
Leadership styles and creativity

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Abstract

The main objective of this study was to elucidate the nature of two psychological constructs – leadership style and creativity. For this purpose, we administered the ECCI-i and LSQ scales to 140 leaders of both genders from different business organizations. Reliability of the ECCI-i and LSQ scales, as measured by Cronbach's alpha coefficient was 0.971, and 0.887 respectively. In addition, ECCI-i demonstrated a meaningful latent structure as demonstrated by the extraction of the four factors of Capturing ideas, Search for challenges, Broadening knowledge and Surrounding that explained over 57% of the total variance. However, the latent structure of the LSQ scale failed to reach the standard psychometric criteria, so for the ensuing statistical analysis we relied on a key found in the literature. Our data indicated a significant correlation between the latent dimensions of the creativity construct and those of autocratic, democratic and liberal leadership styles. Gender had no effect on expressing leadership styles and creativity. Therefore, we concluded that creativity was an important construct, necessary to conduct research in this field, considering that the diversity of ideas, if properly analyzed, can have a major positive impact on the development of business organizations.

Keywords: Creativity, Leadership style, Leaders, Organization

Introduction

The concept of leadership encompasses a wide range of different interpretations regarding the characteristics of the leader, his behavior, and his impact on employees and their activities. Leaders are categorized by different criteria and one of them is the style of leadership. Examining characteristics of leaders and employees can help in better organization of work, which can help increase productivity. In addition, employees will be motivated to express the maximum of their intellectual, cognitive and creative potentials. Understanding the framework of an organization, can contribute to better organization of the business and the building of constructive professional relations, instead of the rigid and unrealistic belief that all people are the same, requiring others to behave in a specific way. Therefore, it is necessary to conduct different types of research in organizations that will help us understand the characteristics of leaders in situations that show what type of leadership is the most appropriate. As the modern authors say, the key to successful management is understanding the organization and the balance between strategy and operations (Kaplan & Kaiser, 2003). In this study, a theoretical framework will be provided that is supported by the methodologies used in carrying out the research, leading to the results and a discussion of those results. The concept of creativity will be explored using generativity theory (Epstein, 1999). In addition, the study will present the concept of leadership style, which has been developed by psychologists for decades. Based on empirical data, obtained in studies of management styles, theorists created models of leadership styles in organizations.

Style of leadership is a construct that can have different definitions based on the theoretical concepts represented. We can say that this is a special way of conducting leadership. According

