REPUBLIC OF TURKEY
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AN INVESTIGATION OF THE EFFECTS OF AUTHENTIC LEADERSHIP ON INDIVIDUAL CREATIVITY: A RESEARCH WITHIN PACKAGING SECTOR

Master's Thesis

AYŞE YEŞİM DOĞANAY GÜL

ISTANBUL, 2019

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ABSTRACT

AN INVESTIGATION OF THE EFFECTS OF AUTHENTIC LEADERSHIP ON INDIVIDUAL CREATIVITY: A RESEARCH WITHIN PACKAGING SECTOR

Ayşe Yeşim Doğanay Gül

Master of Business Administration

Thesis Supervisor: Assoc. Prof. Dr. Merve Koçoğlu Sazkaya

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Leadership has a significant role in highly competitive business environment for the sustainable success of the organization. In this competitive environment, individual creativity as an important factor of innovation is getting more and more important for the success of organization as well. Within this context, in this study it is aimed to investigate the effects of authentic leadership on individual creativity.

Within the scope of the study, the survey was conducted with 177 employees working in sales and sales support positions in a global packaging company. In order to measure authentic leadership, the scale developed by Walumbwa et al. (2008) was used. The scale consists of 16 items and 4 dimensions. In order to measure individual creativity, the scale developed by George and Zhou (2001) was used. The scale consists of 13 items.

As a general purpose of this research, it was found that authentic leadership significantly affects individual creativity. Other purpose of this study is to determine the effects of authentic leadership subdimensions on individual creativity. The results of this study show that balanced processing and self-awareness significantly affects individual creativity. However, relational transparency and internalized moral perspective do not significantly affect on individual creativity.

Keywords: Leadership, Authentic Leadership, Individual Creativity, Packaging Sector

ÖZET

OTANTİK LİDERLİĞİN BİREYSEL YARATICILIK ÜZERİNE ETKİSİNİN İNCELENMESİ: AMBALAJ SEKTÖRÜNDEN BİR ARAŞTIRMA

Ayşe Yeşim Doğanay Gül

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Liderlik, artan rekabet ortamında organizasyonların sürdürülebilir başarılarında dikkate değer bir rol oynamaktadır. Bu rekabet ortamında, organizasyonun başarısı için innovasyonun önemli bir faktörü olarak bireysel yaratıcılığın önemi giderek artmaktadır. Bu çalışmada, otantik liderliğin bireysel yaratıcılık üzerine etkisinin incelenmesi amaçlanmıştır.

Çalışma kapsamında, global bir ambalaj firmasında satış ve satış destek pozisyonlarında çalışan 177 kişi ile çalışma gerçekleştirilmiştir. Otantik liderliği ölçmek üzere Walumbwa ve diğerleri (2008) tarafından geliştirilen ölçek kullanılmıştır. Bu ölçek 16 madde ve 4 boyuttan oluşmaktadır. Bireysel yaratıcılığı ölçmek için George ve Zhou (2001) tarafından geliştirilen ölçek kullanılmıştır. Bu ölçek 13 maddeden oluşmaktadır.

Araştırmanın genel amacı olarak, otantik liderliğin bireysel yaratıcılık üzerinde anlamlı etkisi olduğu bulunmuştur. Çalışmanın diğer amacı otantik liderliğin alt boyutlarının bireysel yaratıcılık üzerine etkilerini tespit etmektir. Araştırmanın sonuçları göstermektedir ki, bilgiyi dengeli değerlendirme ve özfarkındalığın bireysel yaratıcılık üzerine anlamlı etkisi bulunmaktadır. Diğer taraftan, ilişkilerde şeffaflığın ve içselleştirilmiş ahlak anlayışının bireysel yaratıcılık üzerine anlamlı etkisi bulunmamaktadır.

Anahtar Kelimeler: Liderlik, Otantik Liderlik, Bireysel Yaratıcılık, Paketleme Sektörü

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ABBREVIATIONS

ALQ : Authentic Leadership Questionnaire

IC : Individual Creativity

1. INTRODUCTION

Leadership is one of the most interesting topics for the success of organizations in highly competitive and rapidly changing environment. There have been many different leadership models in the literature. In the 20th century, most of the leaders were using their powers on the subordinates to increase the performance. Those leadership types would not work especially on the millennial generation looking for the leaders who inspire and give freedom for making decisions how to reach the results. Hence, leaders' common features: charismatic, hierarchical and directive have been replaced with goal oriented, shared and authentic leader features in the present century.

On the other side, organizations which are open to innovations and changes, can develop faster. Organizations focus on employee creativity to find out new solutions to be able to compete in the market by differentiating their positions and to enhance loyalty and satisfaction of the customers.

In this perspective, authentic leadership invest on the employees by motivating and providing the proper environment for the employees to exhibit individual creativity which would lead innovation within the organization. Moreover, authentic leaders have significant impact on individual creativity by promoting strong relationships in the organization mainly based on trust, transparency, moral perspective and objectivity. Hence, authentic leaders also encourage their employees to express their thoughts or suggestions within this supportive environment which makes them feel confident. This gives employees an opportunity to increase their individual creativity.

Hereby in this study, the effects of authentic leadership on individual creativity is investigated. The study is conducted in a global packaging company.

This thesis consists of five parts. The first part of the study is introduction. Second part is literature review which consists of definition of leadership, leadership theories, definitions of authenticity and authentic leadership, dimensions of authentic leadership,

impacts of authentic leadership, definitions of creativity and individual creativity, factors affecting individual creativity, process of individual creativity, results of individual creativity and studies related to authentic leadership and individual creativity respectively.

The third part of the thesis is research methodology. This part includes purpose and importance of the research, participants and sampling of the research, research method, research model, variables and hypothesis, measurement instrument of variables and data analysis respectively.

The fourth part of the thesis is regarding to findings of the study. This part includes the descriptive statistics, factor and reliability analysis, descriptive analysis of variables and hypothesis testing respectively.

Finally, in the fifth part of the thesis, conclusion, limitations and recommendations of the study are presented.

2. LITERATURE REVIEW

2.1 AUTHENTIC LEADERSHIP

2.1.1 Definition of Leadership

There are many definitions of leadership in the literature. Drucker (1996) who is well known management guru defines the leadership as “the only definition of a leader is someone who has followers”. Further explanation of this statement is that some people have role as thinkers and some people are prophets. Both of them are needed and important. However, if there are no followers, then there can not be leaders (Drucker 1996, p. 54).

As social beings, humans are building groups to achieve their goals and targets. In these groups, inside the group someone should lead the people to maintain in order to reach the goals. Like an orchestra without a chief would not have any difference from the mass of musical instruments, organizations without a leader would be also just like a mass of people and machines (Akgündüz 2012, p. 4).

Almost all leaders have common basic features. Leaders are creating a common meaning which encourage the followers to participate. They own a vision and ability to convince the followers to internalize this vision. To be able to expand their vision, they need to understand the needs and the desires of the followers. Leaders have their own special voice which means having an aim, being self-confident, having sense of self and emotional intelligence. Another property is integrity which means the leader has a very strong moral compass. Further, very essential competence, which the leader has, is adaptive capacity. This competence provides the leader to adapt very fast and wisely in the changing conditions (Bennis 2016, p. xxiii).

The definition of leadership in the process of historical development differentiates. At the beginning of 20th century, the concepts of control and centralization are appeared in the

leadership definitions. Leadership is defined as the characteristic of that period which was stated as leadership is being in the forefront of the group during the process of controlling social movements (Demirel and Kişman 2014, p. 691).

Until World War II, leadership had been defined as a personal trait. After the war, it is changed to be defined as a process of influencing the group. For example, leadership is described as as the process of influencing the group for setting and achieving the goals (Silva 2016, p. 2).

Sense of leadership in the 20th century can be summarized in three words; control, order and prediction. It was sufficient in stable environment which you can control, order or predict. It was possible to provide with well-organized structure and standardized rules. Being successful in this way can be only possible in relatively stable environment, however by increasingly rapid changes, it is almost impossible to find stable environment. In chaotic environment, the existence of the organization with the current sense of management is not possible. One of the challenges of the leaders in the 21st century is unavoidable change and its pressures on the organizations. Because of this, the leaders who would like to be successful in the 21st century, will have to look over and redesign their roles (Leblebici 2008, p. 62).

There are many other different definitions in the literature for leadership which are presented chronologically in Table 2.1. In these leadership definitions, although there are common points, different meanings exist in different times. The differences of the definitions are explained basically by two reasons. Firstly, the approached dimension of the leadership effects the content of the definitions. Some researchers focus on the personal, physical properties and the attitudes of the leader. Some search about the relationship between leader and followers and others present the situations which affect the actions of the leader. Secondly, due to the continuous change and development of the societies, the conditions of the environment and the people are changed, and the previous leadership styles are expired (Yangil 2016, p. 131).

Table 2.1: Leadership definitions

Year	Researchers	Leadership Definitions
1902	Cooley	Being in the center of social movements.
1911	Blackmar	Revealing the whole group's power in their own efforts.
1921	Munson	Ability to make the people succesful with the least conflict and the strongest cooperation.
1930	Bundel	It is the art of making people do what they want by convincing.
1942	Copeland	It is the art of being able to influence the people mentally, physically and emotionally.
1950	Stogdill	Influencing the people for creating and achieving the goals.
1960	Terry	Influence action to be able to achieve the team targets.
1968	Dubin	Making decision by using authority.
1978	Katz & Kahn	Creating excess influence which will lead the members to perform beyond the mechanical adaptation to the routine tendency of the organization.
1986	Krausz	Power type which is used to influence the activities of others.
1990	Norris	Being creative by using all the intuitive and analytical thinking.
1993	Kowalski & Reitzig	Being able to initiate a complex and problematic work.
1996	Sullivan & Harper	Managing the goal, culture, strategy, fundamental identities and critical processes which are the mental and well-thought activities of an organization, creating the future and building team.
1997	Gallagher et al.	Influencing the people to make effort for reaching the goal with all the potentials and wishes.

Source: Yangil 2016, p. 131.

In addition, one of the other important topics discussed in the literature is the conflict between the meaning of manager and leader. In other words, sometimes the word manager is used instead of leader, however there are significant differences between these two terms. These differences are presented by comparison in Table 2.2.

