojmë me e bo...

S: Gjysën e gjanave I harron aj...

A: Aj nuk ka me kon bindës sa kisha me qenë unë, kur të komunikoj drejtpërdrejt me te , do me thanë komunikimi është tepër I rëndësishëm...

L: Edhe të origjinaliteti është e rëndëishme që të plotësojnë njëri tjetrin punëtorët, menaxhmenti në nivelet më të larta kanë edhe autoritet më shumë, po kanë edhe liri më të madhe... si për shembull, nëse e kmi ni problem me IT edhe Azemi ja shpjegon drejtorit, po drejtori nuk ka

lidhje me IT edhe aj shkon me ja shpjegu menaxhmentit të lartë atëherë e hup krejt efektin ky process...

LL: Po qajo osht de cka po flasim deri tash na...

S: Unë p.sh. në punën teme, me Azemin jemi me ni department, në mënyrë që ta zhvillojë një ide, më së pari më duhet ta aplikoj tekonologjinë dhe fillimisht bisedoj me Azemin se qysh kom me ja bo e pastaj shkoj te shefi jem edhe I tregoj...

L.L: Po qashtu osht, ama ke fjala për me shku te kryeshefi, kur shkohët atje për me I prezentu diqka, ma mirë osht me e thirrë Lenditën ose Azemi ose Safeten me e tregu problemin, nëse osht ideja e tij ose e saj se sa me e lon vet shefin me e treg

S: E vërtete, se deri sa të shkon te kryeshefi, shtembërohet informata...e une kom ndëgju që kompanitë tjera e kanë ni \her në muaj mundësinë punëtorëve me i prezantu idetë e reja, ata që kanë idemajnë takime edhe I prezentojnë idetë e veta të produkteve që dojnë me I qit në shërbim, a ktu ten a nuk osht kjo praktikë...

A: Kjo lidhet edhe me atë idenë që e prezentova në fillim, me e kriju ni aplikacion edhe me dhanë ide të tyne edhe varësisht kush sap o merr llajka... kjo osht mirë p.sh. nëse dikush e ka ni ide..

M: A osht aprovu kjo ide?

A, L, S, LL: Jo jo

A: ku me shty këtë ide, a po punon trafo, a po punon linja krejt osht në rregull... kreativiteti me tu përkrahë ktu osht zero

LL: Ideja kena plot ama, problem e kemi implementimin e ktyne idejave...

A: Ish kon mirë, që aj që ka fitu mas shumti llajka me e bo ni prezentim para krejt menaxhmentit, edhe me thonë qekjo osht ideja qeky osht përfitimi...

M: A jonë të motivum punëtorët me e bo këtë?

A: Kjo është një prej pikave, që nuk e di a e përmendëm, po është karakteristikë e menaxherit kreativ...

S: Ktu na mungon shumë dimensionit I zhvillimit të karrierës...

A: Motivimi nuk duhet të jetë vetëm me pagë, edhe pse aj është motivimi Nr.1

LL: Osht, veq jo I vetmi...

A: Se nëse mu rroga nuk m'del deri n'fund t'mujit, mu hiq nuk m'interesoh a jom I motivum a jo, po kqyri qysh me bo edhe ni punë tjetër që me mujt me e majtë vetën..

LL: Ajo masanej osht edeh demotivim

A: Po krejt motivet tjera janë shumë të rendëishme si: ambienti I punës, kur qohesh në mengjes shkon me qef n'punë, krijimi I raporteve në mes të njerëzve është shumë I rëndësishëm, e thash edhe ma herët personaliteti osht shumë I rëndësishëm edhe vjen para profesionalizmit, se sot nëse dikush fillon me u marrë me IT, për 5 vjet bohët ekspert...

LL: Po nëse nuk osht njeri valla, boll problem...

A: Po nëse nuk osht njeri osht shumë problem, se tani ajo ndikon edhe në ambientin e punës edhe në shumë gjana tjera...

L: Kjo lidhet edhe me atë se lideri nuk munët me u "bo rahat" me atë që veq egziston, po gjatë tërë kohës kërkon me ndryshu, edhe e kerkon këtë edhe prej puntorëve...

M: Lideri kreativ është sfidues a?

LL: Po, duhet me qenë..

A: Po, faktikisht edhe është...

L: e ka prej mrena diqka që I vlon, që se len me nejt me ni ven...nese p.sh. procedurat thojnë që karrika ka me nejt qeshtu, aj ka me e lon në të kundërtën...

LL: Po, veq duhet me I dhon edhe argumentet pse, duhet me ndejt qeshtu nese atij I pelqen, cdo ide, cdo ndryshim duhet me u argumentu, edhe me qen i bazum...

S: Une prej që e di, proceset janë të njejta qe 10 vjet qetu n'bartje, edhe njejt osht në core business, po ka pasë ndryshime, se proceset o dasht me I ecë edhe ka pasë shumë nevojë për kreativitet, po ka sektore ku egziston infrastruktura po nuk e aplikojnë edhe hala I grahin me t'vjetrën, qaty ku jon ma t'vjetër edhe zakonisht ndikon edhe mosha, se inxhinerat e ri jonë ma të gatshëm për kreativitet, për me bo punë creative a kta ma t;vjetër që jon, në 10 vjecarin e fudit para pensionit, shumë vështirë e kanë...

L: Shumë, ka raste që nuk pranon hiq diqka të re..

S: Kreativiteti ka shumë lidhje me moshë,të ritë ma lehtë e pranojë sfidimin, kanë energji ma shumë , kanë ideja ma të reja... po mas ni kohe lodhësh, edhe thu kërkush nuk po m'pagun, nuk jom e motivume edhe e lshon krejt n'ler..

LL: Po nuk do me thonë që secili sen me u pagu... nëse ti e bon ni sen edhe e sheh që qajo po I knaqë e po I motivin puntorët edhe knaqësh me qata që e sheh që ata jonë thjeshtë të lumtun, kanë mungesë të qesaj qesja edhe ti ju siguron qato sene...cka thu për shembull për kërkesën me furnizim me ujë, ajo osht kërkesë ligjore të cilën nuk e respekton kërkush... na e bomë kërkesën për ktu edhe hajt ajo shkoj... po une nuk muj me e bo për ktu nëse nuk I knaqi ata në trafostacione edhe e nala krejt se po du mi bo edhe për ta...

S: Une kreativitetin e shoh si ni proces që ja lehtëson punën puntorint, e avanson, e shtynë puntorin me e bo punën ma mirë e ma saktë...