to some interpretations, leadership style encompasses a wider range of terms, as some authors claim that "a leadership style is a combination of traits, skills and behaviors that leaders use while they interact with subordinates" (Lussier & Achua, 2010, p. 70). We can also say that the interpretation of leadership in the context of leadership styles implies that "this is leadership focused exclusively on what leaders do and how they behave" (Northouse, 2008, p. 47). If the central topic chosen for explaining leadership is the leader's behavior, his impact on employees and his forms of action, an adequate definition would be that "the leadership style is the behavior of a leader in a group that is characteristic for him and is manifested not only in the same but also in different situations" (Francesco, 2003, p. 47). According to Lewin (Lewin, Lippit & White, 1939), leadership style is the way in which leaders influence and stimulate the activities of the group members. In accordance with this, Lewin (Lewin, Lippit & White, 1939) defined three basic styles of leadership - autocratic, democratic and liberal management style (Kippenberger, 2002). In order to analyze different group behaviors, Lewin and his assistants observed the behavior of several groups of five boys. In this experiment, Lewin and his colleagues observed the effect of different leadership styles on the group atmosphere, including the satisfaction and productivity of the group members. The results assisted the author to further define leadership styles, and to utilize the findings in the context of business organizations. The autocratic leadership style is determined by the leader's power. The leader has absolute power in a group or organization. The leader alone makes decisions and takes responsibility for the conduct, results and achievement of the company. From co-workers he requires them to exclusively follow his instructions and directives, to respect and implement his decisions and orders. With subordinates the leader communicates formally and in written form. This leadership style can be applied for tasks that need to be urgently completed, with dependent associates in unstable working groups. In the beginning, this leadership style is effective and gives good results. However, if we apply this type of leader behavior long-term, without considering the level of human resources and the need for independence of associates, it becomes a limiting factor in the development of the organization. This style of leadership, characterized by unidirectional communication channels, confirms that autocratic leaders are mostly not interested in feedback and employees do not have influence and control over the decision making process. The autocratic leadership style can be illustrated in the structure of a pyramid, whereby on the top of the hierarchy stands the leader, while employees are below. Alternatively a democratic leadership style is defined by a leader who involves associates in decision-making and management. The leader encourages associates to participate in setting goals, determining methods, providing ideas and suggestions for solving relevant problems, as well as participating in the decision-making process. This type of leader does not give detailed instructions, nor does he control associates. He gives them the freedom to plan their work activities and is often characterized as encouraging and practicing participative decision-making and teamwork. Autocratic leadership can be explained through the saying that the leader achieves the organization's objectives through people, and that the democratic leader achieves goals with people. This type of leadership emphasizes the leader's role in encouraging associates to achieve company goals. The democratic leadership style is characterized by two-way channels of communication, including the exchange of feedback with employees, as well as the delegation of work and authority. The leadership style known as the liberal style is associated with a leader who provides the necessary information, obtains materials manages technical resources and oversees working conditions. He allows associates and individuals to make decisions with minimal supervision. This management style can provide positive results but

assumes the existence of a well-established group of professionals, individuals, and creative experts, who have developed self-control and need the freedom to express their creative and intellectual potential. The liberal style is characterized by the leader's role in providing information to employees and maintaining good work conditions.. It is necessary for the leader to have adequate power, so that he could influence the employees in the right way to shape their behavior and actions, which is derived from the proper sources and is focused on the achievement of organizational goals (Yukl, 2008).

As a contrast, creativity has different interpretations, ranging from explaining abilities, personality traits, skills, and ways to solve problems. Csikszentmihalyi (1996) defined creativity through a range of 10 different traits and as a central source of meaning of human existence . These 10 traits, at a glance, seem incoherent and impossible, but Csikszentmihalyi (1996) claims that this paradox precisely explains the complexity of the creative personality and differentiates it from others. One of these traits is the great energy potential of creative people, but also their need for rest. Csikszentmihalyi (1996) stated that energy must be regenerated so creative people can approach new situations in an innovative way. Furthermore, creative individuals successfully balance the real and imaginary world, thus presenting their ideas into reality. Csikszentmihalyi (1996) concluded that creative people are introverted and extroverted at the same time. Creative people can communicate with the outside world, state their ideas, and carry them out. However, on the other hand they are in touch with their own mental world, which enables them to provide these ideas. Epstein (1999) is the author of generativity theory that explains creativity. Epstein (1999) presents four types of skills and abilities that assist people in expressing creativity. Epstein's (1999) work in uncovering the source and cause of creative tendencies in humans, led to the conclusion that creativity can be encouraged on the basis of some behavior patterns. According to Epstein (1999), creativity is almost a universal concept, but manifested by a smaller part of the population. There are two reasons for this. The first is the effect of early socialization, whereby parents inhibit children's imagination by constantly returning them to reality. The other reason is that the skills of creative expression are not encouraged by formal education. The four key traits or skills are Capturing, Challenging, Broadening and Surrounding (Epstein, 1999). Capturing or preserving new ideas is described as the skill to capture new ideas and record them any time and any place. Challenging or seeking challenges is the search for new and unfamiliar tasks or activities, which go beyond current skills and knowledge, searching for tasks that will stimulate thinking in an effort to find new and creative solutions. For this feature it is very important to overcome failure by reducing the inner fear of failure. Broadening or broadening skills and knowledge is described as the need for expanding knowledge through training and education in informal programs. The trait of surrounding is described by the need to change the social environment and to seek inspiration and stimuli in people and objects that surround them. Epstein (1999) developed a predictive questionnaire, which determined the individual's skill to express creativity. In the basic version of the questionnaire, Epstein (1999) presented four skills that are manifested in behavior. The task of this study was to investigate the relationship between these constructs, if any, and to what extent. Specifically, it was assumed that there was a connection between leadership styles and creativity. Leadership style shows the way in which the leader conducts his role, how he acts, and behaves. We can say that the leaders who are oriented towards a democratic style of leadership are more inclined to have diverse ways of thinking, decision making and action, which can be considered as aspects of creativity.