Table 2.2: Differences between manager and leader

Manager	Leader
Only administrator	Innovator
Copy	Original
Protects the things s/he owns	Develops
System and structure oriented	People oriented
Controls people	Trusts people
Short-term perspective	Long-term perspective
How and When?	What and Why?
Looking at below the limits	Looking at the horizontal
Imitates	Invents
Accepts the status quo	Challenges
Good soldier	Unique personality
Makes the things right	Makes the right things

Source: Bennis 2016, p. 39

2.1.2 Leadership Theories

Throughout history, researchers have developed different theories about leadership. Until 1950s, some scholars who developed leader focused approaches, searched on the inherent qualities of the leader. Another group of scholars tried to clarify the behavior of the leader rather than the qualities of the leader. Up to 1980s, situational approach suggested that the most optimal match of the conditions and the leader brings the leader's effectiveness to the top level (Tabak et al. 2010, p. 73).

First theory of leadership is trait theory which proposes that the leaders are born as leaders, they do not earn the qualifications of leadership later. There are three efficient properties of leadership: personal properties (conformance, preeminence, self-confidence), physical properties (height, weight, appearance) and talent (intelligence, experience, sensitiveness to others) (Pazarbaş 2012, p. 23).

Trait theory postulates that the traits of a leader are directly related to the determining of the impact of the leadership. In another word, the personal characteristics of a leader bring himself forward in a group. In this approach, the relationship between the qualities and leadership are determined and searched for the most effective quality for leadership.

Researches are most focused on the psychological and physiological properties especially on physical appearance, courage in taking risk, social activity, age, height, communication. Besides these, also mental faculties, intelligence, social class are searched (Dikmen 2012, p. 36).

In the 1960s, trait theory was criticized by researchers and academicians. They developed the new theory which is called behavioral theories. Contrary to trait theories, which focus on characteristics of the leader, in behavioral theories leader's behaviors towards followers gained importance (Leblebici 2008, p. 64). During 1960s-1980s some researchers made studies about behavioral theories. Those are Ohio State, Michigan Universities also the management style model (Managerial Grid). Those theories propose that leaders have work-oriented or people-oriented tendencies towards followers. The findings from the researches in Ohio State University are obtained like if the leader is relation oriented, the absence and turnover rate of the employees is decreasing and if the leader is work-oriented, the performance of the group members is increasing (Ergun and Yalçınkaya 2018, p. 683).

Due to the deficiencies in both trait and behavioral theories, more realistic approach in leadership was needed. It was developed by the researchers as a mixture of other theories considering the qualifications of the work and the needs of the situation. In situational approach, there is no certain correct behaviors. Every event happened can require a different approach with its own qualities and behavior. Therefore, situational theory without ignoring the other leadership theories, is completing the gaps of them and benefiting from the other leadership approaches as much as possible. Situational approach was criticized because of several properties. One of the criticisms is that there is very little compromise about which style of the leadership is effective in which situation (Çetin 2008, p. 79).

Recent studies in management field have revealed that traditional models in leadership styles are not sufficient and new leadership theories have need to be developed. This new or modern theories focus on the different aspects of leadership process. The significant difference is the relationship between the leader and the follower which becomes the main

topic of the scholars. These approaches are transactional leadership which depends on traditions and past; transformational leadership which is open to future, innovation and change; charismatic leadership which gives freedom to the employees and watches from a distance. Even, researchers developed many modern theories like authentic leadership, strategic leadership, implicit leadership and visionary leadership, as general future of these modern theories, claims that leader is the person who has the vision and shares the vision with others and makes the vision real (Bozkurt and Göral 2013, p. 5). Although there are many leadership theories in literature, this study will focus on authentic leadership.

2.1.3 Definition of Authenticity

Authentic means "known to be true or genuine" (Hornby 1995, p. 67). According to Turkish Language Association, authentic is defined as bearing the features existing from of old[1]. Authenticity can be dated back to ancient Greek times. The word authentic can be traced to *authento* which is a Greek word meaning "to have full power" (Gardner et al. 2011, p. 1121).

Similar meanings have been present throughout the history in different cultures which are given in Table 2.3.

Table 2.3: Historical expressions of authenticity

Writer	Meaning
Greek Mythology	"Be yourself"
Conficius (China's the most famous philosopher and political theorist, B.C. 551-479)	"Superior man acts before speaking and after then he speaks due to his motions"
Sokrates (Ancient Greek philosopher, B.C. 470-399)	"Be as you wish to be seen"
Mevlana Celaleddin Rumi (Anatolian philosopher and poet, 1207-1273)	"Either seem as you are or be as you seem"
William Shakespeare (English playwright and poet, 1564-1616)	"Say what you think and say it from soul"
Benjamin Franklin (American writer and inventor, 1706-1790)	"Be really how you seem"

Source: Memiş et al. 2009, p. 295.

[1]http://www.tdk.gov.tr/index.php?option=com_gts&arama=gts&guid=TDK.GTS.5a7597fb88f233.35592642 [accessed 3 February 2018].

Kernis (2003, p. 13) designed as “authenticity can be characterized as reflecting the unobstructed operation of one’s true, or core, self in one’s daily enterprise”. Also authenticity is having personal experiences which includes needs, beliefs, feelings, thoughts and wishes (Gardner et al. 2011, p. 1121).

Beside this definition, some researchers defined the authenticity without giving clear definition. For example, according to Erickson (1995, p. 122) authenticity indicates that a person is never fully authentic or inauthentic but can be more or less authentic.

As historical meanings of authenticity, philosophical and psychological meanings are articulated in the literature (Novicevic et al. 2006, p. 66).

Philosophical meaning is expressed in terms of mortal virtue and ethical choices. According to moral virtue, authenticity is argued as a moral reply to the decrease of religious and civil values. Furher on, it is indicated as one’s emotional adaptation to the world and it is the reflection of self emotional way of living. Likewise, based on ethical choices, authenticity is described as winning oneself by making self-motivated and authentic selections. Moreover, authenticity is defined as the recognition of one’s psychological will and ability to balance private interest and public responsibility while choosing the options and making targets (Novicevic et al. 2006, p. 66).

Psychological meaning is articulated in the terms of trait and identity. With respect to authenticity as a trait, by being aware of the elements which motivate and without unbiased, it is explained as a psycohological structure which reflects the determination of the choice of the individual’s relationship and also the trait of the individual. In addition, it is the expression of the beliefs which encourage the individual to take own responsibility. Authenticity as identity refers to acting of one person due to own feelings and thoughts. Moreover, it is explained as a claim made by someone or for someone about the performance or behaviors which are accepted or rejected by concerned people (Akgündüz 2012, p. 19).

2.1.4 Definition of Authentic Leadership

Walumbwa et al. (2008, p. 94) defines authentic leadership as "a pattern of leader behavior that draws upon and promotes both positive psychological capacities and a positive ethical climate, to foster greater self-awareness, an internalized moral perspective, balanced processing of information, and relational transparency on the part of leaders working with followers, fostering positive self-development".

Avolio et al. (2004, pp. 802-804) define authentic leaders as the people who are aware of their own thoughts, behaviors and how it is perceived by others; who know the values of themself and others, their ethical views, knowledge and strengths; who are self-confident, optimistic, moral and hopeful. It is suggested that authentic leaders can foster the motivation, engagement, participation of the followers to enhance their performance at work.

Authentic leaders know who they are, what they believe, and act based on these values and beliefs. Followers believes that authentic leaders as ethical people. Therefore the fundamental outcome of authentic leadership is trust. Authentic leaders share the information and promote open communication and adhere to their ideals tightly (Robbins and Judge 2016, p. 394).

Shamir and Eilam (2005, p. 399) explain the development of the authentic leader by four components. First one is the development of the leader identity as being the core component of self-concept. Second component is the development of self-concept clarity and self-knowledge. Third one is the development of the targets aligned with the self-concept. Last one is the improvement of self expression which is the concurrency between self-concept and the behaviors of the leader.

Authentic leaders are motivated by the well-being of followers. In a wider perspective, they are motivated by the well-being of their colleagues, organization and society. They build trust and share optimisim with those around. Authentic people are not perfect or

supernatural. They can make mistake like every human being. However as they are aware of their mistakes, they can take responsibility (Kılıç 2015, pp. 31-32).

While identifying the characteristics of authentic leadership, the most commonly used expressions in many scholars are integrity, positive energy, confidence, transparent, moral, optimism, honest, hope, trust, self-awareness and concern to followers (George 2016, Walumbwa et al. 2008, Gardner et al. 2005, Avolio et al. 2004). For example, Gardner et al. (2005, p. 345) describe authentic relationships as transparent, open, trustful, guiding to valuable objectives and giving attention to the development of the follower.

Moreover, authentic leadership is based on authenticity, naturality and truthfulness. They build their relationships on trust, love and tolerance. They create sense of trust and sincerely support the people they work with. This allows the leaders to be understood by the employees concerning their values and objectives properly (Ayça 2016, p. 28). At this point, Ünnü (2009, p. 1263) expresses that authentic leaders should be able to provide the consistency of what they say and what they do.

In another perspective, Hannah et al. (2005, p. 67) describe authentic leaders as moral actors who implement, reinforce and promote moral behavior within their span of organizational control. Other than personal characteristics, authentic leadership is also expressed as a process which connects positive leader capacities and highly developed organizational context. It has a positive effect on self-awareness for both leaders and followers. Moreover it encourages positive self development (Ilies et al. 2005, p. 376). In a similar vein, authentic leadership is determined as a progressive lifelong feature which contains higher self-awareness with enduring commitment and regulation of self (Chan et al. 2005, p. 35).

Besides the academic scholars, in the literature significant contribution is provided by the practitioner George (2016) who states being authentic as the way of natural leadership and in these days authentic leadership is considered as a golden standard of leadership. Self-awareness, motivation, support team, values and integrated life are the important areas in the development of an authentic leader. For example, support team who can be

family member, friend or mentor, is important when the leader is failed or had crisis in a period of time. These supportive and trustful relations will advise the leader in the hard times. Successful leaders have a complicated life with intense work pressure. However authentic leaders spend time with their families and friends, also make physical activities and serve the society. To continue integrated life, the leader needs to bring the most important components of personal and business life together. In this way, the leader will be the same person in different environments. For an authentic leader, being honest to ownself and becoming the same person in work and at home would be continuous test in the life, however the results would be enormous which makes the leader to be effective in all the aspects of the life.