LL: Po ti po ja lehtëson, se aj ska me dalë.. secilën punë creative që e kom bo, ja kom lehtësu vetës punën...

A: Menaxher kreativ osht aj që nuk rrin ni kohë të gjatë në të njejtin ven t'punës...se shumë problem bohët, se munët me qen kreativ e I motivum, ama kur ti arrin të gjitha egziston rreziku që nuk osht mo I motivum... ose duhet me u promovu mrena organizatës...ose duhet me e ndrru vendin e punës edhe përvojën që e ki fitu ktu, shkon e implementon diku tjetër, edhe të vazhdon ajo dinamika... I ikë rutinës, në momentin kur fillojnë me tub o senet rutinë osht problem, nuk ka kreativitet...

S: Te na ndodhë qajo, se menaxhmenti osht I instalumë që 16 vjet edhe nuk ka kurgjo të re, veq rutinë edhe na jena ngopë me stilet e tyne edhe nuka ka inovacion prej tyne mo...edhe nuk ka pasë lëvizje hiq, ndryshim të menaxhmentit...

Ll: Cdo 5 vjet a 10 vjet duhet me u bo ndryshim në menaxhment...kanë stagnu qetash, nuk nuk munëm me shku përpara..

L: Munëm me e qit në planin e biznesit, kur është koha më e mirë e shitjes së ni biznesi, përgjigjja është kur e ka suksesin ma të madhë...ni lider nuk munët me nejt me ni vend ni kohë të gjatë...

S: Përpara ka qenë shumë mirë se ka qenë me madat, tash nuk osht me mandate, na qe 6 vjet jemi tu u mundu me u antarsu në ni organizatë edhe spo munëm, se ten a antarsimi në organizata

të ndryshme është shpalosje e kreativitetit, e na jemi në të njejtën pikë... edhe tash veq na japim ase është qështje politike...

Ll: e pse ktu ke informata që jemi antarsu, cka u bo tash?...

A: Po se kanë dasht me dalë me ni drekë...

Ll: Po de shkunë e festunë shumë...

L: Ni aspect tjerët që kisha me thonë është karakteristikë e liderit kreativ është se aj I shtynë proceset përpara edhe nsëe egzistojnë si me qenë të vizatuara ato proceduara aj mundohet me I shty përpara, përveq përmirsimit aj mundohet me I shty përpara, p.sh. Ngecjet... nëse e marrim p.sh. Kryeshefi egzekutiv po e kemi edhe bordin edhe bordin ten a e bjen politika ose qeveria... edhe nëse ka aty shtangime edhe nëse ka planifikime ka projekte po për arsye politike ndonjëherë kto edhe shtyhen, jo në mënyrë direkte po indirekte edhe nuk len që punët me ecë si duhet, derisa te kryn... lideri kreativ është gjenerues i ideve, kurr idenë që e jep nuk osht e njejtë me ata që e ka propozu ma herët, munët me pasë diqka të ngjashme më idenë paraprake, por përsëri ndryshon prej saj... është ëndrrimtarë në sensing praktik...

S: Është innovator

M: Cfarë karakteristika... kur punoni ju me menaxherin e juv cfare janë ato karakteristika që ju bin mas shumti në sy të menaxherit të juv?

L: Azemi e tha ma herët, mënyra e komunikimit këtu ten a...

S: Ti fol për menaxherin ton, na e kemi mirë...

L: Mënyrën e komunikimit me të vertetë e kemi në nivel dhe e kemi mirë, në procesin e punës egziston komunikimi e posaqërisht në ide, vlerësohen idetë... sa implementohen pastaj ajo është krejt qashtje tjetër që e diskutum edhe më herët, në kuptimin e asaj që me ti ndëgju problemet që ty të shfaqen gjatë punës edhe ajo nuk osht që përkrahet, se gjithmonë janë përgjigjet se jo nuk varet prej meje duhet me shku me pyt ata ma naltë...

S: Jo ti trego, cka t'pëlqen ma shumë të menaxheri jot...

L: Po qeto cka I thash, qeto jon...

M: Gjatë punës me menaxherin e juv, cka ju pëlqen mas shumti, cilat jonë sjelljet që juve ju bojnë përshtypje?

L: Komunikativ...

Ll: Ky po flet cfare duhet me qen...

M: jo jo, jo cfare duhet me qenë, po juve cka ju bon përshtypje mas shumti....

A: Po cka me thonë, cka m'bon përshtypje, sit ë shkoj të takohna me to, ma bon "Po Naimi (Kryeshefi) spo don" une pop o aj jo...

M: Do me thonë e bart përgjegjësinë...

A: Po me të drejtë e bart, se nuk ka kurfar fuqie

Ll: Në rend të parë me pasë durim me ndigju...me të ndihmu, me të ndërgju është shumë e rëndësishme, bile edhe nëse nuk munët me ta zgjedh problemin, po bile me të ndërgju edhe me qen aty për tyu

L: Vetë kryesore që e ka "frizura" (nofka për menaxheren e tij) konfidencialiteti te menaxheri jem osht shumë I shprehun (e thot në mënyrë ironike)...

S: Une e kom pak ma let, se qët punën teme që e boj une ktu, menaxheri jem e ka bo n'KEK edhe krejt dijën e tij e ka bart te une edhe më ka dhonë kshilla shumë, edhe osht jurist edhe shumë më ka këshillu gjatë krejt punës, aj vet thot cka ka punë me inxhinieri e marr përsipër, qajo më bon përshtypje që I mer obligimet dhe përgjigjësinë mbi vete për gjëra që I din dhe është I sigurt... ka punu shumë për trajnim dhe për me ju siguru mundësi stafit me u zhvillu... është shumë bashkpunorë, nuk ka hezitu me I nda informatat, krejt librat, formularët që I ka përdorë të gjitha mi ka bartë, prej ditës së parë... përvojën e vet e transferon nuk e mban vetëm për vete...

A: Po, edhe pse puna ime nuk lidhet me ekspertizën e tij, idetë e mia I ka pranë gjithmonë...

Ll: Po idetë, në përgjithësi na I kanë përkrahë...

A: Po sa kanë shku më tutje është qështje e menaxhmentit të naltë, nëse ka përkrahje apo jo...