Creativity is the ability to think in ways and forms that are new, different and not seen in other individuals. If we regard democratic leaders this way, these people are basically predisposed to be creative. When it comes to creativity, we discuss unique qualities, skills and abilities. If a leader can observe the world outside the range of conventional thinking, and focus divergent thinking on the creation of new ideas, creative achievement can be expected. Creative leaders share a set of characteristics and behavioral patterns that enable them to lead an innovative organization. They invest efforts to examine challenges of the business environment, seek new opportunities and improve operational efficiency. Leaders improve business through research, selection and implementation of different, often unconventional ideas about the potential of new markets. In addition, they provide new communication styles that motivate and extract talent from employees and improve the quality of interpersonal relationships, in order to encourage productivity and to maximize the collective skills of the organization. The aim of this study was to investigate the construct of creativity, while examining the nature of leadership styles, considering gender differences and the relationships between these constructs. In addition, the purpose was to examine the psychometric properties of the measurement instruments.

The concepts of leadership and creativity were studied by different researchers in a wide range of contexts. The studies were conducted in different organizations with diverse cultural and ethnic backgrounds. The literature generally agrees that creativity is an important trait in individuals. Employee creativity refers to the creation of valuable, useful new products, services, ideas, procedures, or processes by individuals working together in a complex social system (Woodman, Sawyer, & Griffin, 1993). In a study conducted in South Korea Kim, Hon, & Lee (2010) discovered that employees with proactive personalities exhibited higher creativity, especially if the leaders that support them and their work assignments require creativity. The constructs of creativity and leadership were also examined by Iranian researchers Mousavi, Heidary and Pour. However, the participants of this study were physical education teachers and the theoretical approach was different. The results of this study showed that there is a statistically significant correlation between the concepts of creativity and leadership style. The findings of this research “confirm the theoretical underpinnings of the research in which leadership style acts as a facilitator and stimulator of the direct and indirect effects on people's creativity” (Mousavi, Heidary, & Pour, 2011, p. 82).

Methodology

Measures

This study combined the Leadership Styles Questionnaire of Northouse, (2011) and the Epstein Creativity Competencies Inventory ECCI-i Epstein, (1999) to create the measurement instrument. The first page of the questionnaire contains a brief explanation about the aim of the research, guarantees regarding anonymity of the participants in the study and basic socio-demographic questions about age and gender of the examinees. The gender of the participants is a further explanation of socio-demographic variables and was used to determine the differences in manifestation of the construct of creativity and leadership style. Leadership style had been tested with the Leadership Styles Questionnaire (Northouse, 2011). The questionnaire contained 18 items, with a five point Likert scale, which determined the score of participants

related to the three styles of leadership - autocratic, democratic, and liberal. Creativity was examined with the ECCI-i, which predicts the expression of creativity through four competencies, grouped into subscales: Capturing, Challenging, Broadening and Surrounding. The questionnaire includes 28 items, with its responses distributed on a five point Likert scale. Individual dimensions of the questionnaire were distinguished and treated as variables in the study.