2.1.5 Dimensions of Authentic Leadership

Authentic leadership is decribed as having different dimensions by different authors in the scholars. Fundametally, they are specifying similar concepts with some differences in the historical development. Kernis (2003, p. 13) proposes the dimensions of authentic leadership as awareness, unbiased processing, action and relational orientation. Similar dimensions are also used by Illies et al. (2005, p. 376). Later on, Avolio and Gardner (2005, p. 317) mentioned term balanced processing instead of unbiased processing and also considered relational transparency term instead of relational authenticity. After then, Walumbwa et al. (2008) identified the dimension of authentic leadership influence by Illies et al. (2005). Walumbwa et al. (2008, p. 95) propose four dimensions: self-awareness, relational transparency, internalized moral perspective, and balanced processing.

In this thesis, Walumbwa et al.'s (2008) leadership approach and their dimensions will be utilized.

2.1.5.1 Self-awareness

Walumbwa et al. (2008, p. 95) explain self-awareness as "demonstrating an understanding of how one derives and makes meaning of the world and how that meaning making process impacts the way one views himself or herself over time. It also refers to showing an understanding of one's strengths and weaknesses and the multifaceted nature of the self, which includes gaining insight into the self through exposure to others, and being cognizant of one's impact on other people".

Goleman (2004, p. 4) also specifies the deep understanding of one's weaknesses and strenghts and in addition of these, understanding of needs, emotions and drives are expressed while explaining self-awareness. Further, people who have high self-awareness are not characterised as overly critical or unrealistically hopeful. Instead, they are honest to everyone including themselves.

Awareness is a significant determinant of psychological health. Because besides the weaknesses and strengths, self-awareness also involves the awareness of multidimensional own nature. Self-awareness is not the last point, it is the process of expressing one's unique values, identity, feelings, objectives, knowledge, talents and capacity which are triggered usually by external events (Tabak et al. 2012, p. 95).

Additionally, self-awareness might be the center of authenticity which is discovered from lifestory and understanding the meaning of the obstacles in own life (George 2016, p. 111). Values and principles guide the leader for developing self-awareness. Awareness of the strenghts and the weaknesses causes to find out what motivates and how to balance internal and external motivations to be successful and satisfied (George 2016, pp. 122-123).

In other words, self-awareness indicates that leader has the correct self knowledge and realizes its effects on other people. Higher levels of self-awareness encourage the understanding of oneself concerning ideals, beliefs, values, also strenghts and weaknesses. Self-awareness is refering to the leaders using self knowledge to influence

their organization which can develop their capacity for development of their followers (Hannah et al. 2011, p. 562).

People may not be fully aware whether all the components of self-awareness are present in their identity. In this regard, self-awareness refers to various perspectives about their own identities, the integration and coherence of the perceptions of themselves and other people's perceptions (Dinçer 2013, p. 59).

Consequently, self-awareness is expressed as the realization of one's feelings, thoughts and desires; knowing the weaknesses and strengths of own characteristics and being aware of contradictions in own nature. By the influence of external resources, it is identified as a process which is based on own values, identity, feelings, abilities, goals, knowledge and capacity. Briefly, it corresponds to the concept of being yourself (Keser and Kocabaş 2014, p. 3).

2.1.5.2 Relational transparency

Walumbwa et al. (2008, p. 95) is explaining that "this manner provides trust by sharing information openly and declaring real feelings and thoughts". In other words, Gardner et al. (2005, p. 347) defines relational transparency as the leader acts self-disclosure, frankness and trust in close relations.

In another point of view, relational transparency describes the leader's ability to share own feeling and knowledge while avoiding to reveal the negative feelings. In this way, it is possible for the authentic leader to be recognized more accurately and the followers are aware of the values and goals of the leader more correctly (Yeşiltaş et al. 2013, p. 337).

In a similar vein, relational transparency is explained as the demonstration of leader's authentic own self not the fake self to others. This manner builds up trust which contains the genuine emotions and thoughts of the leader instead of presenting negative feelings (Hahm 2018, p. 114).

Moreover, the perceptions of the followers mainly depend on the attitudes of the leaders. The behaviors of the authentic leader should be in accordance with their values and verify trust and cosistency from the view of followers (Yıldız 2013, p. 61). In addition, trust in relation has positive impacts. For example, it has been found that increased trust levels lead to higher levels of sustainable performance and growth (Gatling et al. 2016, p. 192).

Relational transparency which is determined as being open and sharing feelings and thoughts with other people, promotes an environment for sharing opinions, challenges or ideas of others (Laschinger and Fida 2014, p.21). On the basis of relational transparency, leader is trying to help follower to see the leader's true self. By expressing ownself in an appropriate way, leader is making effort to provide trust which is the biggest goal among the other solutions. At the same time, stating one's self clearly is the expression of the real feelings aiming to minimize the effects which are inapproriate or potentially damaging (Tabak et al. 2012, p. 96).

The most important part of relational transparency is to build a real relationship with other people which means to allow others to know good and bad sides of ownself. In other words, authentic leaders show a high level of openness in their relationship. Further, they are not afraid of sharing their thoughts with their followers and willing to establish relationships (Keser and Kocabaş 2014, p. 4).

In this context, relational transparency and sharing information openly is one of the critical dimension for authentic leadership. The key of this open relationship is providing trust and sharing information and experience directly without depending on conditions (Yıldız 2013, p. 60).

2.1.5.3 Internalized moral perspective

Internalized moral perspective is described by Walumbwa et al. (2008, p. 95) as "an internalized and integrated form of self-regulation". Moreover, internalized moral perspective is expressed as "a leader's inner drive to achieve behavioral integrity (i.e., consistency between values and actions)". According to Dinçer (2013, p. 61), based on

self-regulation, leader can act with moral standards and values against the pressures of group, organization and society. Self-regulation emphasizes the behaviors of decision making in accordance with intrinsic values.

The moral component of authentic leadership is defined as the practise of devoted and wholesome of leadership acting in accord with own self-concept (Hannah et al. 2005, p. 43).

Internalized moral concept means that the person whose behaviors are aligned with own's value pattern, choices and necessities. Authentic leadership need positive moral and ethical component. Especially, it is indicated that there are high level of moral standards and capabilities in the nature of authentic leadership to be able to solve moral dilemma (Tabak et al. 2012, p. 96).

In a similar vein, internalized moral perspective is refering to the behavior of the leader who is acting in a moral and ethical framework. The quality of the process of authentic leadership and authentic relations are mostly based on the internalized moral perspective. Because the moral perspective of the leader is reflected to the morality of whole organization. In another word, having a positive moral perspective of the authentic leader also plays a significant role in the spread of a positive ethical understanding within the organization (Yeşiltaş et al. 2013, p. 337).

Based on moral dimension, authentic leaders put themselves on others' place and evaluate the possible effects of their decisions on other people. Hence, generally they reach to win-win solution and find the lowest common denominator for the wishes of different groups including themselves. This qualification provides them to understand the complexity of the problems, develop simpler solutions and overcome the dilemmas (Kesken and Ayyıldız 2008, p. 741).

2.1.5.4 Balanced processing

Gardner et al. (2005, p. 347) indicate balanced processing as unbiased collecting and commenting the self-related information even it is negative or positive in nature. On the other hand, Kernis (2003, p. 14) defines the term unbiased processing as an expression of the absense of denying, exaggerations, distorting, ignoring internal experiences, private knowledge and externally based evaluative information. Rather than this, it refers to the presense of objectivity and acknowledgement of one's positive and negative attitudes and characteristics.

As opposed to unbiased processing, Walumbwa et al. (2008, p. 95) consider the term balanced processing which is addresing to "the leaders who make decisions after evaluating all the concerning data objectively". Moreover, Avolio and Gardner (2005, p. 317) use the term "balanced processing" based on the research from cognitive psychology which argue that humans have biased and defective processors by birth.

Authentic leaders demonstrate exactly objective manners without denying their positive and negative aspects also their competences and deficiencies. They exhibit the effort of developing these aspects. In other words, they evaluate the information without allowing distortion, exaggeration or denial. (Keser and Kocabaş 2014, p. 4). In this regard, as authentic leaders interpret the information in a balanced manner, they are able to think of various sides and views of the issues (Öztürk 2014, p. 33).

Objectively making decision is the heart of personal honesty and character. Honesty and character influence not only the decisions and actions, but also his/her intuition for his/her own sake. Leaders who evaluate self-knowledge unbiasedly, should comment on data accurately and evaluate skill level better. These are two significant conditions of experience flow. The leaders who have high level of honesty show more objective evaluation. Leaders who evaluate more objectively, interpret collected data more accurately, evaluate their skills better and look for challenging conditions in their learning potential (Tabak et al. 2012, p. 95).

2.1.6 Impacts of Authentic Leadership

One of the effective leadership type to build and enhance the organizational trust is authentic leadership. Authentic leader can establish trust in an organization by various tools (Korkmaz 2017, p. 451). Morever, authentic leaders constructs a truthful relationship with their followers based on ethical and moral view. They provide also flexible and transparent relationships in their workteams. These relationships in an organization can improve team performance (Garcia-Guiu et al. 2015, p. 63).

In similar vein, authentic leaders with high levels of self-awareness and relation-oriented qualification can impact on employees' identification with the leader and the organization. Organizational identification is regarding to employees' emotions of belongingness to the organization (Ilies et al. 2005, p. 383).

One of the main significant impact of authentic leadership is fostering intrinsic motivation of followers causing well-being and joy. Authentic leadership may cause happiness and pleasure (Otaghsara and Hamzehzadeh 2017, p. 1129). Well-being as an outcome of intrinsic motivation and personal expressiveness should increase job performance with the result of not only more happiness but also the employees concentrate more about their work instead of doing other things such as surfing at web, reading the paper or gossiping to spend their time (Ilies et al. 2005, p. 386).

From the other side, as authentic leadership promotes sharing information in team members. Hence this creates sharing team climate (Hahm 2017, p. 4116). Similarly, authentic leaders try to find out different options which are especially competitive while they are making decisions. Authentic leaders try to create compatible conflict environments. In those kind of environments, people from different backgrounds make beneficial discussions which lead more creative and compatible solutions (Lyubovnikova et al. 2017, p. 61; Yıldız 2013, p. 63). Additionaly, the psychological safety and intrinsic motivation are promoted by authentic leader which makes the employees more creative. In other words, the relationship between authentic leadership and the follower enhances

creativity as the employees feel more free to express and discuss their ideas and try new things (Müceldili et al. 2013, p. 675).