L: e kisha theksu edhe une që përkrahja nuk mungon, por

Ll: Qashtja e kkonfidencialitetit është normale edhe është pjesë e punës, po është mjeshtria e menaxherit se si e menaxhon atë fakt, se normal osht që do sene nuk duhët me u nda, po mënyra se si shprehet duhet me qenë me e butë e ty si punëtorë mos me të lon me u ndi inferior...

S: Po e kemi rastin me këtë kolegen, që nuk është aspak fleksibile edhe ka mbet me informatat që i ka marrë kur ka hy ktu ditën e parë dhe refuzon me modifiku informata ose me i modifiku ato...

L: Ajo cka më iriton mas shumti te menaxherja jeme osht te kjo qëshjtja e konfidencialitetit, se jonë gjana që une i marr vesh prej dikujt që punon krejt në tjetër department, edhe vi e pys menaxherën teme ktu, ma bon jo se osht konfidenciale, në atë aspect po flas, se nëse osht përnime informatë konfidenciale ata edhe me kontratë e nënshkrun që duhe\ësh me e rrespektu...

M: Na krejt menaxhohemi prej dikujt edhe jo shpesh jemi të knaqun me punën e tyne

A: Kryesisht nuk jemi të knaqun edhe kjo nuk nodhë vetëm te ne po gjithkunj... edhe osht shumë subjective edhe relative te ky gjykim...

M: Po ka diqka, ka najher diqka, naj sjellje... a ka naj sjellje që e ka bo, noshta shumë rrallë po e ka bo, e që ju e keni cilësu si karakteristikë të menaxherit kreativ...

S: Une po, se mu cdoherë më ka përkrahë, sa herë I kom thon për zhvillim diqka...

A: Prej aspektit të IT-se ka pasë përkrahje për me e ndërto ni system...

S: Aj I ka avancu idejat e mia, nuk është konzervativ...

A: p.sh. na e kemi ni lloj performance që e bojmë, edhe prej aspektit të IT –së ne mundemi me kontribu në te, me zhvillimin e ni aplikacioni, na p.sh. e kemi ni plan operativ edhe p.sh. une e kom ni aktivitet që llogaris me e kry në mars edhe tash që aktivitet munët me ndoshë që e kry në shtator, edhe nëse e kishim pasë sistemin aty ish vrejtë se kur e kom kry, po pa këtë system vjen në shprehje subjektivizmi, se drejtori jot e din kur e ki kry po ta bon hajt nuk pe perminim që je vonu me e kry kët punë, masi e ki kry mrena kti viti ose edhe nëse drejtori jem nuk lshon pe, po drejtori tjetër ose menaxheri tjetër, thot hajt se pe di që e ki kry ma vonë po po ta shkruj që e ki kry në mars...kur vjen puna e performancës vjen në shprehje subjektivizmi, se drejtori I tij ka lshu pe e I jemi nuk ka lshu, a ta kishim pasë sistemin që kish funksionu, kish ardhë ni informatë ni alert edhe nëse e ki kry e kishe shkru ni raport apo diqka të tillë, edhe menaxheri jot nuk ka mo nevojë me të pyt ty për plan se e ka aty, e sheh... se nuk e di sa e ki pa në portal që na I kemi bo aplikacionet për buxhet e për disa procese të cilat mundësojnë edhe kompaninë të jetë shumë transparente...

M: A e keni bo kët aplokacioni a?

A: Po për kto I kemi bo, ama për performancë p.sh. nuk e kemi bo, o knoë si ide... në qët aspect kom pasë përkrahje prej drejtorit të departamentit, I cili osht shumë entuziast edhe kreativ mund ta quj që me I shty kto sene përpara, po kur shkon në nivele tjera edhepse, p.sh. kryeshefi është I fushën është tamam I profesionit, aj ti stopon gjanat...

L: Po veq ktu kreativiteti po rrjedhë prej teje..

A: Jo jo, e ransishme osht përkrahja...

M: Me sa po e kuptoj une ju përkrahjen po e shihni si karakteristikë të liderit kreativ edhe ashtu është, se po lidhet shumë me stimulimin intelektual...

Ll: Osht shumë me randësi përkrahja...

A: Po, se ti munësh me pasë ide plot, po nëse ato nuk përkrahen nuk mundën me shku ma tutje, mbesin aty...

L: Për tu përgjigjë në pyetje, unë si karakteristikë të liderit kreativ e shoh bashkëpunimin... kur ty lideri të pyt se cfarë ideja ki edhe të ka ftu me diskutu edhe prej atij debate mund të lindin ende idea tjera...

S: Në aspektin e menaxhimit të burimeve njerzore, është kreativ të jep shumë ide... shpesh m' thotë për vlerësimin e performancës, ndryshoje se o vjetru, shtine qët competence të re, bone për staf kta... po aty ku une nuk pajtohna me to osht, se une provoj me i digjitalizu senet, me I bo elektronike, aj osht jurist e ka qef me shkru pak ma shumë shkresa...

M: A e boni performancën online?

S: Jo nuk e bojmë, se qe sa jermi tu e diskutu me Azemin....Ju doket e vështrirë ajo punë..

M: Ama kjo osht problem te krejt na, une kom dashtë me bo pyetësorë online edhe me ju dërgu njerzve, po nuk ta plotëson kërkush...

A: Se plotëson, se e ka msu ni rutinë të punës edhe e ka problem tash mi dalë ni ndryshim rrugës... edhe une e kom pasë problem sot me ardhë me diskutu me ty, se i kom pasë 1000 punë tjera... p.sh. osht dasht me gjetë pak kohë, e kur e ki online, thu hajt se pak ma vonë pe boj hajt pe shty edhe pak edhe nuk e bon hiq... po kjo varët edhe prej motivimit...

M: Tash krejt ktëto karakteristika të liderit kreativ që I përmendët, sa lidhen këto me origjinalitetin dhe adaptueshmërinë... adaptueshmëria osht jo vetëm me u adaptu në formën qysh

na e kuptojmë, nëse një person përshtatet nuk do me thonë që aj person nuk është kreativ... po aj përshtatet edhe...

A: Përmirëson

M: Gjen burime tjera për me bo punën edhe ma mirë, tash krejt këto karakteristika që I përmendët e që ken shumë, qysh lidhen me origjinalitetin dhe përshtashmërinë dhe inovacionin?

Ll: Nëse përshtatshmërinë që me e gjet nifar ballanci që me I ikë konfliktit, pop rap me e realize kreativitetin e vet ... po une jom për qata lidhen...

M: Në anglisht osht ni shkallë që përdoret për disa studime e që quhet “political skill” individuale që I kan njerëzit...