Participants

The sample consisted of 140 subjects of both sexes who have leadership positions at different levels. The sample was appropriate, with relatively regular distribution of male and female subjects aged 34 to 59. The number of female participants was 53, and there were 87 males. This study included a variety of organizations, regardless of the nature of their business activities. The majority of the organizations included in this study were small or medium companies. However, the study included a certain number of larger organizations. Most organizations chosen for this study come from the private sector, but some larger organizations, such as schools, represented the public sector and were also included. However, private organizations were much more accessible.

Procedure

This research was conducted in groups within each organization. Before completing the questionnaire, we explained to the subjects the aims of this research and guaranteed them anonymity.

Results

This study used the statistical program SPSS, version 15.0 for data analysis. The data was analyzed using standard statistical procedures. Scale reliability was tested using Cronbach's alpha coefficient of internal consistency. The Cronbach alpha coefficient for the ECCI-i was 0.971, which indicated a very high reliability of the scale. Furthermore, the Kaiser-Meyer-Olkin's representativeness coefficient had a value of 0.951. Given the extremely high values of these coefficients, we concluded that this is a representative and highly reliable instrument. The reliability coefficient of the LSQ scale was 0.887, which indicated that this was a reliable instrument that provided adequate measures. Moreover, the Kaiser-Meyer-Olkin's coefficient was 0.896. Using factor analysis, we examined the latent structure of the ECCI-i scale. For this purpose, we used the Principal Components Analysis (PCA) method and Promax rotation with Kaiser's normalization. This analysis had abstracted nine factors, whose eigenvalue was higher than 1. The featured factors described 74.503% of the total variance. These results are shown in Table 1.

Table 1.

Components	Initial Eigenvalues		
	Eigenvalue	% of Variance	Cumulative %
1	24.875	28.751	28.751
2	15.517	16.131	44.881
3	4.322	4.802	49.683
4	3.016	3.351	57.034
5	1.872	1.958	65.892
6	1.781	1.896	68.448
7	1.730	1.843	70.781
8	1.674	1.771	72.753
9	1.565	1.650	74.503

The first four factor's eigenvalue was higher than 2 and, thereby, explained 57.034% of the total variance. These factors were extracted and used in subsequent analysis as new variables. The first extracted factor explained 28.751% of the total variance and included items C3, C4, C19, C22, C24, C26. This factor was named Capturing ideas, given that it included items whose content relate to emphasizing the importance of ideas, creative solutions and their recording. The content of this factor and the saturation factor values are shown in Table 2.

Table 2.

Items	Capturing ideas	Factor saturation
C3	I only record new ideas when I'm ready to use them.	.866
C4	I set aside time every day to think of new ideas.	.845
C19	I sometimes use my daydreams as a source of new ideas.	.842
C22	I always record my new ideas as they occur to me.	.832
C24	I sometimes make use of my dreams as a source of new ideas.	.830
C26	I always keep a recording device by my bed at night.	.817

The second factor explained 16.131% of the total variance and included items C1, C6, C9, C10, C20, C23. This factor was named Search for challenges, because the content of items emphasized the importance of completing challenging tasks, setting high aspirations, and solving difficult problems. The values of the factor saturations and the included items are shown in Table 3.

Table 3.

Items	Search for challenges	
C1	When I set goals for myself, I make sure they're attainable.	.874
C6	I sometimes try to solve problems that, in principle, have no solution.	.871
C9	When I set goals for myself, I make sure they're ambitious and open-ended.	.842
C10	I do not like to work on difficult problems.	.780
C20	I occasionally like to work on difficult problems.	.697
C23	I am not afraid of failure.	.675

The third factor explained 4.802% of the total variance and included items C2, C5, C7, C8, C16, C18, C27. It was named Broadening knowledge, since the items were related to the importance of additional education, informal education, media monitoring, and innovation. The content of this factor and the factor saturation values are shown in Table 4.

Table 4.