Moreover, authentic leadership affects the follower's work attitudes (commitment, job satisfaction, engagement) and behaviors (job performance, extra effort, withdrawal behaviors) in a positive way (Lyubovnikova et al. 2017, p. 61; Avolio et al. 2004, p. 815). According to a conceptual framework for authentic leader and follower development, follower outcomes are trust, engagement, workplace well-being which enhance sustainable and veritable follower performance (Gardner et al. 2005, p. 346).

Billsberry and North-Samardzic (2016, p. 3) refers to an emprical study in the literature shows that authentic leaders empowers the followers to be themselves. In addition, two dimensions of authentic leadership: internalized moral perspective and relational transparency revive employee's organizational citizenship which is concerning with efficiency and efficacy of the organization (Valsania et al. 2012, p. 565).

On the contrary of other leaders who focus on only the results, authentic leaders take in consideration of the responsibilities of stakeholders besides the results. They consider how the stakeholders' rights will be affected as a result of any decision. In this regard, it is argued that authentic leadership will create a fundamental difference in the organization, promote transparent relationship, contribute to the formation of an organizational climate where decision making processes and positive moral perspective are adopted by providing trust and loyalty among followers (Ünnü 2009, p. 1265).

In another point of view, leaders who know the goal of their leadership and who focus on "we" rather than "I" can achieve to establish an emotional bond with followers who trust their leaders. Thus, authentic leaders who focus on building personal relationships with followers, encourage them to be leaders. In the longterm, training the followers as leaders, building healthy cultures and empowering the subordinates bring more sustainable successful results than traditional hierarchical approach (George 2016, p. 281).

2.2 INDIVIDUAL CREATIVITY

2.2.1 Definition of Creativity

In English language, the root of word “creativity” comes from the verb “to create” which means “to cause something to exist; to make something new or original” (Hornby 1995, p. 273). Ford (1996, p. 1115) defines creativity as “a domain-specific, subjective judgment of the novelty and value of an outcome of a particular action”.

Amabile et al. (1996, p. 1155) who has significant contribution in the literature by focusing on creativity, defines it as “the seed of all innovation, and psyhological perceptions of innovation (the implementation of people’s ideas) within an organization are likely to impact the motivation to generate new ideas”.

Diakidoy and Kanari (1999, p. 227) defined creativity as a cognitive process, ability or characteristic of the person with the outcomes which are determined as novel and appropriate. However, İşler and Bilgin (2002, p. 135) propose a suspicious approach to the argument stating creativity as emerging suddenly from an uneducated and unprepared mind. In other words, creativity can be fostered by an attensive, intense and regular learning.

Creativity is identified as a feature which differs human beings from other living beings by thinking and correlating concepts with events and conclude from them. Besides thinking, creativity is associated also with problem solving which is defined as a cognitive process and considered as a way of thinking opposite to rationality and logic. Being creative is thinking extraordinarily and in an unusual way (Yıldırım 2007, p. 110).

Over the centuries, creativity was accepted as a gift for humans and concept creativity was mostly used in the fine arts. According to the modern approaches, creativity is an ability which is present in all stages of human life. It is the entire process and behavior type ranging from daily life to scientific studies and making the mater pieces in artistic

field. Creativity time to time comes up against some pressures, however generally shows itself in free and democratic environments (San 1993, p. 71).

In the other perspective, creativity can be explained as solving a problem and providing a new and genuine thought or product by associating the things which the person learnt during life (Özen 2012, p. 232).

Generally, terms “creativity” and “innovation” have been used interchangeably. However there are significant differences between these two concepts. Creativity is related to the process of generating new ideas. On the other hand, innovation is focusing on the process of transforming these new ideas to goods or services. In another word, innovation is related to the process to earn money from new ideas. Therefore creativity is identified as the starting point of innovation. In fact, creativity is determined as a must for innovation but not enough alone itself. Successful practises of innovation can be originated from creative ideas inside the organization, but also can be caused by the technology transfers which are developed outside of the organization (Duran and Saraçoğlu 2009, p. 60).

2.2.2 Definition of Individual Creativity

George and Zhou (2001, p. 513) defines creative behavior as “generation of novel and useful ideas by the individuals”. In similar vein, Ausubel (1964, p. 344) defines individual creativity as to do something different, original or unique. Individuals who are creative must do something original in the sense of human experience, not only in the sense of self experience.

Solomon (2010, p. 34) defines individual creativity as “the intentional introduction within one's work role of new and useful ideas, processes, products, or procedures”. Moreover, individual creativity is defined as the generation of solutions to complicated and difficult problems that are come up in the development process (Alfaro 2015, p. 3).

In other words, individual creativity is defined as finding new relations, looking at subjects from new standpoints and generating new combinations from old notions

(Taggar 2002, p. 320). In addition, people can propose different solutions to the same problem. This depends on how creative individuals are (Aktamış and Ergin 2007, p. 11).

Although, traditionally specific jobs such as research engineers, artists or scientists are identified to be creative at work, Zhou and George (2003, p. 547) argue on the potential of a wide range of jobs for creativity and propose that under proper conditions, creativity can be promoted to the individuals who are not inclined to be creative at work.

From another perspective, individual creativity forms the basis of the organizational creativity and it can be executed in any job and any position in the organization (Yunlu et al. 2017, p. 236).

Individual creativity is explained as an individual and cultural action which actualize the probabilities. Because for creativity, it is essential to imagine something which is not present or think in a different way than other people (Kerse and Karabey 2014, p. 26).

According to individual creativity studies, creative people have some common personality traits such as self-confident, paying attention to complexity, having tolerance of uncertainity and intuitional (Çekmecelioğlu and Günsel 2013, p. 258).

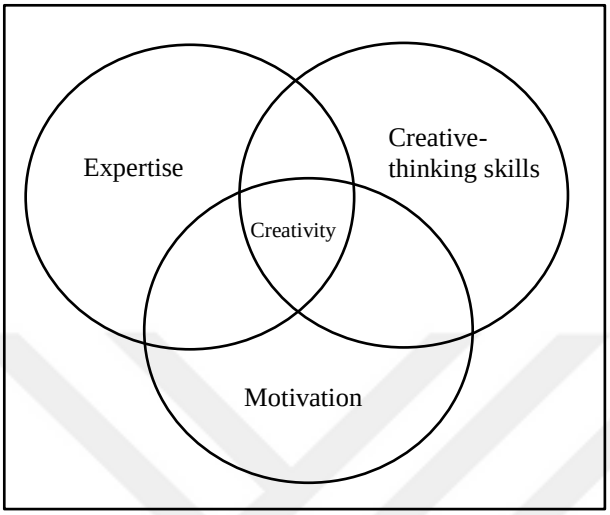
In respect of the skills of individual creativity, not to get stuck in certain thoughts, to be able to develop new points of view, understand complexities and dependencies by analyzing the problem, to be able to open new options and to avoid judgments are considered (Eren and Gündüz 2002, p. 68).

2.2.3 Factors Affecting Individual Creativity

In the literature, some studies focus on personal factors of individual creativity especially personality and cognitive style. Others concentrated on contextual factors like work environment which has the effect on individual creativity (Çekmecelioğlu and Günsel 2013, p. 258).

Amabile (1998, p. 78) proposes three components of creativity in each individual which are expertise, creative-thinking skills and motivation that are presented in Figure 2.1.

Figure 2.1: Three components of creativity



Source: Amabile 1998, p. 78.

Expertise refers to all the knowledge which the person has, and it refers to the technical skills which the individual requires. Creative-thinking skills is determined as the capacity of the people to combine the available ideas in new ways and how they solve the problems. Expertise and creative thinking are identified as natural resources of an individual. Motivation is determined as two types: extrinsic and intrinsic (Amabile 1998, p. 79). According to Hahm (2018, p. 115), intrinsic motivation refers to interest, satisfaction, pleasure or having fun. However, extrinsic motivation is related to such as reward, title, salary which are considered as external factors. Concerning motivation, Amabile (1997, p. 41) expresses how intrinsic motivation makes difference rather than extrinsic motivation in creativity. Examples in the researches point out that people with intrinsic motivation have more creative results after the activities comparing with people who were rewarded which means acting by extrinsic motivation.

On the other hand, individual factors which are effective in the development of creativity are proposed as knowledge, mental abilities, motivation, personality, thinking system, gender and age. Especially, motivation is emphasized as the main difference between creative and noncreative people. Because motivated person is willing to search for

choices. They focus on what other people do not care about and they enjoy creative thinking even if they do not get a benefit from it (Aksüzek 2008, p. 54-57).

Shalley (1991, p. 179) argues three contextual factors which affect individual creativity about job-related issues: “productivity goals” which is refering to establishing performance goals of individual, “creativity goals” which is refering to creative output of individual and “personal discretion” which is refering to the level of providing independence to the individuals in identifying the procedures to perform the tasks.

From otherside, creativity is an individual concept, however it is improved faster in a team environment based on cooperation and trust. Organizations develop and use individual creativity for organizational purposes by generating cooperation and solidarity, by setting an objective and by using spesific systems and models (Kanbur 2015, p. 14).

Moreover, one of the important factors which affect individual creativity as team pschological safety. When the individuals feel safe in work environment, they have less concerns about interpersonal risks and they more concentrate on their work with full energy. Additionally, safety environment encourages the employees to present constructive ideas, act creatively and involve in the team discussions which supports individual creativity (Meng et al. 2016, p. 360).

In another view, creativity is individual inherently. Creative group activities have facilitating and accelerating effects. It is proposed that everybody is creative to some extent and able to develop the creativity (Cengiz et al. 2006, p. 423).

The organizational identification has a positive relation with individual creativity. For the development of individual creativity, organizational identification should be increased by creating suitable environment and providing motivation to the employees. Additionally, to be able to increase the individual creativity of the married employees, flexibility should be provided in work place by providing organizational identification (Canal 2017, p. 104).

Considering the impact of employee empowerment on individual creativity, when the competence of the employee increases, individual creativity is increasing in paralel. Also individual creativity is positively affected when the opportunities of free decision-making and choices expand (Hacımustafaoğlu 2008, p. 97).

In addition, organizational encouragement is one of the significant factor which promotes individual creativity. In order to improve the individual creativity, the organizations need to appreciate the opinions of the employees, evaluate their opinions objectively, behave fairly to everyone, support free circulation of the ideas and provide training opportunities for employees in order to develop better ideas (Eren and Gündüz 2002, p. 70).