Ll: Po qajo osht...

M: Edhe në fakt studimet e vona që jon bo, tregojnë që as aftësitë menaxhuese , as ekspertiza profesionale, asnjona nuk të rrisin në pozitë, sat ë rritë aftësia politike... quhet shumë keq...

A: Diplomati mu kon... po se politike nuk e ka atë kuptimin mu marrë me politikë...po don me thon mënyra se si sillet se si qaset është tjeshtë diplomat...

M: po, din me ju ushqy egon njerzve, din me ballancu....

A: Po, kjo osht shumë me ransi...

Ll: Jo reagimi në momentin e parë “b aba b aba” nalu niher mendo, edhe gjeje zgjidhjen...

L: Aftësia me e gjet zgjidhjen innovative, creative...creative osht zakonisht diqka kur bohët ndryshe...

S: Kjo përshtatja, don me thonë që edhe nëse nuk pajtohesh me diqka duhesh me ju përshtatë... me arritë te qëllimin që e ki...

A: Ti p.sh. nisësh te Jusufi (drejtori “ me ni nervozë shumë të madhe, edhe hint e aj edhe aj atë nervozën tone të bind për të kundërtën, a noshta edhe aj mendon si ti, po për shkak të shumë rrethanave e din që duhet me vepru në ni mënyrë ose tjetrën edhe e ballancon situatat edhe qekjo osht ajo që e krijon ambientin e mirë të punës...

M: Ju e përmendët që lideri kreativ duhët me të motivu, me të sfidu, me qen vizionarë, me pasë vetbesim, me qenë pak rebel...

L: Jo me na sfidu neve po me qenë sfidues për vete, e kur vet e ka atë qasje atëher edhe me neve...

A: Po flasim secili prej këndvështrimeve tona, kur i kom hi ni pune edhe nëse nuk shkon une nuk muj me nejt aty pa bo kurgjo, mos me lëviz diqka... po jom sfidu edhe ka dalë mirë, ka mujt me dalë edhe keq, se ka pasë edhe projekte që më kanë dështu, jo me m'sfidu mu drejtori jem palidhje...

M: E si lidhen këto, a duhën me qenë domosdoshmërisht original individi për me I pasë krejt këto aftësi ose a duhet me pasë aftësinë e përshtatshmërisë për me I realize krejt keto, për me arritë me e reflektu krejta kta te punëtorët?

L: Unë kisha thonë që përshtatshmëria është shumë e rëndësishme edhe lidhet shumë me të gjitha karakteristikat që I përmenda, se me qenë origjinale për mjedisin tonë është, pse po e them këtë osht se po bazona në ata që sot shumë pak njerëz punojnë në profesionin e tyre... tash gjeneratat e reja edhe ma jo, nëse ni student e kryen fakultetin të themi në drejtim të inxhinierisë, noshta punon në një profesion tjetër për shkak të papunsisë dhe në këtë rast vjen në shprehje përshtatshmëria, ndërsa origjinaliteti është diqka që ti e bon me qef... po e marr ni shembull, secili prej neve vozisim kerrin edhe e qojmë në servis... aj që punon si auto-mekanik, që puna osht e tina që e ka biznes privat thot une e kom qel edhe osht e jemja e don atë punë... noshta punon shumë gjatë edhe bile harron edhe me hangër bukë, qajo është diqka që ti e punon me qef... qaty flen mi motor noshta ...

S: Une kur kom ardhë prej operativës qetu në burime njerzore mu ka dok e papërshtatshme, jo origjinale edhe nuk e kom punu me qef... ja kom nisë për ni kohë të shkurtë, po jom përshtatë, ja kom nisë me e msu punën, shefi mi ka bartë kompetencat e veta, njohuritë e veta që I ka pasë edhe jom munu edhe me I avancu në funksione, procese...

M: A menoni që stimulimi intelektual lidhet me origjinalitetin ose përshtatshmërinë... ni lider, une për shembull e kom mentorin e phd, ti i shkon me ide edhe une pres që aj me m'thon mirë ose keq, edhe aj asniher nuk thot mirë ose keq, osht ma I vjetër në moshë, edhe e ka ni moment që kur e kom diskutue edhe me kolegët tjerë edhe e kemi pasë ndjenjën e nejtë, se të ngon të ngon edhe veq pshtetet qeshtu edhe rrin, edhe në momentin që e bon qët veprim ty të vinë idetë edhe diqysh vendos cila është e duhuna...

Ll: Qekjo osht qajo që e thash edhe parëz... fakti që aj ka qen aty me të ndëgju, tek kur e shprehë mendimin njeri me gojë... në realitet as ti vet nuk je tu e pritë që aj me ta aprovu ose me ta refuzu, po në qat diskutim/prezentim tin ë vete e bjen veq ni vendim...

M: A ka ni lloj të stimulimit intelektual që e bojnë ...

Ll: Po de që t' thash më të ndëgju...

S: pot ë dëgjuarit

L: Kjo ka të bëjë me kapitalin intelektual, si KOSTT në këtë rast, kompani po e marrim, I jep randësi zhvillimit të kapitalit njerzor edhe intelektual dhe besoj që kish me ndihmu shumë në zhvillim... se nëse unë kom me e kry ni detyrë, edhe Azemi vjen edhe m'vetë a e kom kry, une i thom jo, se Lindita m'pengoj... kapitali intelektual kish me ndiku jo në origjinalitet \, prap është përshtatshmëri...

Ll: Të kish përkrahë me u zhvillu...

S: Të kish ofru me shku në trajnim... ta jep të drejtën, ta mundëson trajnimin...

L: Po ish dashtë që liderët me e përkrahë kapitalin intelektual, se une i thom capital intelektual për shkak të drejtimit tem n'menaxhment...

A: Lideri duhet të jetë në trend me kohën, se gjërat po ndryshojnë...

L: Lideri, munët me qenë me ngritje arsimore noshta edhe më të ulët se stafi, pe zomë në këtë rast ni menaxher... Une si lider I mbledhi disa ideja, pop rap jom aj që vendos ...

Bashkëpunues..

M: A kishit pasë me shut diqka, që nuk arritëm me e disku e që ka të bëjë me menaxhimin kreativ, me konsideratën individuale, me stimulimin intelektual me origjinalitetin dhe përshtatshmërinë...

L: Cka po mendon me konsideratë individuale...