Items	Broadening knowledge	
C2	I try to meet new people and colleagues whenever possible.	.819
C5	I regularly read magazines or other material in a wide variety of subject areas.	.818
C7	I'm not afraid to learn new things.	.815
C8	I usually read magazines and other material only in my area of expertise.	.814
C16	I often read books on topics outside my specialty.	.732
C18	It's important to me to continue my education throughout my life.	.725
C27	I sometimes take courses on topics about which I know nothing at all.	.680

The fourth factor included items C13, C14, C15, C17, C21, C25, C28 and explained 3.351% of the total variance. It was named Surrounding, because it included items whose content emphasized the importance of the environment in the expression of creativity. The values of factor saturations and items included in the factor are shown in Table 5.

Table 5.

Items	Surrounding	
C13	There are special places where I go to think.	.858
C14	I sometimes seek out unusual combinations of people to help stimulate my thinking.	.826
C15	I redecorate my work environment regularly.	.818
C17	I manage stress quite well.	.792
C21	I sometimes place unusual or novel items in my work environment to stimulate my thinking.	.799
C25	I rearrange the items in my office regularly.	.790
C28	I rarely rearrange the items in my work environment.	.736

The analysis of the factor structure of the LSQ scale did not reach the expectation. The results showed a large number of extracted factors with items whose content was not homogenous and could not be classified under a particular name. However, the scores had been calculated using the questionnaire's key, which was designed to allow self-assessment of scores to users. This way we determined the factors and the disposition of the items within the dimensions, which had an inverse direction in the scoring.

The main purpose of this study was to examine the construct of creativity and leadership style, and the correlation of these constructs. The relation between the factors of the ECCI-i and LSQ scales were examined through the bivariate correlation analysis, using Pearson's linear correlation coefficient. The results indicated the presence of a number of statistically significant correlations. Table 6 shows the selected correlations, which determined the connection between the examined dimensions of both questionnaires, as well as the coefficients which determined the level of significance of the correlation. Generally speaking, one should not make the unambiguous conclusion that there was a mutual relationship between all dimensions of both questionnaires. The first group of correlations featured the democratic style of leadership on one side, and the dimensions of Surrounding, Broadening knowledge and Search for challenges on the other. Therefore, we concluded that the expression level of the democratic leadership style, affected the level of expression of these three dimensions.

In the second examined group of correlations there were two that were statistically significant. These were the correlations between the liberal style of leadership and the factors of Capturing ideas and Broadening knowledge. Accordingly, we concluded that there was a positive correlation trend between the liberal style of leadership and the two dimensions of the creativity concept. The results of the research showed that the autocratic style of leadership was connected between the three factors of the ECCI-i scale. Pearson’s correlation coefficient indicated that there was a moderate positive correlation between the autocratic style and Broadening knowledge, while the correlation was negative for Surrounding and Search for challenges.

Table 6.

Leadership styles	Dimensions of the ECCI-i scale				
		Capturing ideas	Search for challenges	Broadening knowledge	Surrounding
Democratic	r	.020	.201**	.310**	.219**
	Sig.	.390	.002	.001	.001
Liberal	r	.169**	-.007	.167**	.051
	Sig.	.008	.460	.009	.236
Autocratic	r	.060	-.134*	.138*	-.146*
	Sig.	.199	.029	.026	.019

** - correlations are significant on the $p < 0.01$

* - correlations are significant on the $p < 0.05$

After establishing the correlation between the dimensions of creativity and leadership styles we examined the gender differences in the expression of these constructs. The differences between the two groups were calculated by the T-test. First, we examined the construct of creativity and the expression of this construct in relation to gender, as well as the impact of gender differences on leadership styles. The results of the T-test are shown in Tables 7 and 8.

Table 7.

Creativity	Males	Females	t	Sig.
Capturing ideas	.052	-.056	.76	.45
Search for challenges	.077	-.084	1.14	.26
Broadening knowledge	-.025	.027	-.37	.71
Surrounding	-.085	.092	-1.26	.21

The results show that there was no statistically significant difference in expressing creativity and its dimensions. Therefore, we concluded that gender had no significant effect on the expression of creativity.