Above all, leaders can have the effect on the creativity of their employees directly or indirectly. By encouraging or discouraging manners, leaders directly influence the creativity of the employees to have new and beneficial ideas. For example, Oldham and Cummings (1996) studied two different supervisor styles. One of them is who listens, encourages and supports the employees and second one is who controls the employees and putting pressure on them. According to this search, it was observed that supportive leadership style improves creativity (Oldham and Cummings 1996, p. 611). On the other hand, leaders can indirectly affect on employee creativity by generating work environment where creativity is promoted (Zhou and George 2003, p. 548).

2.2.4 Process of Individual Creativity

Although, creativity is considered as a problem solving ability in the literature, in fact creative performance requires recognizing the problem, thinking differently and developing solutions. Through these, especially recognizing the problem has a significant role in creativity process (Aksüzek 2008, p. 49).

In creativity literature, Wallas' model is determined as foundational. Creativity process was identified by Wallas in 1926 as four-stage which are "preparation", "incubation", "illumination" and "verification" (Sadler-Smith 2015, p. 342).

Zhou and George (2003, p. 551) proposed the process of creativity by five routes: “identifying a problem or an opportunity”, “gathering information and resources”, “generating ideas”, “evaluating, modifying and communicating ideas” and “implementing ideas”. In opposite of other processes, these routes were not determined as sequential. Creativity can be initiated through any of them and then other routes may follow it.

In this study, Zhou and George ideas about creativity process is concentrated. According to them, first route is “identifying a problem or an opportunity”. In the event of problem recognition, identification becomes reactive, as firstly the problem is identified and then creative solution can come up. On the other hand, in the event of opportunity recognition, identification becomes proactive which means people look for new opportunities even when there are not any problems. It is related to their natural curiosity (Zhou and George 2003, p. 551). From other side, Wallas defines this first stage as “preparation” which is identified as consciousness work (Sadler-Smith 2015, p. 346). Wallas defined preparation as “the stage during which the problem was investigated in all directions” (Sadler-Smith 2015, p. 343). In this first stage, new information is collected and problem is tried to be identified (Bender 2006, p. 62).

Second route is “gathering information and resources”. Creativity can be awakened when people collect or subjected to information even which might not be directly related to their research. However, this new information can help to broaden their perspective and make connections between ideas (Zhou and George 2003, p. 551). However, Wallas defines second stage as “incubation”. According to Wallas there are two properties of incubation stage. First property is “We do not voluntarily or consciously think on a particular problem.” during this period. Second one is “A series of unconscious and involuntary (or foreconscious and forevoluntary) mental events may take place.” (Sadler-Smith 2015, p. 346). In this stage, some mental processes emerge due to the interaction of old information with new ones. However creative person is not at a complete level of consiousness yet (Bender 2006, p. 62).

Third route is the process of "generating ideas" by which sometimes the creativity is awakened. Through this process, creative inspiration shows up. Brainstormings lead generating ideas however sometimes the ideas which are generated might not be related with the context of brainstorming (Zhou and George 2003, p. 552). According to Wallas, third stage is illumination. Ilumination is identified as "the appearance of the 'happy idea' together with the psychological events which immediately preceded and accompanied that appearance" (Sadler-Smith 2015, p. 343). In other words, creative individual understands the solution of the problem suddenly and generates the finding ideationally (Bender 2006, p. 62).

Fourth route is "evaluating, modifying and communicating ideas" which can also cause creative idea generation. Creative solutions may occur while describing or sharing problems or ideas with others, even if they are not involved in the discussion and just listening (Zhou and George 2003, p. 552). On the other hand, according to Wallas, in "verification stage", the creative product is emerged after the validity of the thought obtained in the previous stages is tested (Bender 2006, p. 62). It is identified as conscious work like preparation stage (Sadler-Smith 2015, p. 347).

Last route is "implementing ideas". Like the other routes, also creativity can be awakened in this process of implementation of the ideas. In other words, creativity comes out from the activity which is focused at that period. For example, an architect designs the structure but after starting to build it, a creative idea might generate as well in the process of implementation the idea (Zhou and George 2003, p. 552).

2.2.5 Results of Individual Creativity

Individual creativity has a critical importance for the organization to adapt to complicated and competitive environments, to innovate, to improve the performance, to provide competitive advantage and to achieve success and to survive in the market (Kanbur 2015, p. 13).

Innovation through creativity is a significant element for organizations' success and also competitiveness (Gümüşlüoğlu and Ilsev 2009, p. 461). Hence, in the literature, outcome of individual creativity is determined mostly as innovation. For example, Litchfield et al. (2014, p. 280) studied on organizational innovation as an outcome of individual creativity that the relationship of these concepts are strengthened by the moderators of "individuals' perspective-taking" and "a highly creative team environment".

Moreover, creativity is identified as significant determinants in the work place because of their impacts on performance, success and longer-term survival of organization which lead competitive advantage (Anderson et al. 2014, p. 1298).

Increase in the level of individual creativity has a positive relation with intrapreneurship performance of the employee. Intrapreneurship performance has four dimensions: innovation, risk taking, proactiveness and autonomy (Kanbur 2015, p. 158).

On the other hand, another impact of individual creativity is on the employee's engagement at work place. Different components of individual creativity such as "ambiguity tolerance", "listen to inner voice", "using lateral thinking for finding hypotheses", "ideas collection and development" and "avoiding quick ideas evaluation" are measured to find out their effects on the employees' engagement. Each of these components of individual creativity has a positive effect on employees' engagement and also each component's impact is different (Bagheri et al. 2013, p. 14).

Individual creativity will occur within the framework of a system understanding and become the organizational capital integrated into the structure of the organization (Yıldırım 2007, p. 119).

2.3 STUDIES RELATED TO AUTHENTIC LEADERSHIP AND INDIVIDUAL CREATIVITY

Researches which analysed the relationship of authentic leadership and individual creativity are determined in this section.

Hassan and Din (2019) investigated the relationship between authentic leadership and creativity through the survey with a sample of 286 faculty members with 30 universities in Pakistan. According to the finding of the research, there is a significant effect of authentic leadership on university faculty members' creativity.

The study of Alzghoul et al. (2018) diagnosed the impact of authentic leadership on creativity. The survey was made by a sample of 345 employees working in telecommunication companies. The emprical result suggests that authentic leadership positively affects creativity.

Chaudhary and Panda (2018) studied how authentic leadership influences creativity. The scope of study consisted of 300 employees who are working in heavy engineering and automobile industry in India. The findings of the study reveal that authentic leadership affects creativity directly.

Hahm (2018) made a research with 135 employees working in e-business companies. According to this study, authentic leadership has a significant role in enhacing workers' creativity.

Mubarak and Noor (2018) studied on the effect of authentic leadership and employee creativity in project-based organizations. The survey was made by 246 employees in Islamabad and Rawalpindi. According to the findings there is a siginificant positive effect of authentic leadership on employee creativity.

Semedo et al. (2018) investigated the relationship of authentic leadership and employees' creativity by a survey made with 543 employees. Findings of the study shows that there is a positive relationship between authentic leadership and employees' creativity.

According to the study of Hahm (2017) with a sample number of 138 employees, authentic leadership fosters creativity.

Sağlam (2017) searched on authentic leadership and creativity. Survey was made by 100 employees who are working in a private technology company located in Istanbul. According to the result of the study, there is a positive relationship between authentic leadership and creativity.

Semedo et al. (2017) investigated how authentic leadership influences creativity with a survey consisting of 543 employees in different public and private organizations in Portugal. The findings of the study suggests that there is a positive relation between authentic leadership and creativity.

In the study of Zubair and Kamal (2017), the survey was made by 600 employees from marketing departments of banks. According to the finding of this study, authentic leadership is strong predictor of creative work behavior.

Sanda and Arthur (2017) investigated how authentic leadership influences employee creativity. The data were collected from 335 employees. It was found that authentic leadership fostered employee creativity.

Malik et al. (2016) searched the impact of authentic leadership on creativity of nursing staff by a survey with a sample number of 405 nurses and their 81 supervisors who work in 43 different hospitals in India. According to the result of this study, authentic leadership is positively related to creativity of nursing staff.

Meng et al. (2016) studied the impact of authentic leadership on subordinate creativity with a survey by 69 team leaders and 335 team members. According to the finding of this search, authentic leadership improves the subordinate creativity.

Another study was conducted by Zubair and Kamal (2015) to examine the effects of authentic leadership on the creativity with a survey by 277 employees between the ages of 25 to 48 years old working in different banks and software houses. According to the finding of the search, authentic leadership has a positive relationship with creativity.

Cerne et al. (2013) investigated how authentic leadership affects creativity by a survey in Slovenia with a sample number of 23 team leaders and 289 team members. The results of this study reveal that authentic leadership directly influences individual creativity of team members.

Dinçer (2013) studied on the impact of the perception of follower's authentic leadership on the leaders' evaluation of follower's creativity by a survey with 422 employees (75 principals and 347 teachers) in the high schools located in Ankara Turkey. According to the results of this search, there is significant effects of authentic leadership on creativity.

Müceldili et al. (2013) searched about the influence of authentic leadership on creativity. The survey was made by 142 employees who are working in both manafacturing and service companies located in Turkey. According to the results, authentic leadership has a positive relationship with creativity.

Rego et al. (2012) investigated the relationship of authentic leadership and employees' creativity by survey of 201 employees who are working in 33 companies in Portugal from different sectors. According to the findings of this study, authentic leadership directly affects employees' creativity.

3. RESEARCH METHODOLOGY

The following topics are covered respectively in this part: purpose and importance of the research, participants and sampling of the research, research method, research model, variables and hypothesis, measurement instrument of research variables and data analysis of the research.

3.1 PURPOSE AND IMPORTANCE OF THE RESEARCH

The purpose of this study is to investigate the effects of authentic leadership on individual creativity. In the literature review, there are limited studies in Turkey which focus on the effects of authentic leadership on individual creativity. Therefore, this study is aiming to fill this gap in the literature.

As discussed in the previous literature review parts, authentic leadership provides positive environment by promoting positive energy, trust, transparent and open relationships in the organization for the employees. In addition, authentic leadership encourages the development of the employees for the organizational success. Moreover, authentic leadership motivates the individuals to express their opinions and to find out alternative solutions for the challenges. Besides, authentic leadership provides supportive environment that leads increase in the level of individual creativity.