M: Konsiderata individuale osht kur ty lideri/menaxheri të sheh si individ të vecon prej grupit, e din cfarë aftësi ki ti, e dinm noshta edhe në jetë personale nëse po kalon ni fazë më të vështirë edhe mundohet me të kuptu në qat proces, a kishit pasë me shut diqka më tepër për këto koncepte...

L: Unë mendoj që duhet me e pasë këtë patjetër...

A: Po menoj që kemi folë shumë, mos ti përsërisim të njejtat...

M: Falemnderit shumë për pjesmarrje.

Focus Group Discussion - 4

M: Përshendetje, une e kom këtu ni dokument që ju e nënshkruni, normal nëse pranoni me e nënshkru që të gjitha të dhanat që na bisedojmë edhe krejt kjo bisedë që inqizohet, kjo osht anonime, kjo mbetet ktu, emrat e juv fshihen nuk figurojnë askund, do me thonë gjithqka që keni me folë, gjithqka keni me thonë mbeten këtu. Nëse dakordoheni që të dhënat e juja , do të përdoren për shkruasrjen e temës sime të doktoratës edhe për publikimin eventual të saj... atëher nëse nuk pritoni e nënshkruni këtë letër, normalisht nëse pajtoheni...Data 19... Ok, falemnderit shumë, tema e doktoratës teme ose target populacioni që po m'intereson cka po mendojnë jonë inxhinierat, ju don me thon... qëllimi osht me e kuptu se cka mendoni ju që osht lidershipi kreativ, kush mendoni ju që osht lider kreativ, kjo osht concept shumë I ri, osht concept shumë I ri edhe për njerëzit që merren intenzivisht me këtë punë, nuk ka përgjigje ose diskutim të drejtë ose të gabum, une kom me provu mos me u involvu në diskutim, diskutimi ka me ndodhë në mes të juve... kisha shku tu I define ose tu i japë disa definicione për rata se cka osht lidershipi kreativ në literaturë përgjig\thësisht, cka osht stimulimi intelektual, konsiderata individuale, origjinaliteti, përshtatshmëria dhe inovacioni... krejt këto jonë koncepte që na kemi me I përdorë edhe tu u bazu në to janë dizajnu pyetjet për këtë fokus grup... Lidershipi : Lidershipi kreativ është aftësia për me angazhu imagjinen e dikujt, për të përcaktuar dhe për të udhëhequr ni grup drejt një drejtimi të ri, një drejtim që është I ri për grupin si pasojë e sjellë këtë ndryshim kreativ, udhëheqësit krijues ose kreativ kanë një ndikim thellësisht pozitiv në kontekstin e tyre, në këtë rast në punë edhe në individë edhe në atë situatë. Stimulimi intelektual, ky osht concept I Lidershipit transformues, I cili përshkruan menaxherët të cilët nxisin inovacionin dhe kreativitetin përmes sfidimit të besimeve normale ose praktikave normale të punës dhe pikpamjeve të grupit, do me thonë ju sfidojnë me menu ndryshe me e pa problemin prej një kandi tjetër... osht aj lideri që t' thot tip o e bon qet punë, po qe dy vjet je tu e bo n'mënyrën e njejtë, hajde po provojmë me bo ndryshe, menaxherët me stimulim intelektual nxisin të

menduarit kritik për ta bërë organizatën ma t'mirë. Konsiderata individuale i përshkruan menaxherët të cilët veprojnë si trajnër dhe këshilltarë të bashkëpunëtorëve, menaxherët me konsideratë individuale inkurajojnë bashkëpunëtorët për të arritur qëlimët e tyre dhe ju ndihmojnë punëtorëve dhe organizatës. Origjinaliteti I referohet procesit/idee jo të zakonshme dhe jo të shpeshë dhe e pasqyron aftësinë për të ju qasur një problem apo situatë në një mënyrë të re, pa u mbështetur në mendimin ose rutinën e përhershme. Përshtatshmëria, I referohet tendencies për të pranuar një formë të të bërit të punës Brenda të cilit problem është ngulitur, ata janë në gjendje të prodhojnë ide të cilat synojnë në përmirsimin e punës dhe praktikave por duke sjellur një mënyrë më të mirë për ti bërë ato, këta persona që përshtaten nuk provojnë me I kqyrë problemet ndryshe, provojnë me I bop o me I bo edhe ma mirë noshta, po në atë rutinën e njejt që osht bo, përderisa personat që kanë tendencë me qenë ma inovativ, provojnë me I sfidu punëtorët e tyre, me menu ndryshe me menu jashtë kornizave, me e ridefinu problemin, me ju qasë problemit prej një pikpamjeje tejtër... A jeni gati me fillu me diskutim...

B, E, L, K: Po, po...

M: Unë kisha dasht me ju pytë se cka menoni ju, cilat janë karakteristikat e liderit kreativ ose menaxherit kreativ për juve?

B: Karakteristika në teori a në praktikë...

M: N'praktikë, n'praktikë... se unë krejt cka lexova jon prej librave, mu kto nuk po m'interesojnë, unë këto I di... mu po m'intereson ju cka mendoni edhe une temën teme kom me e zhvillu në bazë të mendimeve të juja, për qata bonuni sa ma vetja juj, shprehni mendimet, thash nuk ka të drejtë ose të gabume, këto jonë idetë e juja... ti munësh mu me m'thonë që s'ka lider kreativ... do me thonë deri në qat masë muneni me shku edhe n'rregull osht... Cilat jonë ato karakteriatika...

K: Prej përvojës tonë, kreativiteti n'3CIS nuk osht edhe qaq i shprehun se edhe vet lloji I punës që bojmë na osht shumë senzitiv, nuk guxojmë fort me qenë kreativ... te na osht pak ma I limitum, se nuk guxon me ju ikë procedurave që I k abo dikush para5 vjete... kshtuqë kreativiteti egziston po jo edhe qaq shumë, se na p.sh. mujna me pasë ide bo vaki ma t'mira ma creative, po sa guxojme mi implement qato osht pak problem...

M: Aha, ok... pytja ma shumë i referohet, cka mendon ti për liderin kreativ, kur e ndëgjon fjalën udhëheqësi ose lideri kreativ, cka t'bjen n'men, cfarë karakteristika duhët me I pasë aj njeri?

K: Po, spo di... natyrisht që kreativ duhët mu knoë, po duhët me e njoftë edhe punën normal, se pa e ditë punën edhe ideat nuk vinë e nuk funksionjnë...

M: Do me thonë duhët me pasë ekspertizë professional a?