Table 8.

Leadership styles	Males	Females	t	Sig.
Democratic	-.133	.111	-1.73	.08
Liberal	-.140	.117	-1.82	.07
Autocratic	-.086	.072	1.11	.18

In terms of gender differences in relation to the leadership style, we concluded that the statistical difference was a bit higher than in the previous case, but remained not significant. We concluded that gender does not have any significant effect on the expression of different leadership styles.

Discussions and Conclusions

The most important finding of this study was the expanded empirical basis of the construct of creativity. Results confirmed the initial premise that creativity was associated with leadership styles. This study examined the psychometric properties of the ECCI-i and the LSQ scale. We had also checked the latent factor structure of the ECCI-i scale. The value of Cronbach's alpha coefficient equaled 0.971 for the ECCI-i and, thus, indicated the high reliability of this scale. The value of the Kaiser-Meyer-Olkin's coefficient was 0.951, which displayed the high representativeness of the scale and the adequacy of the sample. In the case of the LSQ scale, these values equaled 0.887 and 0.896, which indicated that both instruments were valid and could be used in our linguistic and cultural space. Factor analysis of the ECCI-i scale indicated the existence of a meaningful factor structure, which corresponded with its original factor structure (Epstein, 1999). The number of extracted factors was four, and they were named Capturing ideas, Search for challenges, Broadening knowledge, and Surrounding. The first factor of Capturing ideas included six items. Items that were included in this factor, suggested that the participants believed that ideas were all around us and we needed to pay attention to them.

Participants who achieved high scores on this dimension were dedicated to the search for new ideas and found inspiration in non-conventional sources, such as imagination and dreams. They were also always ready to record a good idea and use it. The second factor was named Search for challenges and the item structure of this factor indicated a hint of challenge. Participants who achieved high scores on this dimension were interested in finding new and challenging tasks, which could be classified as severe and intractable. In this case, a challenging task could be a catalyst for finding creative solutions. The third factor, Broadening knowledge, contained a set of items that emphasized the importance of additional education and training. From this set of items, it was evident that in the participants' opinions, education contributed to the development of resources, skills and knowledge, and was something special, different, and better. The fourth factor, Surrounding, pointed to the importance that participants attached to their environment as a source of new ideas and creative solutions. Participants point out the influence of society and the environment on their own creativity and the importance of a pleasant and positive climate in the workplace.

Examination of the correlations between the dimensions of creativity and different styles of leadership, showed interesting findings. The results showed several statistically significant correlations. The first group of correlations was based on the relationships between the democratic management style and the dimensions of creativity. These findings were expected, given the nature of the democratic style of leadership. The results showed that the democratic leadership style significantly correlated with the dimensions of Surrounding, Broadening knowledge and the Search for challenges. If we take a closer look at these dimensions, it is evident that there was a connection. Broadening knowledge required a constant need for education throughout life, along with additional training and discovering new business trends. The Search for challenges relates to a person's need to express the creative side of their personality in addressing unconventional situations and problems while learning new methods for solving problems, without fear of failure. Surrounding is presented as the relation between the individual and the social environment, through interaction with others. Leaders who are oriented toward a democratic style of leadership value employees, building relationships, and teamwork, while developing the potential of employees by encouraging and rewarding them by valuing unconventional creative solutions and problem solving. The empirical findings presented in this study confirmed these statements. In a similar context, we assessed the correlation between the liberal leadership style and the dimensions of Capturing ideas and Broadening knowledge. Liberal leadership style characterized by the freedom a leader gives to employees, provides participation in decision-making and almost a ceremonial role in completing work tasks. Such a leader allows the staff to evaluate and assess productivity and can be effective with teams that consist of experts whose work does not require full supervision. Capturing ideas places emphasis on new ideas.. Given the above results of the correlation analysis, we concluded that liberal leaders favored ideas, creative solutions and the application of unconventional sources of ideas. In addition, they favored non-formal education and training systems. The third group of correlations we examined included autocratic management style and the dimensions of Search for challenges, Broadening knowledge and Surrounding. The correlation in the case of the dimensions of Search for challenges and Surrounding was negative, which implied that leaders who are autocratic oriented do not pursue these dimensions. Autocratic leaders independently make decisions and do not place too much importance on the