In other respects, there is a hard competition in the business environment as the companies needs to be innovative to find out new solutions and also to improve the current solutions for competitive advantages. According to the literature review, individual creativity is a critical start point for innovation, in another words individual creativity is the building block of innovation. In this perspective, individual creativity can differentiate the company's position in the market by triggering innovative products or services. From this point, authentic leader has a significant role for the employee's innovative behaviors. The supportive, trustful, transparency in relations, self-awareness, moral perspective and

unbiased manners of the leader empower the employee for participation and taking initiative for the responsibilities and exhibit more creative behaviors.

For those reasons, in this research, it is aimed to investigate the effects of authentic leadership on individual creativity.

3.2 PARTICIPANTS AND SAMPLING OF THE RESEARCH

This research is conducted on a global packaging company in sales and sales support positions. In this company, 276 employees work in these positions in 24 countries. For various reasons, the name of the company is kept confidential. The survey was conducted by online survey tool to 24 countries. The survey collection lasted about one month from 1 March to 31 March 2019.

The sample size has been determined as 161 employees for a population of 276 employees, at a 95 percent confidence interval and 5 percent significance level. The data were obtained from 177 respondents.

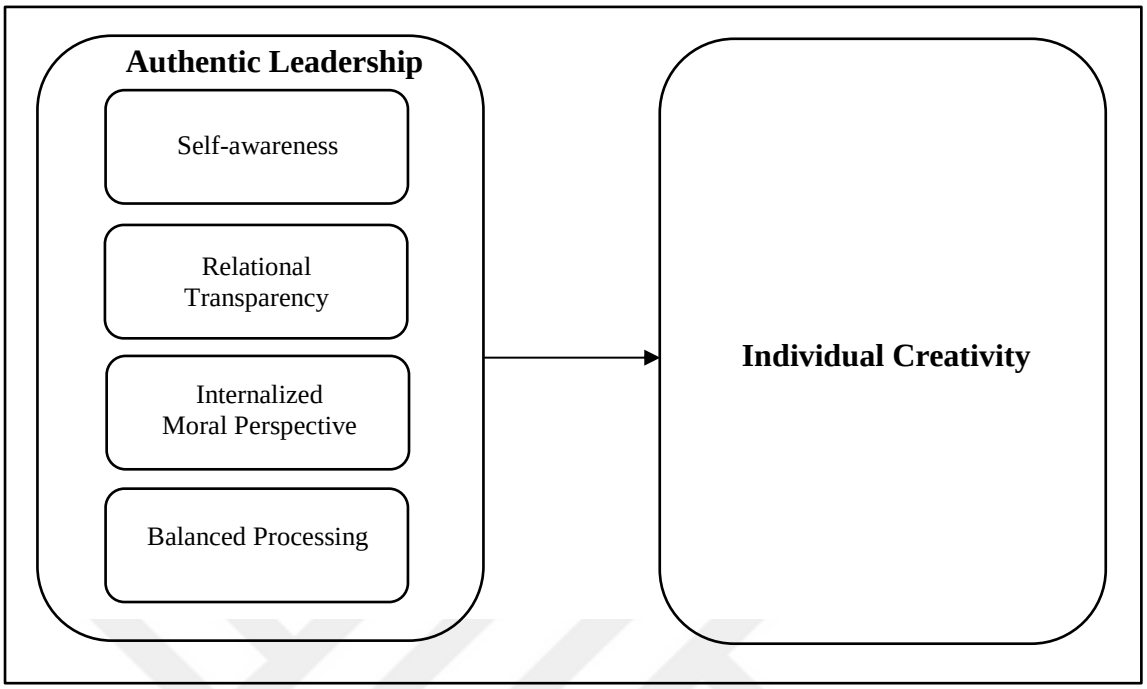
3.3 RESEARCH METHOD

Quantitative method has been used in this research. Quantitative research method is a type of emprical research which is testing a theory consisting of variables by analysing with statistics and measuring with numbers to determine if the theory explains phenomena of interest (Yılmaz 2013, p. 311).

3.4 RESEARCH MODEL, VARIABLES AND HYPOTHESIS OF THE STUDY

In this research, there are two variables which are demonstrated in Figure 3.1. The independent variable of the research is authentic leadership. Authentic leadership has four dimensions which are self-awareness, relational transparency, internalized moral perspective and balanced processing. The dependent variable of the study is individual creativity.

Figure 3.1: Research model



In this research, hypothesis has been determined for the purpose of investigating the effects of authentic leadership on individual creativity.

The research hypothesis is presented in below:

1. H_1: Authentic leadership significantly affects individual creativity.

In this respect, the sub-hypothesis is determined as:

1.H_{1a}: Self-awareness significantly affects individual creativity.
1.H_{1b}: Relational transparency significantly affects individual creativity.
1.H_{1c}: Internalized moral perspective significantly affects individual creativity.
1.H_{1d}: Balanced processing significantly affects individual creativity.

3.5 MEASUREMENT INSTRUMENT OF THE RESEARCH VARIABLES

Surveys are used as a tool for data collection in this study. The surveys are determined after a comprehensive literature review. The surveys are reliable and recognized tested scales which are conducted in different researches in the literature.

English original survey forms are used in this research. The survey starts with a preliminary remark for respondents and consist of 3 main parts. The first part of the questionnaire consists of the questions to determine the demographic features of the respondents (gender, age, education, experience in working life, experience in current job).

In the second part of the questionnaire, the authentic leadership questionnaire (ALQ) is used. The scale is developed by Walumbwa et al. (2008). ALQ scale consist of 16 items with 4 dimensions, "relational transparency" measured by the items 1, 2, 3, 4, and 5; "internalized moral perspective" measured by 6, 7, 8, and 9; "balanced processing" measured by the items 10, 11, and 12 and "self-awareness" measured by the items 13, 14, 15 & 16. There are not any reverse statements in this scale (see. Appendix-1).

In the third part of the questionnaire, there are statements determining the level of employees' tendency towards individual creativity. The individual creativity scale has been developed by George and Zhou (2001). The scale consists of 13 items. 3 items in the scale were adapted from Scott and Bruce (1994) and other 10 items were developed by George and Zhou (2001). There are not any reverse statements in the scale. The items are reworded as first-person singular statements and used in this present research (see. Appendix-2).

Both scales have been measured by using a 5-point Likert type scale from 1 to 5 with 1 "Strongly Disagree", 2 "Disagree", 3 "Neutral", 4 "Agree" and 5 "Strongly Agree".

3.6 DATA ANALYSIS OF THE RESEARCH

In this research, the data obtained through survey technique was analysed via SPSS 18.0 program package. In measuring the demographic features of the respondents, the researcher has benefited from descriptive analysis. Moreover, in determining the descriptive values regarding the scale items the researcher used descriptive analysis.

Also, in this study, factor and reliability analysis have been conducted. Factor analysis is conducted in order to test structural validity of the scales. In the factor analysis, elimination of the items that are unable to measure the same construct and the determination of the item number of the scale is made. Keiser-Meyer-Olkin (KMO) (test for sampling adequacy) tests the suitability of correlations between variables for the factor analysis. KMO value vary from 0 to 1. KMO value 1 indicates that variables can predict each other perfectly without error. Acceptable lowest value of KMO is 0.50 (Durmuş et al. 2011, p. 80).

After factor analysis, the reliability of each scale is found. In this research, Alpha Model (Cronbach's Alpha) has been used while making the reliability analysis. Cronbach's Alpha value indicates the total reliability level of the factor's questions. When Cronbach's Alpha value is equal and higher than 0.70, then the scale is accepted as reliable (Durmuş et al. 2011, p. 89).

Besides, in order to analyze the relationships between the determined variables, regression analysis will be used.

4. FINDINGS

This part consists of four parts. The first part includes the descriptive statistics of the respondents. In the second part, factor and reliability analysis of the scales is presented. In the third part, descriptive analysis of the research variables is provided. In the last part, hypothesis testing and the results of the regression test are given.

4.1 DESCRIPTIVE STATISTICS

The frequency distribution and percentages regarding the demographic features of the 177 employees working in packaging company are subject to this research are given at Table 4.1.

Table 4.1: Demographic features of the respondents

	Frequency (N)	Percentage (%)
Gender		
Male	133	75
Female	44	25
Age		
18-25	5	3
26-35	54	30
36-45	65	37
46-55	42	24
56-65	11	6
Education		
High school	24	14
Bachelor degree	90	51
Master degree	60	34
Doctoral degree	3	1
Years of experience in working life		
<1	2	1
1-3	5	3
4-6	21	12
7-9	15	8
10-12	24	14
13-15	26	15
>15	84	47
Years of experience in current job		
<1	17	10
1-3	59	33
4-6	41	23
7-9	24	14
10-12	18	10
13-15	7	4
>15	11	6

The percentages concerning the respondents' demographic features are given in below;

75 percent of the respondents are male, and 25 percent of the respondents are female. According to responses, most of the respondents are at ages between 36-45 as 37 percent, 3 percent are between 18-25, 30 percent are between 26-35, 24 percent are between 46-55 and 6 percent are between 56-65. Most of the respondents hold a bachelor's degree at 51 percent, 14 percent of respondents hold a high school degree, 34 percent of respondents hold a master's degree and 1 percent hold a doctoral degree. The years of working life experience of the respondents concentrate on more than 15 years with 47 percent, 1 percent have less than 1 year experience, 3 percent have 1-3 years experience, 12 percent have 4-6 years experience, 8 percent have 7-9 years experience, 14 percent have 10-12 years experience and 15 percent have 13-15 years experience in their working life. The years of respondents at the current job percentage concentrates on 1-3 years with 33 percent, 10 percent have less than 1 year experience, 23 percent have 4-6 years experience, 14 percent have 7-9 years experience, 10 percent have 10-12 years experience, 4 percent have 13-15 years experience, 6 percent have more than 15 years experience at their current job.

4.2 FACTOR AND RELIABILITY ANALYSIS

In this section, factor and reliability analysis regarding authentic leadership and individual creativity are provided.

4.2.1 Authentic Leadership Factor and Reliability Analysis

In the factor analysis of authentic leadership scale the KMO value is found 0.93 as seen on the Table 4.2. This value is very close to 1. This test was found significant at 0.000 level. This shows an excellent value (Durmuş et al. 2011, p.80).

Table 4.2: Authentic leadership KMO and Bartlett's test results

Kaiser-Meyer-Olkin	0.93
Bartlett's Test o	2048.784
Df	120
Sig.	0.000

In the factor analysis of authentic leadership, because of double loadings of "self-awareness item 2" and "self-awareness item 4" are eliminated from the scale. For this reason, factor analysis is made again.