K: Po, qajo...duhët mu knoë... spo di...

E: Duhët mu kon I hapur ndaj ideve të reja.... Mos me qenë I mbyllun edhe konservativ në mënyrën që kjo osht e jemja edhe qeshtu ka mu bo...

L: po, qeshtu qysh të thom une edhe u kry, qeshtu ka mu bo...duhët mi ngu krejt...

M: Mi ngu krejt, qysh po menon mi ngu krejt?

L: Mi marrë idejat prej krejtve edhe manej me vendos bashk cka me bo, e jo me e pasë qasjen “une jom lideri, e qysh të thom une u kry” se ajo nuk dheezë, ten a nuk dhez...

E: Duhët me knoë komunikativ, normal... për me e mrri kta duhët me kon komunikativ... duhët me knoë I përshtatshëm që puntorët me ju afriu, jo I ashpër, sigurisht që një lider munët me pasë ni qëndrim, po jo me knoë i ashpër që ti me ju frigu me ju afriu... duhët me kon I afërt edhe shoqërorë...

K: Krejt kreativiteti nuk munët me ardhë prej liderit, shumica e idejave besoj që vinë prej puntorve, se ata merren me qat punë, se bo vaki liderit si bjen me punu kurr, se merret ma shumë me menaxhim, kshtuqë punëtori osht aj që merret me punën edhe osht n’gjendje me dhanë ma shumë ideja... për këtë arsye osht shumë I rëndësishëm komunikimi I liderit me puntorët, se nëse ka aftësi komunikuese të mira, atëher aj I shtynë puntorët që me dhanë ide edhe nëse I vlerëson ato ide si creative, si ide që e shtyejnë punën përpara....

B: Ktu munemi me u lidhë, me faktin që është shumë e rëndësishme që lideri me pasë eksperiencë në punë, se nëse puntori ja jep ni ide edhe aj nuk e din punën aj munët me ja bo bajat puntorit, për arsye se nuk ka pasë dijëni... se kena pasë raste që kena pasë lider që n aka bo qashtu, për shkak se nuk ka pasë lidhje me punën, shumë thjeshtë nuk e ka ditë punën...

L: Po se thot lideri, ky nuk bon me ditë ma mirë se une, edhe ta bon bajat...

M: Ama, ky nuk osht lider kreativ

L & B: po, po... na pe tregojme veq cka osht e kunderta e liderit kreativ edhe qysh ish dasht me kone e mos me kon ...

E: Edhe nuk duhët mi thonë puntorit “ jo se ki mirë”...

B: N'mnyre ma politike noshta

E: P.sh. nëse dikush e thot ni ide, me e ngu, me e analizu edhe me u munu me e gjet ni sen pozitiv prej asaj ideje ose mendimi... se jo gjithmonë idetë që vinë jonë ma t'mirat, po t'paktën duhët mi shtjellu edhe...

L: Mi ngu..

E: Po, mi ngu...

L: Po e kisha përmen tash ni trajner që e kom pasë në Amerikë, I cili na thojke nuk ka ide të keqe, po ka ide ma t'mirë se ajo tjetra...

M: Do me thonë kjo qasja shumë positive është e rëndësishme...

L: Po valla, qashtu pat thonë, nuk ka ide t'keqe, po ka ide veq edhe ma t'mirë...

E: Po tash, ajo osht lider kreativ, se ty po t'hapë, me thonë ide të reja

M: Do me thonë, lideri kreativ po t'hapë me thonë ide të reja...

E: Po, se në qoftë se ti... se ideja e parë kurr nuk osht ma e mira, po ti shkon tu e përmirsu atë ide, tu e thellu mendimin, tu e shtjellu ma shumë... e nëse dikush ta nalë me t'parën, ti nuk shkon ma fell, nëse ta nalë me tentativën e parë... Po nëse ta bon që cdo ide osht e mirë, ti fillon me shtjellu “t'dhezët truni” ... ni lider kreativ din me I shfrytëzu punëtorët e vet, mendjen e puntorëve të vet edhe ekspertizën e tyne, e jo veq të vetën... edhe mendoj që osht me randësi me analizu edhe intelegjencën (ma shumë aftësitë) që edhe ku ka ndarje të përgjegjësive, aj me e ditë se cili për cka osht...

M: Me I njoftë punëtorët e vet?

E: Po, me I njoftë...

L: Edhe me u marrë me puntorët... me jau ditë pak a shumë brengat secilit, se bo vakija sot osht... ka problem krejt tjetër e ti duhësh me ditë qysh me u sill “mos me prek n'tel” qysh thojna na...

M: Me pasë konsideratë për puntorin?

L: Po me pasë konsideratë që e ka qat problem sot, edhe me shku pak ma kadal me to, se sot nuk o mirë...

B: Me pasë ni aftësi pak ma shumë psikologjike...

L: Po qajo, lideri ma shumë duhët me konpsikolog...

E: Aj si lider duhët me pasë përvojë me njerz, deri sa të mrrin aty, ka përvojë me njerz... këtu ka lidhje edhe mosha, se noshta lideri nuk ish dashtë me kon edhe bash i ri... seduhët me pasë përvojë pune për mu bo lidër... nuk munësh qetash po ja nisi punës edhe mas ni muji po bohna lider, se ti niher as vetën nuk e njeh se qysh sillësh ti me tjerë...

M: Cfarë karaktersitika tjera... a po ju bjen n'men naj kush?

L: Po edhe për shembull, kur është lider I mirë, nuk I merr senet personale, se ktu ten a n'Kosovë... ten a e kena t'parën personalën "qysh m'tha mu, une jom lideri" nuk t'fol bon vaki, kur të del jasht pune nuk të folë...

M: Se osht idhnu?

L: Po, se osht idhnu...

E: Per qata osht vshtirë mu kon...

M: A muj me ju bo ni pytje, kur pe menoni liderin/lidershipin kreativ, a po ju del përpara ni femër a mashkull?

E: Une mashkull, se nuk kom pasë kurr lidere femër edhe nuk e di qysh osht, po menoj jo që nuk e ksiha menu me qen femër, po ... jo veq n'3CIS, po gjithkun, ka t'shkojsh shoqnia osht shumë patriarkale edhe nuk po muj me menu ni femën tu I drejtu 10 meshkuj, se edhe na ktu jena qaq pak...