ideas of employees and employee self-actualization. Generally employees are not viewed as a creative resource for the organization, but as a tool to achieve organizational goals and objectives. Leaders who tend to work alone, do not show interest in challenging and difficult problems. Furthermore, it was evident that the leaders of this group did not place importance on the social environment and emphasized that the environment does not affect their creative performance and work productivity. However, the correlation with the dimension of Broadening knowledge suggested that these leaders have shown positive attitude toward additional education and training.

Examining gender differences showed us that the construct of creativity is a universal skill. These findings confirmed the original explanation of the concept of creativity as a universal set of skills that can be available to every individual, if they are properly trained and tasks are implemented. Testing leadership styles showed surprising results. It was found that gender does not affect management style. Generally accepted social norms, clearly differentiated gender roles, and a general understanding of gender characteristics, gave space to establish the difference between male and female leaders, however, the results of this study suggested that gender does not affect the leadership style. These findings may be due to the flexibility of leaders and their ability to adapt to various situational factors that are determined by organizational changes.

Conclusions

The main contribution of this study was its impact on our understanding of the concept of leadership. In the business environment, the practical implications of this can help leaders and employees become more aware of the characteristics of the people who surround them. Organizations, include a variety of behavioral, situational and external factors that require flexibility from leaders and employees. Therefore, it is necessary to research creativity, because the diversity of ideas, if properly analyzed, can have a major positive impact for the development of business organizations. When it comes to creativity in the context of the organization, managers can show by example how creativity is valued and thus encourage employees to use their potentials. Managers who encourage and value the creativity of their employees will always get new, better and more original ideas. Creative organizations are characterized by the willingness to change and continuously improve, as well as the willingness to take risks and experiment with new ideas when encouraging diversity.

Each leadership style is a combination of different types of behavior and characteristics of leaders. If there is the need to make a decision quickly and take urgent action, a leader should rely on the autocratic style. If the group is undisciplined and poorly organized, the autocratic style is more efficient. The democratic leadership style matches with a well-organized and stable group. In the longer term, the democratic style of leadership, which includes giving employees a certain freedom and involving them in decision-making, is more productive. If a team consists of creative individuals who are expressive in exposing their ideas and independently making decisions, the liberal leadership style can be very effective. In this context, we considered the leader's orientation to people or tasks. Orientation to people is related to the development of human potential, creativity and innovation, while task-orientation allows the leader to reach a

goal and complete tasks faster and achieve immediate profit. In a volatile and uncertain business environment, in a time when trends change, when decisions must be made effectively, a leader needs to be fully aware of all the styles of leadership, so that he can be flexible and apply the styles specific to the situation in which he finds himself, the company and the employees. Flexibility in decision making, taking a different view of the situation, and a willingness to take risks with innovation and new ideas, are all characteristics of creative leaders who can create a well positioned business organization.

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Biography

Bosiok Delia was born on October 2, 1987 in Novi Sad, where she finished school. In 2009, she completed bachelor studies in business psychology at the Faculty of Legal and Business Studies, and enrolled in master studies at the same university. She graduated in 2012 and became a master of business psychology. She is interested in current scientific topics and trends in empirical psychology. She is the author of numerous papers written throughout her bachelor and master studies, and also scientific articles published and presented at regional, national and international levels, some of which are - Tattoos as a form of conspicuous consumption, The impact of dress code in the formation of first impressions, and The pursuit of fame and Eysenck's personality model.