In the second factor analysis of authentic leadership scale, KMO value is found 0.925 as seen on the Table 4.3.

Table 4.3: Authentic leadership second KMO and Bartlett's test results

Kaiser-Meyer-Olkin	0.925
Bartlett's Test o	1635.314
Df	91
Sig.	0.000

Authentic leadership original scale has 16 items as 4 dimensions. Those are "self-awareness", "relational transparency", "internalized moral perspective" and "balanced processing". In the factor analysis as shown in Table 4.4, there are 14 items and 3 factors emerged. Those are "relational transparency", "internalized moral perspective", "balanced processing and self-awareness". "Balanced processing and self-awareness" dimension was also found as one factor by the study of Müceldili et al. (2013, p.679).

As shown in Table 4.4, "relational transparency" factor loading values were found between 0.780-0.731; "internalized moral perspective" factor loading values were found between 0.867-0.721; "balanced processing and self-awareness" factor loading values were found between 0.821-0.535.

Table 4.4: Factor and reliability analysis results of authentic leadership

	Factor Loading			Reliability	
	1	2	3		
Relational transparency 4	0.780			0.89	0.94
Relational transparency 1	0.763				
Relational transparency 5	0.750				
Relational transparency 3	0.737				
Relational transparency 1	0.731				
Internalized moral perspective 2		0.867		0.90	
Internalized moral perspective 3		0.801			
Internalized moral perspective 4		0.750			
Internalized moral perspective 1		0.721			
Balanced processing 3			0.821	0.88	
Balanced processing 2			0.815		
Balanced processing 1			0.743		
Self-awareness 1			0.556		
Self-awareness 3			0.535		

The items of the authentic leadership scale are not permitted to be published in the thesis. Therefore, they are not written.

As shown in Table 4.4, reliability analysis regarding the authentic leadership scale cronbach alpha coefficient is 0.94. The reliability of each sub-dimension is also analysed. “Relational transparency” cronbach alpha is 0.89; “internalized moral perspective” cronbach alpha is 0.90 and “balanced processing and self-awareness” cronbach alpha is 0.88. This indicates a high reliability value (Sekaran 1992, p.307).

Table 4.5 reflects the explained variances of 3 factors and the total explained variance of the scale. According to the table, “relational transparency” as first factor explains 25.863 percent of the variance, “internalized moral perspective” as second factor explains 23.522 percent of the variance, “balanced processing and self-awareness” as third factor explains 22.335 percent of the variance. The total explained variance is 71.72 percent.

Table 4.5: Explained variances for authentic leadership

	Rotation Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %
1. Relational transparency	3.621	25.863	25.863
2. Internalized moral perspective	3.293	23.522	49.385
3. Balanced processing & Self-awareness	3.127	22.335	71.720

4.2.2 Individual Creativity Factor and Reliability Analysis

In the factor analysis of individual creativity scale the KMO value is found 0.96 as shown on the Table 4.6. This value is very close to 1. This test was found significant at 0.000 level. This shows an excellent value (Durmuş et al. 2011, p.80).

Table 4.6: Individual creativity KMO and Bartlett's test results

Kaiser-Meyer-Olkin	0.96
Bartlett's Test o	1395.209
Df	78
Sig.	0.000

According to the factor analysis shown in Table 4.7, all 13 items of the scale loaded strongly and distinctively on separate factors as in the original scale without any exception which means no items were dropped from the scale.

Table 4.7: Factor and reliability analysis result of individual creativity

		Factor Loading	Reliability
IC1	"I suggest new ways to achieve goals or objectives."	0.808	0.94
IC2	"I come up with new and practical ideas to improve performance."	0.832	
IC3	"I search out new technologies, processes, techniques, and/or product ideas."	0.753	
IC4	"I suggest new ways to increase quality."	0.746	
IC5	"I am a good source of creative ideas."	0.796	
IC6	"I am not afraid to take risks."	0.664	
IC7	"I promote and champion ideas to others."	0.762	
IC8	"I exhibit creativity on the job when given the opportunity to."	0.804	
IC9	"I develop adequate plans and schedules for the implementation of new ideas."	0.653	
IC10	"I often have new and innovative ideas."	0.806	
IC11	"I come up with creative solutions to problems."	0.775	
IC12	"I often have a fresh approach to problems."	0.732	
IC13	"I suggest new ways of performing work tasks."	0.762	

IC: Individual Creativity

As shown in Table 4.7, reliability analysis regarding the individual creativity scale Cronbach Alpha coefficient is 0.94. This indicates a high reliability value (Sekaran 1992, p. 307). Therefore, none of the items from the scale were eliminated.

Table 4.8 reflects the explained variance of individual creativity. The total explained variance of individual creativity is 58.169 percent.

Table 4.8: Explained variance for individual creativity

	Initial Eigenvalues			Extraction Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	7.562	58.169	58.169	7.562	58.169	58.169
2	0.742	5.711	63.880			
3	0.668	5.140	69.020			
4	0.600	4.617	73.637			
5	0.519	3.994	77.631			
6	0.473	3.641	81.272			
7	0.450	3.461	84.732			
8	0.437	3.358	88.090			
9	0.392	3.016	91.107			
10	0.353	2.714	93.821			
11	0.297	2.282	96.103			
12	0.276	2.124	98.227			
13	0.230	1.773	100.000			

As a result, after the factor and reliability analysis, the latest situation of the scale is same as in original one which means it consists of one dimension and 13 items.

4.3 DESCRIPTIVE ANALYSIS OF VARIABLES

In this part, the mean values of each scale are provided.

Authentic leadership scale consists of 14 items and is in form of 5-point likert scale. The mean, and standard deviation values regarding authentic leadership is demonstrated at Table 4.9.

Table 4.9: Mean values of authentic leadership

Authentic Leadership	Mean	Std. Deviation
Authentic Leadership 1	3.89	0.76
Authentic Leadership 2	3.87	0.75
Authentic Leadership 3	4.03	0.83
Authentic Leadership 4	3.81	0.85
Authentic Leadership 5	3.56	0.76
Authentic Leadership 6	3.72	0.83
Authentic Leadership 7	3.84	0.80
Authentic Leadership 8	3.79	0.80
Authentic Leadership 9	3.69	0.87
Authentic Leadership 10	3.48	0.79
Authentic Leadership 11	3.89	0.88
Authentic Leadership 12	3.78	0.89
Authentic Leadership 13	3.73	0.86
Authentic Leadership 15	3.54	0.85
Authentic Leadership Average	**3.75**	**0.82**

Authentic leadership "item 14" and "item16" are eliminated after factor analysis.
The items of the authentic leadership scale are not permitted to be published in the thesis. Therefore, they are not written.

According to descriptive analysis, the mean values of authentic leadership are between 4.03 and 3.54. The average mean value of authentic leadership is 3.75. The average standard deviation is 0.82. When looked at average values, it can be stated that participants have moderately high authentic leadership perception.

Individual creativity scale consists of 13 items and is in form of 5-point likert scale. The mean, and standard deviation values regarding individual creativity are demonstrated at Table 4.10.

Table 4.10: Mean values of individual creativity

	Individual Creativity	Mean	Std. Deviation
IC1	"I suggest new ways to achieve goals or objectives."	3.96	0.62
IC2	"I come up with new and practical ideas to improve performance."	4.00	0.64
IC3	"I search out new technologies, processes, techniques, and/or product ideas."	3.84	0.72
IC4	"I suggest new ways to increase quality."	3.85	0.68
IC5	"I am a good source of creative ideas."	3.89	0.70
IC6	"I am not afraid to take risks."	3.87	0.69
IC7	"I promote and champion ideas to others."	3.92	0.66
IC8	"I exhibit creativity on the job when given the opportunity to."	4.02	0.63
IC9	"I develop adequate plans and schedules for the implementation of new ideas."	3.75	0.67
IC10	"I often have new and innovative ideas."	3.70	0.71
IC11	"I come up with creative solutions to problems."	3.98	0.64
IC12	"I often have a fresh approach to problems."	3.90	0.65
IC13	"I suggest new ways of performing work tasks."	3.76	0.69
Individual Creativity Average		**3.88**	**0.67**

IC: Individual Creativity

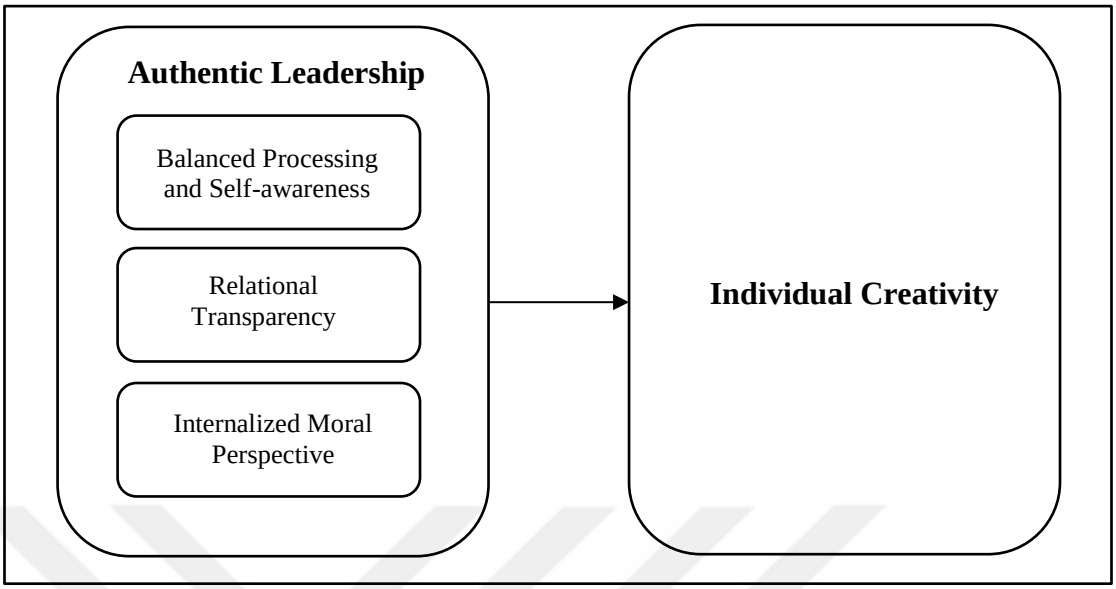
According to descriptive analysis, the mean value of individual creativity are between 4.02 and 3.70. The average mean value of individual creativity is 3.88. The average standard deviation value is 0.67. When looked at average values, it can be stated that participants have moderately high individual creativity perception.