B: Na krejt kur e menojmë, e menojmë me kon mashkull... po kur e menon ma fell noshta ma mirë osht me kon femër... a din pse... se femnat jon ma detajiste, femnat I kqyrin ma shumë kisha mujt me e vertjtë a osht në disponim apo jo për me ja dhonë qat punë...

M: Do me thonë lideri kreativ, sipas teje duhët me qenë detajist?

B: Po...

E: Po veq ni sen Blertë, femna osht ma e butë, edhe munën shumë ma let me ju gjujt, me i hypë n'qafë...

M: Kur punoni me menaxherin e juv, cka vreni mas shumti te aj?

B: Neve, cka na bjen n'sy?

M: Po, juve.

B: Qasja... mënyra qysh të drejtohet, mënyra qysh t'ngon...

E: Sa serioz t'ngon... nëse të injoron ose jo... edhe qëndrimi kshtu fizikishtm e sheh qysh osht veshë,m qysh osht tu u dokë... qysh po sillët, qysh I ka gjetet e ftyrës edhe fizikisht, noshta qatëher ki kohë mas shumti me e pa deri sa t'ja nisësh me fol... tamam qëndrim qysh rrin... a dokët me vetbesim a pa vetbesim...

M: Lideri kreativ, a menoni që ka vetbesim?

E: Po, duhët me pasë t'paktën...

L: Po jo vetbesim t'teprumë, se kta liderat jo kreativ kanë vetbesim t'teprumë... lideri kreativ duhët me e pasë vetbesimin të bazumë në puntorët e vet, e prej tyne me e fitu besimin,...

E: Po, de qata po thom, edhe në momentin që osht tu u tut mas shumti, para puntorëve me u dokë me vetbesim...mos me ikë punëve...

B: Lideri kreativ duhët me knoë edhe luftarak, mos me e lëshu fronin meniher... edhe me mbajtë përgjegjësi, e jo meniher...

L: Me drejtu gisht...

B: Po, jo me e drejtu përgjegjësinë kah punëtori, se kaniher punëtori e ka gabim, po jo gjithmonë...

E: Po tash lideri qata e ka pozitën edhe e ka përgjegjësinë, se nëse aj ja len përgjegjësinë punëtorit, aj nuk osht lider...

M: Cka ju pëlqen mas shumti te liderat e juv, te menaxherat e juv?

K: Cka na pëlqen?

E: Mos na ngushto...

B: Tash, problem osht që na nuk e kemi pasë të njejtin lider gjatë tonë kohës...

M: Ok, pra merrni shembuj prej kujt cka ju ka pëlqy...

B: Anën positive të secilit me e kqyr apo?

M: Po, po cka ju ka pëlqy juve te liderët... kaniher munët me qen lideri ma mirë n'botë po juve nuk ju ka pëlqy... dikujt munët me i pëlqy që lideri ka qenë I ashpër... thjeshte shprehuni

L: Ka lidera pedant, që tamam osht njeri pendant, me kulturë me tonat, ka edhe ktu asi... ka lidera që se dinë punën hiq, po osht qaq që t'përkrahë edhe krejt senet e munshme qa t'munët me shty përpara, për ty I shtyn... po ka edhe asi që as nuk t'përkrahë, as nuk o pedant as nuk e din punën as sen...

M: Me pedant, po don me thonë ka kulturë?

L: Po, ka kulturë t'punës, po ka qëndrim, tamam osht, me tonat që munësh mi thon lider, ka pi disa llojeve...

E: Qa m'kujtohet ka pase disa prej liderëve, që e kan vrejtë punëtorin që osht I smutë edhe I ka thonë, qu shko n'shpi, jon kon t'kujdesëshëm që e ka pa që nuk je mirë edhe t'ka thonë shko te shpia, mos rri n'punë mos e mundo vetën...

B: Edhe ana positive e disa prej liderave... përveq asaj anës që je shumë i afërt duhësh me e pasë edhe ni kufi deri ku edhe kanë qenë shumë professional... ka që e kanë qat distancë, sado që munësh me bo muhabet shlrë, apet e kanë qat distancë... qaj kufini duhët me kon I njejtë për krejt masnej...

M: A do me thonë kjo që jon professional, n'qasjen e tyne.

B: pooo

E: Me qenë e lirë me pytë për naj problem... je e lirë me shku me pytë për problem teknike që munësh me i pasë, gjithmonë t'thojnë munësh me ardhë me pyt për ckado që ki nevojë...

L: E thojnë, po tani ta bonjë, shumë po vet...

K: Për t'kqia ma shumë kena cka me folë, se për t'mira...

L: Na qeto t'kqiat pi folim, që nënkuptohet që e kundërta e saj o\jonë karakteristikat e anës creative...

M: Tjeter diqka, a ka pasë naj lider, mendoni, merrni kohë me mendu, që e k abo naj veprim... gjatë 6 vjetve a ka pasë naj kohë, naj periudhë, naj lider që përnime e k abo ni sjellje që juve ju

ka pëlqy shumë edhe që nashta e keni menu vetën që kur të bohna une lider e kisha bo që veprim ose qat veprim...

B: Po ka pasë, në momentin kur ti ske ditë me bo diqka ose që je knoë në qat panikën qi ka eskalu situatë, ka pasë lider që e k abo vet punën edhe e ka marrë krejt përgjegjësinë vet...nuk osht panikav, nuk ka bërtitë, nuk ka eskalu situatë që me e marrë vesh krejt bota, po osht ulë e k abo vet edhe ka gjetë zgjidhje edhe masanej osht diskutu që qe qeshtu munët me u bo zgjidhja...

M: Ka diskutu mandej a?

B: Po, masi që o përfundu puna, osht ulë edhe ka diskutu, e ka tregu krejt rastin qysh ka ndodhë edhe qysh osht dashtë me e bo...

E: Mu m'ka ndodhë niher, jom knoë ni 12 orësh n'punë, që kom pasë edhe n'fund, n'momentin e fundit kom marrë ni qortim prej ni Project Managerit të ni klientit të jashtëm, jo I 3CIS-it, po I klientit... edhe une jom bo merak shumë, se mu duk që më hupi krejt puna që e kom bo... edhe vet lideri m'tha nuk ki nevojë me e ngu ata, aj nuk o tu ditë qa osht tu folë për veti edhe qaq... me ni mnyrë më ka mbrojtë edhe m'ka bo mu ni mirë... osht sikur prindi kur t'thot, "nuk osht kurgjo" ti shlirohesh... njejt osht edhe me liderin e projektit, kur të thotë aj që nuk osht kurgjo, ti ndihësh i mbulum...