4.4 HYPOTHESIS TESTING

In this part, hypothesis determined before the analysis process are tested and results of the hypotheses are presented.

As shown in Figure 4.1, after factor analysis, the conceptual research model is changed. Thus, hypothesis is tested according to revised research model.

Figure 4.1: Revised research model



The hypotheses after factor and reliability analysis were revised as follows:

The research hypothesis is:

1.H_1: Authentic leadership significantly affects individual creativity.

In this respect, after factor analysis, the sub-hypothesis is revised as:

1.H_{1a}: Balanced processing and self-awareness significantly affects individual creativity.
1.H_{1b}: Relational transparency significantly affects individual creativity.
1.H_{1c}: Internalized moral perspective significantly affects individual creativity.

There were conducted regression analysis to measure whether there is an effect of authentic leadership on individual creativity.

Preliminary analysis were conducted to ensure no violation of the assumptions of sample size, multi-colinearity, outliers and normality, linearity, homoscedasticity in order to conduct regression analysis.

For the purpose of this study, $1.H_1$ hypothesis is developed in order to measure the effects of authentic leadership on individual creativity.

$1.H_1$: Authentic leadership significantly affects individual creativity.

As seen on Table 4.11, in the regression analysis authentic leadership and individual creativity is added to the model. According to regression analysis findings, there is a significant effect of authentic leadership on individual creativity ($p=0.000<0.05$). Changes in individual creativity is explained by authentic leadership at 12.5% (Adjusted R^2). Also, as seen on Table 4.11, when one unit increases in authentic leadership, individual creativity increases by 0.360 (β). Therefore, it can be said that as authentic leadership increases, individual creativity rises. Thus, $1.H_1$ hypothesis is supported.

Table 4.11: Linear regression analysis result of $1.H_1$

Dependent Variable: Individual creativity			
Independent Variable:	**Beta**	**t value**	**p value**
Authentic leadership	0.360	5.112	0.000
R=0.360; **Adjusted R^2**=0.125; **F value**=26.130; **p value**=0.000			

As mentioned before, another purpose of this study is to determine the effects of authentic leadership subdimensions (balanced processing and self-awareness, relational transparency, internalized moral perspective) on individual creativity.

The hypothesis is determined as;

$1.H_{1a}$: Balanced processing and self-awareness significantly affects individual creativity.
$1.H_{1b}$: Relational transparency significantly affects individual creativity.
$1.H_{1c}$: Internalized moral perspective significantly affects individual creativity.

There were conducted stepwise regression analysis to measure whether there is an effect of "balanced processing and self-awareness", "relational transparency", "internalized moral perspective" on individual creativity.

The results of the stepwise regression analysis are shown in Table 4.12. According to the results, there is one model arise. For the model, adjusted R^2 value is 12.7%, F value is 9.509 and p value is 0.000. According to Model, the only variable influencing individual creativity is "balanced processing and self-awareness". Beta value of balanced processing and self-awareness is 0.274 which is positive. Thus, it can be said that as balanced processing and self-awareness increases, individual creativity rises.

Table 4.12: Stepwise regression analysis about the effect of authentic leadership dimensions on individual creativity

Model	Dependent Variable: Individual Creativity	Beta	Sig.	Adjusted R^2	F	Sig.
1	Top Relational transparency	0.144	0.159	0.127	9.509	0.000
	Top Internalized moral perspective	-0.118	0.860			
	Top Balanced processing and Self-awareness	0.274	0.012			

In this respect, the hypothesis of *"1.H_{1a} = Balanced processing and self-awareness significantly affects individual creativity."* is accepted.

However, the hypotheses of *"1.H_{1b}: Relational transparency significantly affects individual creativity."* [p=0.159] and *"1.H_{1c}: Internalized moral perspective significantly affects individual creativity."* [p=0.860] are rejected.

5. CONCLUSION, LIMITATIONS AND RECOMMENDATIONS

In today's highly competitive and rapidly changing business environment, leadership has a significant role for the sustainable success of the organization. On this hard competition, organizations invest on innovation for new products and services to differentiate their organization to be able to compete. At this point, individual creativity is critical as a start point of innovation.

Leadership is a lifelong process of self-discovery. In this perspective, leadership starts through own essence and being authentic. Authentic leaders develop and strengthen themselves through their life experiences and obstacles. Authentic leaders share the same goals and values with the followers and encourage them. Also there are four dimensions of authentic leaders. These are self-awareness, relational transparency, internalized moral perspective and balanced processing. Self-awareness is critical to understand the meaning of the obstacles. Relational transparency promotes open environment where people can express their own thoughts and suggestions. Internalized moral perspective is core value of the leader. Authentic leaders build their leadership on their values and promote in the organization. Balanced processing would provide the environment where it is equal and objective for everyone. When the leaders are authentic, people follow them naturally and have willingness to make cooperation.

On the other side, in globalization and development of technology, innovation is getting more and more important for the organizations to differentiate the positions and to achieve success in highly competitive business environment. At this point, individual creativity is the generation of novel and useful ideas which are transformed to new products and services by innovation. Therefore, individual creativity is a building block of innovation.

Authentic leadership has a positive impact on individual creativity by providing relationships based on trust, objectivity, transparency, moral values and self-awareness. In this way, authentic leaders encourage the employees to express their thoughts and suggestions in open and safe environment. In this positive environment, employees are

motivated by the leaders concerning the generation of the new ideas and solutions. Thereby, individual creativity is supported by the authentic leadership style. On the other hand, self-awareness, relational transparency, internalized moral perspective and balanced processing on the leader may also have positive impact on employees which increases individual creativity as well.

This research aims to investigate the effects of authentic leadership on individual creativity. For this purpose, this research was conducted with 177 employees working in a global packaging company.

In this study, it is found that authentic leadership significantly affects individual creativity. It means that there is a positive relationship between authentic leadership and individual creativity. This result is consistent also with the previous researches in the literature (Hassan and Din 2019, Alzghoul et al. 2018, Chaudhary and Panda 2018, Hahm 2018, Mubarak and Noor 2018, Semedo et al. 2018, Sağlam 2017, Sanda and Arthur 2017, Zubair and Kamal 2017, Malik et al. 2016, Meng et al. 2016, Cerne et al. 2013, Dinçer 2013, Müceldili et al. 2013, Rego et al. 2012). It can be said that authentic leaders provide more supportive environment and relationships within the organization which promotes individual creativity.

Another finding of this study is that balanced processing and self-awareness significantly affects individual creativity. This result is consistent with the research of Müceldili et al. (2013). In this respect, it can be said that balanced processing which refers to evaluation all information in different aspects objectively before making decision, improves fairness within organization and makes the employees feel trust and confident in the working environment. Besides, self-awareness of the leader implies knowing the strengths and weaknesses and aware of the results of the actions on others. Authentic leaders evaluate the feedbacks from others for improvement. All these positive manners of authentic leaders motivate employees for individual creativity to express their thoughts and challenge with obstacles by providing new solutions.

On the other hand, in this study, it is found that relational transparency which is dimension of authentic leadership does not significantly affect individual creativity. As opposed to transparency, creative work can be sometimes achieved in zones of privacy. On the other hand, transparency is very important, however leadership skills should be used smartly. In this perspective, leaders need to know what to share and when to withhold by getting the balance right (Cable and Birkinshaw 2017).

In addition, one of the results of this study is internalized moral perspective which is the one of the dimensions of authentic leadership does not significantly affect individual creativity. This result can be explained that moral standards are developed through cultural impacts (Hannah et al. 2005, p. 45). In this perspective, it can be said that as the survey was conducted in different countries with employees from different cultures, the perception of moral perspective will differ.

Leadership is important for individual creativity. Leaders who have the features of authentic leadership increase individual creativity of the employees. Individual creativity is fostered in business environment based on cooperation. Leaders motivate the followers by providing vision and common goal with trustful and open relationships. These positive attitudes encourage creative behavior of the employees.

This study has some limitations. It was limited with only the employees working in sales and sales support positions in a packaging company. Other employees that work in this company and other employees that work in same and different sectors did not implicate to within the context of this research. Furthermore, time problem is one of the limitations in this research. Other limitation of this research is that the sample of research consists of employees working in a global company in different countries. Because of the location distances, the surveys were collected through online survey tool by email. Also, another limitation is that the employees who participated in the survey are from different cultures, attitudes, behaviors and education background.

For future studies, it can be recommended to consider other variables to investigate the outcomes of authentic leadership in the organization such as team creativity, organization

identification, organizational silence, employee engagement, employee innovative behavior, self-motivation, job satisfaction, employee empowerment and organizational commitment.

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APPENDICES

APPENDIX-1: Authentic Leadership Questionnaire (ALQ)

Three sample items from this instrument are allowed for inclusion in the thesis. Permission letter is presented in the next page.

The instrument is available for research purposes at http://www.mindgarden.com/products/alq.htm

Example items from the questionnaire are given in below.

1. My leader says exactly what he or she means.
2. My leader admits mistakes when they are made.
3. My leader encourages everyone to speak their mind.

Yesim Doganay

mind garden

To whom it may concern,

This letter is to grant permission for Yesim Doganay to use the following copyright material for his/her research:

Instrument: ***Authentic Leadership Questionnaire (ALQ)***

Authors: ***Bruce J. Avolio, William L. Gardner, and Fred O. Walumbwa***

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Sincerely,

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APPENDIX-2: Individual creativity scale

	1.Strongly Disagree	2.Disagree	3.Neutral	4.Agree	5.Strongly Agree
1. I suggest new ways to achieve goals or objectives.					
2. I come up with new and practical ideas to improve performance.					
3. I search out new technologies, processes, techniques, and/or product ideas.					
4. I suggest new ways to increase quality.					
5. I am a good source of creative ideas.					
6. I am not afraid to take risks.					
7. I promote and champion ideas to others.					
8. I exhibit creativity on the job when given the opportunity to.					
9. I develop adequate plans and schedules for the implementation of new ideas.					
10. I often have new and innovative ideas.					
11. I come up with creative solutions to problems.					
12. I often have a fresh approach to problems.					
13. I suggest new ways of performing work tasks.					