M: T'ka mbështetë a... e ki pasë nifar mbështetje, nifar sigurie që ta ka japë...

K: Qekjo mbështetja e punëtorit ten a mungon shumë... përgjegjësinë se merr kurr lideri, në rastet kur ka problem normal, se meritat I merr po përgjegjësinë kurr nuk e merr... nëse bohët diqka, aj gjithë e ka ni njeri që ja drejton gishtin edhe thot që qaj e ka bo... t'rallë jon ata që e marrin përgjegjësinë vet, se normalisht përgjegjësia duhët me shku niher të aj e tani te puntori... se aj të ka menaxhu keq, të ka lonë 12 orë me punu, ti je lodhë...

E: O kon problem me PM, se PM-at ta ndrojnë excelin në momentin e fundit edhe bohët puna llugë... e ky I joni ka thonë, mos u merr me to, se aj vet I ka fajet, se aj so tu e dite cka osht tu lypë edhe qaq... tash ok, unë jom ni mire... problem gjithmonë osht, që nëse ti e ki përkrahjen e liderit, atëher osht mirë, se une profesionalisht/teknikisht e kom bo mirë punën, tash kur del te pala tjetër po e kom mbështetjen e ktyne une nihna mirë...të thot vazhdo qeshtu, se mirë je edhe u kry...

B: T'jep motiv...

L: Ka edhe asi raste kur je në mes dy zjermave, njoni ta rreh krahin, tjetri t'sjellë kresë... po meno j m'ka ndodhë edhe qeky sen edhe ti se din a je mirë a je keq... se ti punën e ki bo mirë, po njani t' thotë mirë, tjetri t' thot, jo e ke bo keq... cka ke bo kshtu...

M: Tip o don me thonë, që lideri kreativ duhët me qenë I sinqertë me puntorin...

L: Po, i sinqert po se po, po aj duhët mu sjellë... ten a p.sh. ka ndodhë I ki 2 lidera, njoni t;thot ok shumë mirë, e ki bo qysh o mas mirti, zgjidhjen ma t'mirë... tjetri t' thot e ke bo keq... aj që t' thot e ke bo keq, se din punën hiq... po ti ski mumsi mi thonë që sje tu e di punën edhe sje tu e ditë cka je tu folë...

B: Ideja e liderit kreativ, se na gjith po nisëm prej punës që e kemi, osht shumë problem se liderat jon me projekte edhe ka hierarki të padefinume... e n'momentin kur kompania funksionin me ni hierarki të definume osht shumë ma let edhe për liderin edhe për punëtorët edhe për menaxhmentin edhe për krejt... se n't'njejtën kohë kta lidera kanë presion prej menaxhmentit... aj presioni nis prej naltë, niher mbrin te liderat manej vjen te puntoret, kur e kqyr, lideri osht n'mes dy zjarreve, po kur kompania si kompani e ka ni hierarki, ku jonë të definume të gjitha përgjegjësitë, atëher lideri e kish pasë ma let po edhe punëtori e kish pasë ma let...se nuk të kish ardhë puna me I pasë 2 lidera përnimi kry, njoni me t' thon e ki mie tjetri tu t' thonë e ki keq... po hierarkia të kish ndihmu në funksionim të punëve edhe në ndarje të përgjegjësisë edhe të gjitha...

E: Ni lideri kreativ duhët me ditë me I caktu deri ku jonë përgjegjësitë e veta... se tash, nëse mu m'ka nën përgjegjësi ni njeri unë du me ditë, du me ditë kon e kom lider... aj duhët me e bo t'qartë që une jom shefi jot edhe p.sh. liderat klreativ jon ata që thojnë "ti me mu e ki" do me thonë e merr përgjegjësinë e vet... tash nëse une kom diqka me e pyt dikon... noshta shpesh ndodhë që e pyt ni njeri joadekuat, se aj osht lider ma I naltë... qata duhët me knoë mirë e definume, se kush te kush duhët mu drejtu, tash lideri kreativ ja bon me dije se kom e ka nën udhëheqje... duhet me knoë qartë...

M: Janë të definume rrolet, apo?

L: Po, se nuk munët me ardhë dikush prej s'nalti edh eme ndërhy te puntori, se thot, hej une jom ktu...

M: Do me thonë e mbron puntorin..

B: Po, e mbron edhe merr përgjegjësi, që dikush që osht në hierarki ma naltë, mos me pasë kontakt direkt me puntorin... se nashta qaj ma nalt ty as nuk të njeh hiq, as nuk e din qysh punon...

L: As nuk e din qysh shkon puna...

B: Qata hierarkia osht seni ma I mirë që munët me pasë 3CIS...

E: Aj, ma nalt për ty merr vesh, veq nëse ka ndodhë diqka keq... se me ndodhë naj sen mirë, kurr nuk kallxojnë... veq nëse ka ndodhë naj problem... vesin, kush e ka bo edhe mirrët vesh emir I qati puntori, tash nuk e din a e mira e bjen t'keqën a e keqja e bjen t'mirën... se bile t'del emir, edhe krejt t'njohin, se vrehësh ma shumëedhe noshta edhe mrrin ma shumë... a nëse je naj njeri që kurr nuk ke bo kurgjo as mirë as keq, po veq e ke kqyr punën toned, ndodhë që, nuk të njeh kerkush...

L: S'ta dinë as emrin...

M: Na krejt e dimë që lidershipi ka shumë aspekte edhe hsumica prejty, ju edhe u shprehët që nuk na pëlqejnë gjithmonë edhe jo gjithmonë jonë t'mira...

B: Une kisha shut qetu me thonë, edhe spo di a ka drejtime të vecanta, po bile diqka që ka lexu, se cka të duhët për me knoë lideri I mirë edhe ata se cka I vyn tjetër me ditë, pervec eksperiencës profesionale...

M: Duhët me pasë edhe...

B: Duhët me pasë naj trajnim, ose diqka që vet ka lexu, që vet o munu që me kuptu, se cka jonë përgjegjësitë e mia... përveq anës teknike, anën teknike, profesionale spe qes poshtë asniher... po përvec asaj duhët me pasë do shkathtësi... edhe jo krejt njerzit kanë aftësi për me knoë lider... kur te kqyr, a I ki qato aftësi, edhe shumicën e herava veq e emnojnë edhe ata njerz as nuk I dinë përgjegjësitë e veta, as rolin e vet... nuke dinë, që aty nuk jon veq me bërtitë...